

LICENCIATURA EN LENGUA EXTRANJERA INGLÉS

Experience of teaching values through biblical stories in the English classroom at Gimnasio Cristiano G.A.D - La Vega Cundinamarca

Research Field

The use of the English Language and its Contexts

Research Subproject

The Voices of the LLEI realities: Life stories and experiences

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Abstract

This narrative research shows why and how I approached values in the English classes through Biblical stories with the fifth-grade students of Christian School G.A.D in La Vega Cundinamarca, as well as my experience as an English teacher in the same school while I development of those classes. Data of this research were obtained from different instruments that correspond to the narrative research. I analyzed data, and classified codes to get categories. With the findings of this research, I intend to show the importance of involving values in subjects such as English to bet on an integral education that is concerned not only with learning but also with the student. Likewise, through my experience in English language teaching, I want to contribute to other pre-service teachers as a reflection exercise on the teaching work and a review of the teaching-learning processes of the English language.

Key words: values, biblical stories, integral education, experience, English language Teaching, teaching-learning process.

Resumen

Esta investigación de tipo narrativo muestra la razón y la manera en que abordé dentro de mis clases de inglés valores a través de historias bíblicas con los estudiantes de grado quinto del Colegio Cristiano G.A.D en La Vega Cundinamarca, así como mi experiencia como maestra de inglés en un colegio cristiano sobre el desarrollo de estas clases. Los datos de esta investigación fueron obtenidos de diferentes instrumentos que corresponden a la investigación narrativa. Yo analicé los datos y clasifiqué códigos para obtener categorías. Con los hallazgos de esta investigación pretendo mostrar la importancia de involucrar valores en asignaturas como inglés

para apostarle a una educación integral que se preocupe no solo por el aprendizaje, sino también por el estudiante. Así mismo, a través de mi experiencia en la enseñanza del idioma inglés quiero contribuir con otros docentes en formación como ejercicio de reflexión sobre la labor docente y una revisión de los procesos de enseñanza-aprendizaje del idioma inglés.

Palabras claves: Valores, historias bíblicas, educación integral, experiencia, enseñanza del idioma inglés, proceso de enseñanza-aprendizaje.

Section 1. CONTEXTUALIZATION

This research arises as result of initial diagnosis applied to the fifth-grade students of the Gimnasio Cristiano G.A.D - La Vega Cundinamarca and of the design and implementation of the syllabus to include the values through the biblical stories, considering the PEI (mission and vision) of this Christian School and the existing syllabus. I narrate my experience as an English teacher in the fifth elementary grade at a Christian school in La Vega Cundinamarca. With this idea in mind, I intended to reflect on my teaching work, on the teaching strategies, and the methodology. At last, I described how these classes were developed, I described the activities, and the way in which the students appropriated each of the values.

This research is related to the research subproject The Voices of the LLEI realities: Life stories and experiences, since through this project I considered necessary to show the significance of doing narrative research in the context of distance education because as pre and in-service English teachers we perceive the reality of our work and of our students in different ways, considering that our country is diverse in terms of culture, customs, and social level and that the way of learning and teaching varies with the reality of its context, therefore those experiences must be known to understand and provide new proposals that build and promote better language learning. Regarding this, Barkhuizen (2014) highlights the relevance of narrative inquiry in our field by mentioning that "it helps us to understand the inner mental worlds of language teachers and learners and the nature of language teaching and learning as social and educational activity." (p.20)

The use of the English Language and its Contexts, considering that biblical values and stories were addressed from English classes as part of the reinforcement of grammatical structures worked with fifth-grade students and that the context was decisive in the choice to work those values through biblical stories, not only for being a Christian school but for the situations that were lived both within the classroom and in its family environment.

Gimnasio Cristiano G.A.D is a private educational



school with training in pre-school and elementary school levels with 135 students. It is in the urban area of La Vega Cundinamarca. This is a municipality and town of Colombia in the department of Cundinamarca, which belongs to Gualivá Province. La Vega is 54 km from Bogotá the capital city of Colombia.

The school is surrounded by different places such as shops, supermarkets, restaurants, homes, and bars (the latter is quite common in La Vega Cundinamarca), which generates constant distraction in children due to the high volume. The neighborhood in which the school is located is very commercial and busy since it is located near the center of this town. This sometimes generates high levels of noise pollution from the noise of cars, motorcycles, music players with high volume and the continuous audio advertising that passes through this place.

Regarding the participants, I carry out the inquiry in the fifth elementary grade. This group was organized by ten students, six girls and four boys which age ranged between ten and

twelve years. Some of them live with their parents and siblings, but others live only with their mother or grandparents. The majority belong to a medium socioeconomic stratum and their mother language is Spanish. Among their favorite hobbies are practicing some sport, using the Internet, watching television, and taking a walk. Also, with respect to their musical preferences, they like electronic music, reggaeton and other genres such as pop music.

In terms of English language learning, the activities they most liked were role plays, learn songs, watch movies and videos. Likewise, they enjoyed working in pairs and to be evaluated through oral tests, but never through written tests. Within the data, it was found that 50% of the children surveyed do not live in traditional homes that are, made up of father and mother but live only with their mother or grandparents, which denotes the absence of the father figure in their lives and the responsibility that women must also assume the father's role. Likewise, the challenges that these children face when they lack this important and influential figure in their emotional and social life.

Unfortunately, in such a small sample, a problem that greatly affects the children of our country is evident, considering that Colombia, is the country with the highest percentage of children growing up in homes with absent parents. (Colombia es el país con el mayor porcentaje de niños que crecen sin sus padres, July 13 2013).

Section 2. RESEARCH STATEMENT

The research statement of this project comes from an institutional space called G.A.D TIME. The word G.A.D is an acronym that means “Gracias a Dios”, also refers to one of the tribes of Israel in the Old Testament. G.A.D TIME highlights the time in which all the students of the school can learn human values and principles, through songs, plays, competitions, games, videos, among others. In this space I observed that students enjoyed the teachings and activities that take place around the biblical stories, likewise, I find interesting the way in which the different ethical, moral and spiritual values are linked to each one of the stories and how the children find relation close relation with their daily life experiences; both at school and at home.

In view of the above, I decided to address this research with two different purposes. The first, to raise values while teaching English. Thus, I chose as sample the fifth-grade students, a group of ten students who show really interest both in the English language and the strategy of working biblical stories in which they learned about values.

Since the sample group of ten students have presented some problems at home (separation and abandonment) and certain difficulties to interact with other students; the second reason intends to integrate the human values and solve those troublesome experiences and behavior.

Therefore, I intended to demonstrate that through English subject and the strategy of involving the biblical stories the students may identified themselves with the main characters and different situations; how ethical, moral and spiritual values help us face and solve those situations.

In this research, I, as an English teacher aimed at narrating and describing my own experience at G.A.D School by addressing human values through Bible stories in the English classroom. I am convinced that Bible stories, not only allows to internalize different human values by bringing children to the experiences of other characters and compare them with their own experiences but also is useful as a pedagogical strategy to learn English, as these are adapted to the age of the students and catch their interest. In addition, I assumed it was possible to handle transversally subjects such as ethics and religion, which provide a positive influence on the human being.

In the same way, I mean to know and analyze the experiences of the students, through their written and graphic narrations, the later, refers to the drawings made by children to capture the learning and reflections generated by the different biblical stories in them.

That is why I will take principles of narrative inquiry to do my research, considering the emerging themes that are characteristic of this type of research: identity, context, and effect. Barkhuizen (2014, p. 12). Finally, the description of the research statement brought me to the research question and the research objectives depicted below.

Research question

How do biblical stories in English classes strengthen fifth grade children' values of the School Gimnasio Cristiano G.A.D. - La Vega Cundinamarca?

Research Objectives:

- Narrate my experience as an English teacher in a Christian school by working values through biblical stories.
- Systematize the experience of teaching and learning values through the biblical stories in the English class.
- Reflect on the process of teaching and learning the English language, considering success and failures that were obtained by working values through biblical stories.

Section 3. THEORETICAL FRAMEWORK

Narrative Inquiry

Barkhuizen (2014) defines narrative inquiry as “the methodology that provides access to the teaching and learning of languages as lived experiences, in which both students and language teachers can be placed in specific, historical, social and cultural contexts” (p.11). Because a narrative research focus not only on telling a simple story but in the analysis and reflection I, initially addresses Barkhuizen narrative research (2014). But also I must address authors like Gardner (2006), Hawkes (2013), and Arrieta (2015), who emphasize in the importance of working values and seeking comprehensive education, in order to contribute to the formation of good citizens for this society, and through Olleta (2013) and Bejarano (2013), I address factors and experiences related to teaching the English language in similar contexts to which this research was carried out.

My project is a narrative because through this I narrated why I teach values through biblical stories, how I adapted the biblical stories to fifth-grade students in English, and in turn, how I adapted the values and the biblical stories to the English syllabus, through a classroom project to incentivize values. These pedagogical experiences about language teaching and learning inside the English classes are narrated and analyzed throughout this work.

I, also, addressed the guidelines stipulated by the MEN considering that when including values in English classes, it is necessary to know what must be considered so that they are part of the syllabus.

Christian Approach.

Regarding this aspect, The PEI of the Gimnasio Cristiano G.A.D is based on leading its students to have a search for God, believing that it is the only one that can transform lives, families and thus contribute to a positive change for our country. In the same way, it seeks to respond to many of the moral problems facing the community and that is known by this school, generating in the future generations a new moral and ethical conscience.

Considering the PEI and the philosophy of the institution, based on the Christian- biblical principles as a source of wisdom and advice, useful for an integral formation, it is that this project aims at that these principles and values are not only approached from some academic space or class in particular, but it also encouraged in other subjects as a way to learn, and contribute to the personal and social development of the student, understanding and helping in their emotional, social and spiritual needs.

Elizondo (1993), a teacher focused on education in values, highlights in her article "An integral education from Christianity" that the aspiration to that integrality is implicit in the same content of the word "educate", whose meaning "guide" not only refers to knowledge itself, but also to the development of being in the student; and paradoxically, this teacher refers to the integral Christian education as a utopia to pursue, nonetheless, hopefully.

Similarly, Elizondo (1993) mentions that the search for an integral education based on Christianity influences areas of intellectual, affective, motor behavior and psychic complexes such as attitudes; and that without a doubt, faith shows us "another dimension" to contemplate in education and gives us another measure to assess its scope.

In this sense, I agree with the author since although in recent years we have evidenced a separation of ethics, religion, and areas of knowledge, it is important to understand that they complement each other and that each one contributes greatly to the development of being, not individually as it has been raised in many places, but together as part of a whole. Likewise, the author draws my attention, it also refers to the importance of addressing ethical, moral, and spiritual values not only from a specialized subject but from different angles of the educational project, since it helps the student being.

Finally, the author motivates that as teachers we aim to work for integral education, even with the expectations and threats that arise in the current world situation, considering it as a challenge and an act of responsibility with our students.

Values and Ethics

Arrieta (2015) defines values as “personal beliefs that lead individuals to act in some direction, influencing ways of relating to each other, triggering events with different meanings for each of them.” (p.30). In her project, *Promoting values in childhood through stories, fables, myths and legends and biblical stories*, she identifies four fundamental characteristics in the values: these are transcendent, these are mental appreciations, that is, they exist but cannot be touched, these are individual and collective, as well as historical-social, which refer to the period of time and state in which the individual or the community is. Like this author, I also decided to promote values through biblical stories, since these types of stories can be easily adapted to age and especially to the needs of children, considering that many of these are they develop in

similar contexts to theirs and that makes them better identify with the characters and their experiences.

Certainly, in these times we face a crisis of values in our society, the high rates of depression, anxiety and suicides have been increasing and has been prolonged at increasingly early ages, so it is important from the earliest years show positive alternatives so that from children they can have a better perception of life and the world around them.

In this project I wanted to encourage values such as faith, kindness, friendship and loyalty, since through their opinions and classroom experiences I was able to observe that they are values that in their context they need to put in practice, in addition to the situations of coexistence that is presented in the group, it is also evident the emotional deficiencies and the problems that live in their homes, which affects their moods, their coexistence, their dreams and the perception of a good future for them.

Taking into account these ideas and the purpose of my research, which aims not only to learn the English language from the linguistic aspect, but also from the different values presented by fifth grade students in terms of their formation as citizens, thus defining a path that complements the optimal achievements of the teaching of this second language and human values, without neglecting the legal, moral and ethical provisions.

Aristotle cited by Iriarte (2016) was a great philosopher who believed that education and morality were completely linked to the human being and that as teachers our work must transcend classrooms and impact our student's lives. If we manage to train people with great knowledge in the field of knowledge, we have triumphed as teachers, but if we manage to train

people who can contribute to this world so that it is better, we have succeeded as people "Those who educate children well deserve to receive more honors than their own parents, because those only gave them life, those the art of living well." (Iriarte, 2011)

Regarding the context, is an important factor in this research because it is directly related to human formation and values education, through which the different voices of the fifth-grade students and their teacher will be known, using narratives about how the human formation is lived in their daily life as well as how the students apply the acquired knowledge of the English language. (Barkhuizen, 2014)

Undoubtedly, the lived experience, teaching English in fifth elementary grade at G.A.D, are the core of this research since these are the gathering of what my students lived and learned throughout the project and what this meant to me as their English teacher, considering that research does not only seek to know what the students achieved or learned in the process, but how this also contributes to my training as a teacher and as a person.

The responsibility for contributing to an integral education is great, and knowing the scope of the project in their lives is the greatest objective for me as a teacher, as it is not only a contribution in learning the English language, but also a contribution to the student as human being and as part of a society sometimes hard and with little humanity.

Values in Education and in the English class.

Hawkes (2013) founder of Values- Based Education (VbE) mentions in his book *From my Heart: Transforming Lives Through Values*, the importance of values-based education since

it contributes to helping students to be more humane, as well as in the development of the communicative competence, Intellectual curiosity, relational trust, academic diligence and other aspects that are part of their educational process.

The same author Hawkes (2013) affirms we live in difficult times, values based education develops the atmosphere in which mental health is okay, resilience is developed and we develop what “a sense of self”(p.25), and we are able to be responsible for ourselves. For this reason, he thinks is possible a new narrative based on values, using positive values language, and so create a society in which this world can truly flourish.

Likewise, Hawkes (2013) highlights how values-based education permeates all curriculum subjects and English is not the exception and how the development of the reflective practices bring positive outcomes, taking into account that it is important that these values are not only applied in the near context of children, in their classrooms or in their homes, but also in other types of contexts with real situations that other people live.

Hawkes agreed with the psychologist and pedagogue Howard Garner about the future is in the hand of the students. For this reason, Gardner shows in his book *Five minds for the future*, a reality to which our students will be confronted in the near future, with the changing world, the advances in social, cultural, technological, epistemological, political aspects, etc., it is inevitable that human beings begin to take on new challenges and it is necessary from now on to prepare the smallest ones so that Gardner said "is not at the mercy of forces that do not understand and cannot control." Gardner (2006, p. 138)

Although the ethical aspect is not directly related to this research, it is necessary to mention it when talking about human values, since ethics is directly related to these, understanding that ethics studies human behavior and that values are the virtues that a person has, therefore, human values largely define the behavior of human beings. Regarding this aspect, Gardner, (2006) refers to the ethical mind as one of the capacities that highlight the importance of preparing for life and the responsibility of educators to achieve not only competent students but also good citizens, for this reason, it is engaged directly with Human Values. Gardner (2006, p. 142) summarizes the above in this sentence “Students need to understand why they are learning and how this knowledge can be put to constructive uses”.

English Language Teaching Project in Elementary School

A research project is a plan that is developed prior to conducting a research paper to present an organized set of data around a problem. (“Research Project,” n.d., para. 1 and 2). This is a definition at a general level, understanding that a research project can be developed in different fields. From the academic field, specifically from the English classes, a research project is a continuous educational activity that seeks to describe some situation that is generated within the class, respond or improve a problem concerning the subject and with a specific population. This project on the other hand, is based on biblical stories and consists of knowing how they can contribute and reinforce human values in the fifth-grade students of the G.AD Christian School and in turn to strengthen different communication skills in the English language. In this regard, Bejarano, P., (2013), in his research called Methodological Proposal for Teaching English through Project Pedagogy, quotes Krashen (1982) to mention the two different ways to

develop communicative competence in this second language. The first has to do with the acquisition of language, in which language is used without giving so much importance to the fact that said language is being learned. Therefore, although in the project that was carried out it was implemented in the fifth-grade syllabus, it was always given a different approach and tried to point to its daily context, to know how those values worked were experienced in their school, house, neighborhood, etc. The second has to do with learning, that is, the conscious knowledge of the language and the way in which language is controlled to produce correct grammatical texts or expressions. In this sense, each biblical story sought to do different activities that put into practice their communication skills. How to ask and answer simple questions, use vocabulary or expressions worked in English classes, as well as identify pronunciation and better understand each story based on videos or pictures

Section 4. RESEARCH DESIGN

This study is focused on the narrative design, and frames qualitative research. According to Barkhuizen 2014, the present narrative methodology, refers to three indispensable terms in a qualitative research: Iterative, since in this research it was necessary to constantly move between the collection, analysis, and interpretation of the data to complement each other and take into account other variables that were not taken into account at the beginning of this research work. Likewise, it is emerging, since by keeping open, it allowed new details and even other tools or documents to be considered as part of the analysis and interpretation of data; and finally it is interpretive since it is the result that arises when collecting and analyzing said data, and as Barkhuizen (2014) mentions, many of these interpretations came out of the data themselves. (p.73)

Considering that the project seeks to know my teaching experiences, and how through different activities included in the syllabus, I foster values in the students of Gimnasio Cristiano G.A.D. It was important to know how the context where I teach English, the students and their family nucleus, their likes, their biggest dreams, and their goals in the English subject, among other questions related to this subject. I narrated the way I designed a pedagogical strategy to foster values and made students reflect upon characters and stories with specific teaching in human values and principles in the English class; it is important to mention this study intends to match the subproject "The voices of the LLEI realities: life stories and experiences" .

Initially, this research started by carrying out a diagnosis and a characterization of the population, (See Annex C) they were the fifth-grade students at Gimnasio Cristiano G.A.D. Then, I used the findings in the characterization that was analyzed to find what the needs of fifth-grade students and how from this project I can contribute to their requirements.

On the other side, with the purpose of gathering data, I used five different instruments which I describe as follows: *Frame One: Why biblical Stories*, *Narrative One: Who am I?* *Multimodal Data picture: Children's drawings*. (Drawings and writings) and which based on the biblical stories and a non-biblical story, G.A.D school PEI, and English syllabus for elementary grades 2010- 2017.

The instruments are summarized in illustration #1

Narrative Data	Instruments
written Narrative	Frame One: Why biblical Stories Analysis Narrative One: Who am I?
Multimodal data	Children's drawings and writings
	GAD school PEI English syllabus for elementary grades 2010- 2017

Table # 1-Instruments

Starting with Frame One: **Why biblical Stories:** (See annex E). It consisted of a series of questions and answers related to the choice of working biblical stories, the process of selecting these stories, the approach that the first Bible story had, and the experience of working Bible stories in English classes both in teaching and learning of these. Barkhuizen (2014) makes reference to the fact that if the researcher decides to use narrative frames as an instrument, it is necessary that these have a correct structure because “they should be read as a coherent whole, and they should require respondents to draw and reflect on their experiences of whatever the topic of the frames is”. (p. 45).

Through this instrument, I narrated how the interest in working biblical stories arose, why teaching values not only with common stories and fairy tales but through biblical stories and not using other types of stories and in turn, this tool allowed me not only to address this issue from my perspective but also through an analysis of the PEI and the fifth grade English syllabus.

We worked one story for each academic term, this is evident in the new syllabus I designed (See Annex N) that is, I worked four stories, three biblical and one non-biblical. Although I have developed the activities planned for this story and the students participated actively, as a teacher I did not feel comfortable working with these types of stories and felt that this moved me away from the purpose I had with the research project.

Therefore, I started working with the biblical stories ending the year 2017, however, it was consolidated during 2018. I began with the biblical story of Daniel, in which the value of faith was worked, then we approached the non-biblical story The lazy horse, to work the value of laboriousness, we continue with the biblical story of Ruth, in which the value of kindness was

worked and finally we work the biblical story of David and Mephibosheth to talk about the value of friendship and loyalty.

I carried different types of activities with each one of the stories, such as reading, using scanning as a strategy to have a better analysis of the text, narrations of the stories through images or videos, with simple language and according to the age of the students, questions related to the stories and in many cases drawings that reflected what most caught the attention of the students of these stories or the way in which the values of these stories were evidenced in their context. (See annex J)

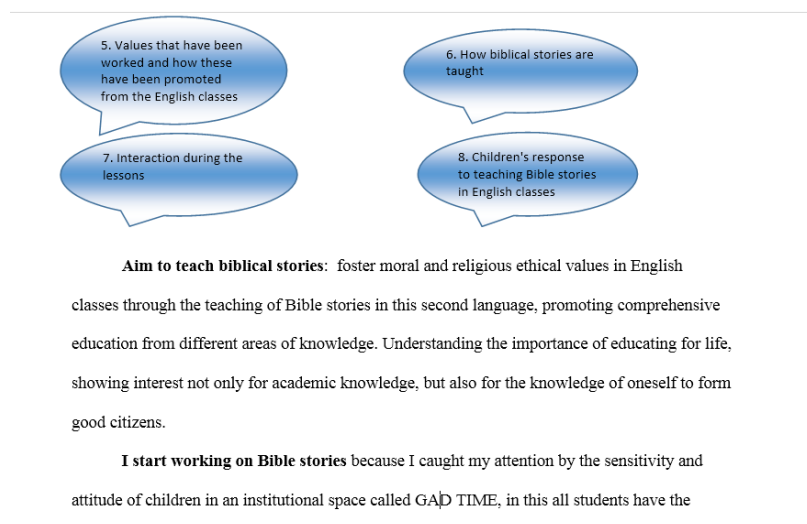


Figure #1

Likewise, as it was my main intention, I tried to get the students to socialize the Bible stories so I developed different activities, considering that the students like socialize with others their activities and also as a way to overcome the fear of speaking in English; within the activities, the students performed the story of Ruth through a play to other students and parents. About David and Mephibosheth's story, the students worked in pairs with each one of the parts

of the story (beginning, middle, and end). Finally, to consolidate and put into practice the values worked, we carried out a social work to help the nursing home of La Vega Cundinamarca in which the school's educational community was involved.

The second instrument, **Narrative One: Who am I?** (See annex H) I wrote about my experience as a teacher in Gimnasio Cristiano G.A.D in La Vega Cundinamarca, and how this role is different from a teacher in the capital city. I decided to tell my own story because through this, I could obtain written accounts of language and teaching experiences of my own practice. Likewise, as teacher, I made written narratives, which according to Barkhuizen (2014) are “written reflections on teachers’ practices, teaching contexts, emotions, development, and language learning” (p. 40). These narratives have the purpose of reflecting on our teaching and learning experiences. I wrote a narrative about my experience working with this syllabus how this was designed and if I considered the context and level of the children this syllabus was adequate and relevant for the students.

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considered the context and level of the children this syllabus was adequate and relevant for the students.

In the same way, I narrated what actions I took during the term in which I started my teaching in the English subject in this school and the reason why I thought it convenient to change the curriculum in its entirety. Later I did an analysis coding the data through colors to help me find keywords and establish a better interpretation of the narrative

The experience of working in this place has been wonderful and extremely rewarding, not only for the fact of being able to teach children but for other aspects that have filled my life and made me a better person.

In regards to multimodal narrative instruments, that consists in the use of additional text types, other than oral or written (Barkhuizen, Benson, Chick, 2012) and digital and non-digital multi-modal texts as pictures and drawings, digital evidence, classroom work from students. I used the photograph resources, I collected pictures, videos, drawings, and documents. Thus, I used three Multimodal Data Instruments. The first Children's drawings and writings (See annex J) the drawings have great relevance in children, according to clinical psychologist Banús (2016), drawing is a communicative platform, where the child can show their feelings and emotions, that is, their inner world. For this reason, many of the students felt the freedom to express their feelings and understanding of the biblical stories and values through images and not through words; they said a lot of things about how they interpreted the stories that are narrated, how they perceive reality, their needs, values and the situations that each one experiences. Phrases or small texts accompanied many of these drawings, but also of the feelings or perceptions generated by the values worked with each one biblical story. Through the drawings

that children will make in different sections of classes, some of these will be done as a way of narrating with images as they experience the values that are worked in class in different contexts, in their homes, with their friends, in the School, etc., and other drawings will show the perception of each one of them regarding the value and the biblical history that is worked on.

On the other hand, and also by collecting information through MDI I revised different documents such as: **the school PEI**, (See annex K) I did the reading of the PEI and I drafted a writing in which I was able to determine its design and orientation, as well as the factors that are part of it, in order to understand a little more about how Christian values and biblical principles do part of the school's purpose. Then I did an analysis establishing codes by colors to make a better interpretation of the document taking into account that human values and biblical-Christian principles are a fundamental part of PEI, I wanted to show and analyze how the school established these principles, what is the purpose of addressing values from the Bible and the importance of integrating them not only from a specific subject, but from other subjects such as English so that students can achieve comprehensive training.

English syllabus for elementary grades 2010- 2017. (See annex L) Consisted on a review of this document, after reading this document several times, I took out relevant aspects of this document which was not possible to extract or photocopy, since it is for the exclusive use of the school. Having these aspects, I compared them and tried to give them a better name that would indicate more clearly the aspect to be compared. Then I made a comparative chart in which I included these aspects and what the PEI mentioned about each of these.

Section 5. DATA ANALYSIS

The analysis of the data corresponds to the one used in narrative design. It began with the coding, categorization, and subsequent interpretation of the information collected through the different instruments. The data were analyzed by grouping similarities between the instruments used. Subsequently, the data were gathered into two main categories, from which subcategories were derived that break down the different themes related to each category and that are developed in the research. Polkinghorne calls this process Paradigmatic. “Paradigmatic reasoning is a primary method by which humans constitute their experience as ordered and consistent”.

In this study, I decided to follow the “analysis of narratives” whose analysis produces paradigmatic categories proposed by Polkinghorne (1995) in Barkhuizen (2014). This kind of analysis also involves the use of abstract reasoning to establish theoretical relationships between concepts derived from the data. In qualitative research, the approach is called “thematic”. During the process of my research project I read the information very carefully many times, I underlined, colored, highlighted words, sentences, phrases, regroup keywords that were repeated many times, to discover clear coding that helped me to develop my research.

Frame One: **Why biblical Stories.** According to Barkhuizen (2014), for frame analysis, it was necessary to use thematic analysis procedures, in which the data must be repeatedly read and encoded. (Barkhuizen, 2014, p.75) For this reason, I made a chart which I divided into three parts. In the first part, I took into account each question that helped to develop the frame, in the second part the answers to each of the questions and in the third part the keywords that I could extract when reading and rereading each question.

Frame Analysis

Answer	Key Words
1. Aim to teach biblical stories the teaching of Bible stories in this second language, promoting comprehensive education from different areas of knowledge. Understanding the importance of educating for life , showing interest not only for academic knowledge, but also for the knowledge of oneself to form good citizens.	Biblical stories Moral values Religious values Ethical values Educating for life

Later, I categorized those keywords, starting from the main topic of this frame, Biblical Stories, establishing categories and subcategories, to later make a reflection or codification of the text.

CATEGORIZATION

TOPIC	CATEGORY	SUBCATEGORY	ENCODED TEXT
BIBLICAL STORIES	Values	Moral Values	The focus of biblical stories is to strengthen different types of values. The purpose is to aim for an integral education through the different subjects.
		Ethical Values	
		Religious Values	

Narrative: **Who I am**. The analysis of this instrument required reading and rereading the information to examine and consider each of the relevant aspects of this narrative and which are of great importance in the development of this research project. Therefore, I used a chart that I divided into two parts. In the first part, I retell the narrative to better analyze each relevant aspect and in the second part, I wrote the analysis about different aspects that this narrative addressed and that would help to better understand my role in this research project.

Liu abd Xu (2011:591) cited by Barkhuizen (2014) describe their Four-step data analysis procedure in some detail under the headings: (1) making sense of narratives, (2) coding for themes, (3) reconstructing the narratives for a storyline, and (4) telling and retelling, living and reliving the stories. This kind of procedure was similar of what I have done to analyze my

narratives, making sense of the narratives, coding, categorizing, reconstructing the narrative and telling and retelling.

Narrative	Analysis
My name is Lizeth Ramirez Rico, I am 27 years old, I was born and I live in La Vega Cundinamarca. I am the younger of two children and for four years I have been married to a wonderful man who supports me and encourages me to move forward.	Good family relationship (wife)
For eight years I have been working in a private school called <u>Gimnasio</u> Cristiano G.A.D, there I have been teaching in	Multidisciplinary teaching experience with elementary school students.

Figure #2

Multi-data photograph analysis procedure

This analysis consisted in the observation of pictures that provided insights, as a medium that shows potential for data collection in narrative research and offers the possibility of creating other forms of digital narratives mention by Barkhuizen (2014). Each picture is a story with a deep meaning that speaks out loud about children acquired knowledge about values. For example in the biblical story of Daniel, we worked with the faith value.

Picture	Description	Analysis and Reflection
	This picture was the final product of the activities carried out on Daniel's story. Prior to the narrative, I worked on the values of the school, which are in the school agenda. Each student looked for these values in English. Initially, I narrated the story of this biblical character through scenes (pictures) in which the students could identify the characters, the context and the development of the story. Then, they made a background of the story, mentioning the characters and the moments of the story and what had most caught their attention.	In the story feedback, most of the children highlighted Daniel's fidelity to God and his faith unwavering, despite the situations he experienced, that is why this scene was the one that was most repeated in the children's drawings. Considering the scene and their opinions I realized that the children acquired the value. This picture reflects the confidence of the character (Daniel) in God. His face shows tranquility despite the fact that around him is threatened by two ferocious lions. The student wrote Trust as the value that characterizes the scene and that caught his attention.

Figure # 1

Therefore, for the analysis, I chose from each story worked a model that will help me to show the work done with the group. Then, I made a detailed description of each activity that had been done from the beginning of the class until the end, focusing mainly on the image or activity done by the students, which the student wanted to capture in his work, what meaning his drawing had or activity, how it relates to the value worked, etc. Later I made an analysis and reflection on the description previously made. Establishing key ideas about the activity carried out.

The school PEI

The analysis of the PEI aims to identify how the philosophy of the institution, and what contributions can it give to this research project, considering that the school has a focus on Christian principles and values. Starting from this point, I had to read the document several times and make a comparative analysis, considering each of the aspects that are part of the PEI of the school and thus show how they contribute to my purpose in this research.

Nombre de la institución	Centro Educativo Privado Gimnasio Cristiano G.A.D
Lema o frase alusiva del PEI	Más que Educación
Tipo de institución ubicación, niveles educativos que ofrece, tipo de contexto	Institución Privada La Vega, Cundinamarca Niveles educativos: Preescolar y primaria Contexto: urbano.
Principal enfoque u orientación de su filosofía institucional	Filosofía: basada en los principios bíblico-cristianos Trabaja principios institucionales como base y componente conceptual en el cual se propone formar

English syllabus for elementary grades 2010- 2017

The analysis of the syllabus was carried out through a narrative in which I narrated what I found in that syllabus, the process I had with that syllabus when I started my work as an English teacher in this school and the how I could design a new syllabus that took into account the work I was developing in English classes with fifth grade students.

For this, I made a chart divided into two parts. In the first part, I captured my narrative and in the second part, I made the analysis of it. As I read my narrative, I highlighted and classified the keywords or sentences of the narrative with different colors. Later, I placed those keywords or phrases in the part of the chart corresponding to the analysis.

During this year there was no change in the syllabus, only some activities that were developed in the classes were modified. Likewise, some publishing' advisers were asked to visit the school, including the publishing house of the book with which they were working to find out if there was an update of this one, at the end of the year, two publishing' advisers, including the adviser of Greenwich ELT, publishing house of the book with which they were working They showed a new workbook. The two proposals were very interesting, however, many contents remained complex. The publishing house with whom the school had worked presented an updated book, which was not very extensive and contained interesting activities for children. Likewise, this provided continuity to the themes worked on, that is to say, although the material was different, it had a common thread between what the children had already worked with the new topics, there was no repetition in the themes.	2017 There was no change in the syllabus, only some activities that were developed in the classes were modified. Greenwich ELT showed a new workbook, which was not very extensive and contained interesting activities for
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After coding and doing the analysis considering the relevant aspects in this document, I made a reflection including the aspects that were part of that analysis.

... "When analyzing the syllabus that was at that time, which had been applied for several years without major changes I could see that it was outdated, decontextualized and lacked elements such as the methodology used in the classes, language teaching strategies, the evaluation and the inclusion of the BLR, which are indispensable to develop a planning according to the profile of the students of our school and the requirements of the Ministry of Education."

Emerging categories from data analysis

The different instruments I used allowed me to identify important and relevant aspects that continuously appeared in the development of this project and in turn helped me answer the question posed in the research *How do biblical stories strengthen the fifth grade children' values of the School Gimnasio Cristiano G.A.D. - La Vega Cundinamarca?* Through two categories and their respective sub-categories obtained from the analysis and codification of these aspects, they are:

MAIN CATEGORIES	Sub-categories
Values	Theme 1: Christian base values at School Theme 2: Values in GAD students' families. Theme 3: Inspiring Teacher
EFL teaching and learning	Theme 1: From Instrumental English Teaching and Learning to formation Theme 2: Biblical based stories to foster real communication in English Language.

Category 1- Values

Theme # 1 Christian base values at School

The first category refers to the fundamental pillars of the school and this research, the biblical principles and values that are promoted in students through work done in institutional spaces such as the G.A.D Time and English classes. For this, it is important to mention how evangelization influences education.

Pellitero (2012) mentions how evangelization and education should be united in our current world, recognizing the importance of renewing the announcement of the Christian message to respond to the demands that globalization brings. I agree with the author, since in a changing world, in which people face great challenges, it is necessary to bring an announcement of hope and love to the new generations, as a way to guide their lives in the different aspects that integrate them. Below I will show the aspects that are part of that evangelization that has nothing to do with a doctrinal discourse, but with the experience that both students and I have had when being part of the School Gimnasio Cristiano G.A.D

G.A.D Christian School is based on Christian principles and values, which has made parents choose this school as a different option compared to other schools, recognizing the student as a being that deserves and needs to have a complete development in all the dimensions of his life, in order to achieve not only having competent students in different areas of knowledge, but also people at the service of the community who grow up with clear and applicable values in their daily lives. That is why the mission and vision of the school have focused on offering more than education, its main interest is the integral formation of students.

G.A.D School's PEI

... *“Misión: somos un centro educativo que va más allá de la educación fundamentado sobre principios de vida, valores, liderazgo, servicio a Dios y a la humanidad”... “Visión: ser reconocidos por una educación integral de calidad, que viva los principios y valores cristianos”.*

One of the reasons that motivated me to work on this project was the way children learned and enjoyed knowing about Jesus and God, which began in the GAD Time institutional space, in which I could see that through biblical stories the Children could have fun learning and that the teachings were applicable to the situations they lived in their daily lives and that for this reason it was necessary not only to have this learning in a single space but to have the opportunity to take advantage of that interest so that the children could continue learning and knowing more about God from other spaces such as English classes.

Narrative.

...*“This space (G.A.D Time) was my motivation to work this kind of stories with values in the English classes since I consider that the integral part of a student should not be worked only in a space or in a single class, but through the different subjects, it is possible to form integral people”.*

As I mentioned before, evangelization goes beyond an ecclesial concept, it is a message transmitted from the experience of faith in Jesus Christ and although students learn from God, they are faced with different situations in their family context that end up affecting their emotional life. And social. Therefore, the Kerygma or message of God to people comes alive to

help and transform those difficult situations into experiences that they can overcome and with which they can help others.

Frame.

May 25th, 2018

... *“Children are living difficult situations within their home, some parental separation or abandonment by them, other constant fights between their parents, among other types of situations. Stories like Daniel's, allows them to see God in the middle of difficulties and helps them reaffirm their faith.”*

Theme # 2: Values in GAD students' families.

When making the characterization, it was possible to determine that the absence of the father figure was the common denominator in many of the fifth-grade students, which undoubtedly affects their relationships with others and that paradoxically, parents choose the school because they think that it is the place where their children will learn values and that is a great way it is a response to the needs presented at home. Regarding this idea, Kimani (2010) mentions that the experience of boys with absent fathers showed that boys who have absent fathers tend to have relational difficulties in social situations. Coleman and Claros (1983), in Kimani (2010) asserts that the most common cause of a disrupted family is abandonment, as is the case with some fifth-grade students at the GAD school.

This abandonment leaves remaining family members with feelings of rejection. In addition to this problem, there are financial problems. Thus, the school becomes a response to situations and problems that arise at home.

... *“Half of the students surveyed have grown up with only the mother figure or have grown up with their grandparents.” Characterization...*

Theme #3: Inspiring teachers

Although this project was born from the experiences of the students of the G.A.D. school with values through biblical stories, I could not put aside my experience as a teacher when working in this school and the way values have also been present in my personal and professional development. English language teaching (ELT), that is, the teaching of English as a foreign language, is usually portrayed in the professional literature and has been primarily concerned with the mental acquisition of a language. The essence of language teaching, like the essence of all teaching, lies in values: Johnston (2007) Regarding this, it caught my attention as in the blog (“coaching life lessons”, 2017) refers to the way an educator becomes an inspiring model, starting that the teacher must be a role model, being a motivator and a clear example to imitate, since I cannot teach something as important as values if I am not really convinced of the way they contribute to my life and people's lives. Likewise, this mentions the need to aspire to inspire, that is, as a teacher, how can I learn to inspire my students not only to raise achievement in a subject, but also in the important skills of living a full life; and finally, how can I create inspiring goals, both for students to achieve academic success, and for the interest to continue learning this kind of teaching that contributes to their lives. Much of this perception I managed to capture in a narrative that tells my experience about the way values have been present in my teaching

.... “When working with this type of stories, I wanted to focus my English project on showing how my experiences and the experiences of my students are when working with human values. Knowing their opinions and mine can provide a better perspective on how students experience said values in different spaces such as in English classes”. (Narrative)

Category 2 - EFL teaching and learning.

Theme #1: From Instrumental English Teaching and Learning to formation

English language teaching (ELT) is not merely a matter of training students in a set of skills. Varghese, M. And Johnston, B. (2007) Teaching and formation are two different but indispensable concepts from each other for effective education. Teaching is often conditioned to a series of knowledge about a certain field, unlike formation since it lasts throughout life and is not specifically conditioned to one field. Education is not only partly about sharing knowledge and skills. It is at least as much about developing dispositions - creativity, resourcefulness, reflectiveness and cultivating character.

However, nowadays it is common to focus more on teaching than on formation since as the world progresses so quickly, it is essential to have more knowledge in different fields to acquire greater skills and aptitudes.

From that point of view, Colarusso (2010) mentions that “English teachers bear the brunt of responsibility for preparing students to take standardized tests, but many are asking whether there is sufficient understanding of the disparity of resources and incommensurability of assessment given a vast diversity of learning context and learner needs” (p.6) which is completely true, since the demands of international standards and learning objectives do not

consider the conditions or needs that students have, ranging from the familiar to the socio-economic and that undoubtedly influences their educational process. For this reason, generalizing learning means that as English teachers we focus on achieving those objectives, leaving aside those needs and interests.

Working in a school with Christian values, I could see how these contributes and improves the needs of students and how biblical stories and values generate interest in them. However, I also noticed that these only worked in class space, so I considered that it should not only be limited to that class space but make it part of my English classes as a way to target an integral education.

Colarusso (2010) shows in her research the need for some English teachers to change the curriculum at an Ontario School, considering aspects such as common culture and social values that were detached from the existing curriculum. Compared to my research, the English curriculum was unrelated to the Christian approach of the school and included outdated content, many topics were not related to the context of the students and were extensive for the school level. So I started a process of review, analysis, and rebuild of the syllabus, proposing not only a change in the topics and workbook but also including the Christian values and Biblical stories that would contribute to the problems or needs of fifth-grade students of the G.A.D Christian School.

Theme # 2 Biblical based stories to foster real communication in English Language.

The second subtheme in the second category is related to the way in which the teaching of biblical stories was incorporated into the English classes at the GAD Christian

school, for this I explain how I had to design a syllabus that integrated the biblical stories into the content fifth grade and I address three important topics that were developed within the research: Biblical-based stories in EFL Reading comprehension, Biblical-based stories to work collaboratively and Biblical based stories strategies (videos) to foster oral and written communication. I agree with Edge (2003) and Pennycook and Coutand-Marin (2003) that the use of ELT as a platform for missionary work is a matter that should be of interest to the whole profession, raising as it does profound moral questions about the professional activities and purposes of teachers and organizations in our occupation.

To begin, with the present study, and to involve students in the learning of a foreign language and the acquisition of Christian values I had to design a syllabus. At that point, I was able to determine the methodology the activities and the objectives.

In order to design the syllabus that integrate the Christian values, I reviewed both the mission and the vision of the school, I look for the Minister legal requirements, I went over the textbook including the workbooks. I only designed the syllabus for the fifth grade. In reference to the values and the biblical these were determined by the results I had already collected in a diagnostic study.

...“Within the data, it was found that 50% of the children surveyed do not live in traditional homes, that is, made up of father and mother, but live only with their mother or grandparents, which denotes the absence of the father figure in their lives and the responsibility that women have to assume in not having the support of the father. Likewise, the challenges that

these children face when they lack this important and influential figure in their emotional and social life". (Diagnostic)

As I mentioned previously, the change of syllabus was necessary to update topics and include Christian values through four Biblical stories and two no biblical ones. For this reason, I included in each of the four terms of the year 2018 a biblical story and the value to work on it. However, one more biblical story was worked, considering that the development of the research began the last period of the previous year (2017). The table below illustrates the time devoted to acquiring Christian values.

Term / Year	Biblical Story	Value	Activity
4 th Term / 2017	Daniel's Story	Students chose the predominant value in the story	1. Each student looked the school's values in English. These values were in their G.A.D School Diary 2. I narrated the story through pictures. 3. I made a feedback of the story using the pictures and asking some questions. 4. They drew the scene that most caught their attention and wrote the value that prevailed in the story
1 st Term/ 2018	The lazy Horse (This is not a biblical story since during the process I was suggested to work on another type of story)	Laboriousness	1. The story was narrated through a short video. 2. They saw the whole video and then they saw this in parts to talk about what they understood from the story. 3. We discussed in what situations we reflect the laziness, the anti-value of the story. 4. Considering their comments, they wrote an expression related to a situation in which they reflected that anti-value, taking the

			classroom as the setting.
2 nd Term/ 2018	Ruth's Story	Loyalty	1. The story was narrated through a short video. 2. I asked some questions related to the three moments of the story and main and secondary characters. They saw the video again, as they had doubts about some details of this. 3. Each one mentioned the lesson that this story had left them. 4. They answered three questions related to the story Who are the main and secondary characters? What is the beginning? What is the lesson of this story? the last question was answered by everyone, considering that the majority agreed on their answer, we all tried to form a single answer During the activity students used a dictionary and a verb table worked in class. 5. Considering that this story caught the children's attention a lot and that they enjoy socializing activities that take place in class with students from other grades, I proposed that they develop a play (theater) at school. 6. We give out characters and dialogues and started rehearsals. We do several rehearsals taking time from some class sections. 7. Students present the play to other students on language day. 8. Students present the play to the parents on the day of the values (we made some rehearsals to perfect the play)

3 rd Term/ 2018	David's Kindness to Mephibosheth	Kindness	1. Students read rapidly the text and describe what the story was about. (Skimming) 2. Read again, but underline with blue color characters, with green color regular verbs and with red color known vocabulary. (Scanning) 3. I asked them to read comprehension questions. 4. I narrated the story to them through mime and dramatizing it with the students. 5. Students socialized what caught their attention the most about the story and the lesson that it left them. 6. By groups they made a frieze, each group had a part of the story. In the end they shared this story with students from other grades. 7. Considering the reflections and teachings that this story left them, I proposed to have an act of kindness with a vulnerable community in which all the students of the school participated. 8. Students led a campaign to collect food for the nursing home and shared time with them and bringing these foods to put into practice the value worked in class.
4 th Term/ 2018	Jonathan and David friendship	Friendship	1. The story was narrated through a short video. 2. Again, they saw the video, but I paused in some parts to resume the story through mimicry and have a better understanding of this. 3. Students developed an activity related to the story and the structures worked in class.

			4. Considering that during the class they had a moment of reflection and of apologizing to each other, I proposed to leave a positive message to the students of other grades to avoid bullying. Each one wrote short messages inside the silhouette of a hand. 5. Students socialized these messages with students of other grades.
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Brown (2007) mentions that Grammar translation focuses on grammar rules and vocabulary leaving aside language communication skills. Although there was a direct interaction with the mother tongue, the purpose of the activities was to reinforce the topics worked on in the English subject, and according to the syllabus.

Regarding the learning strategies, I used the ones suggested by R, Oxford. As for memory strategies, I created mental linkages in which children placed new words in context.

Example: Jonathan _____ (want) his father to kill his best friend.

(Biblical story about the friendship of Jonathan and David).

Despite I planned to work under the parameters of the communicative approach, I also used the grammar translation method. This because the class time, the level of English of the students and the flexibility of the biblical stories to a simple language; it was necessary for both students and me to communicate in both languages. I considered it was important that students socialized their class activities with other classmates, through plays, drawings or telling short stories from the Bible worked in class. Although the group expressed interest in the development of the activities and participated enthusiastically, it was difficult and fearful for the students.

Although the translation was a common exercise among students. I used cognitive strategies such as analyzing and reasoning, for example, when giving an instruction or telling a story, the students translated, and I asked them to explain the story.

On the other hand, for the development of most of the activities, I considered the interests of the students, especially working in pairs or with the whole group and considered different learning styles. For example, I relied on visual aids such as images and videos to make the stories known, I adapted the stories so that the reading had a simple language and according to their age and level. Likewise, I used role-play for students to explore other ways to interact with the English language.

I used the Biblical based stories as well as activities such as drawings, videos, oral presentations, devotional spaces to foster real communication and put in practice Christian values.

Picture	Description	Analysis and Reflection
	This picture was the final product of the activities carried out on Daniel's story. Prior to the narrative, I worked on the values of the school, which are in the school agenda. Each student looked for these values in English. Initially, I narrated the story of this biblical character through scenes (pictures) in which	In the story feedback, most of the children highlighted Daniel's fidelity to God and his faith unwavering, despite the situations he experienced, that is why this scene was the one that was

I consider the reading exercises helped to have better reading comprehension, working the Biblical stories in a different way and achieving a better perception of what it means to read. The drawings and

written activities, caught their attention or what they learned from the biblical stories, also they reinforced verbs in the past tense and modal verbs such as should and shouldn't and through the socialization of their crafts and the plays not only interacted with the language but also tried to say their dialogues in the best way, considering that they had never done this exercise in English

classes, and in front of parents and students. It was a new experience for them, and this motivated them a lot in rehearsals and made them lose their fear of speaking in English.

But these strategies not only contributed to foster real communication but also to consider the needs of the students, especially their situations within their homes and that in some way affected relationships with others. Devotional time contributed a lot in reinforcing Christian values, but in class times some situations were evident among classmates that were only a reflection of what each of the students lived in their homes.

This is the reason to work the biblical stories in the English classes helped them not only see the value of kindness reflected in the story of David and Mephibosheth, but they also appropriated that value helping others, as well as appropriating the value of friendship by acknowledging their mistakes, forgiving and apologizing, which helps create a better environment among classmates and sharing these lessons with others, is a way to evangelize and show that God speaks to us in many ways and Biblical stories are one of them.

Section 6. CONCLUSIONS AND IMPLICATIONS

This project leaves a series of findings and conclusions for the different actors in the pedagogical process.

Among the findings that emerged at the end of this research project are the following:

Findings in relation to the values.

Human values are part of the students and determine their behavior and development, as evidenced by the analysis and reflection of the characterization made to the group, in which it was not only revealed that a large number of students lack any of the fundamental figures in the family, paternal (mainly) and/or maternal, but these narrow circumstances influence the appropriation of these values and generate confusion about what is taught in school or at home and what is experienced in their lives and in their homes.

Considering the children's opinions regarding each of the biblical stories, I created spaces for reflection, in which the students had the possibility to analyze in their own context if the values worked on were evident or if, on the contrary, it was necessary to strengthen them in their lives.

Through the story of Daniel, the students strengthened their faith in God and valued the power of prayer. This was evident not only in the children's opinions in highlighting Daniel's faith but also in enhancing their willingness at G.A.D TIME.

Through the David and Mephibosheth story, students were able to put the value of kindness into practice by leading a campaign to bring food to the elderly people, in which not only they participated, but also included the entire education community.

Collaborative work and spaces for reflection helped to improve relationships between students. When I started my project, I realized the difficulty of forming workgroups and the problems that existed between them, but over time they learned to work in the groups that I assigned them and establish better communication.

Values should not be addressed in single class space, nor delegated to a specific subject such as ethics and values or religious education. It is necessary to bet on integral education from the different subjects as a way of preparing for life, considering that as teachers, is our responsibility to ensure that our students not only develop skills and abilities in our classes but they can also be good citizens.

Findings in relation to the EFL teaching and learning.

For the students, being able to share the biblical stories and the teaching that each one of them left in relation to the values through the expositions in other grades and the plays were activities that they enjoyed a lot, likewise, this type of activities helped them to lose the fear of speaking in English language and improve their pronunciation.

Although the project exceeded my expectations regarding the scope and the way the students interacted with the English language, it is necessary to rethink the language teaching method to improve the students' communication skills.

As teachers, it is necessary to constantly reflect on the teaching-learning process to evaluate the effectiveness of the method, strategies, and resources used in the classes to avoid falling into a comfort zone that prevents us from seeing our successes and failures.

The analysis and reflection of the existing syllabus and the school's PEI allowed me to recognize that the syllabus was not suitable for the level, nor did it adjust to the context of the students, as well as not meeting the MEN standards. This helped me to make decisions and completely change the syllabus to improve and update the processes and contents, as well as to include the biblical values and the stories worked on in the English classes, which in their choice allowed me to see that the Bible stories are a great tool to reinforce communication skills in children, as they can adapt to their level and easily capture their attention.

Conclusions

This project contributes to society from the training and importance of comprehensive education in schools. If as teachers we bet on the development of skills and in turn to promote values that allow us to leave good citizens to this world, we can feel completely satisfied for fulfilling the purpose of our profession, educate.

Likewise, this research serves as a point of reference to find solutions to the lack of values that are reflected in the students of the Gimnasio Cristiano G.A.D.

This research contributes to the field of research since it shows us the use of English in diverse contexts, in this case, a Christian school, within a small population, with a group of students who present situations of conflict between them. I saw this as an opportunity to reinforce the English language and at the same time to contribute to that context, using the values that are fundamental pillars of the school. Likewise, my work contributes to the macro project considering the experiences and reflections that I narrated about my work as an English teacher

and that can be of help to LLEI pre-service students in order to understand the educational context and improve in the teaching and learning process.

As a student LEI is important because it allows me to know and describe the students' voices, their opinions and experiences about language learning from another perspective and on a personal level, leads me to reflect and be critical of my own teaching, understanding that the teacher's work should not be limited to a space or a series of contents of the subject, but it is possible to know my students and provide life lessons, considering each child not only as student but as part of a community.

As a teacher I saw an opportunity to contribute and work different values from English classes to fifth grade students of the School Gimnasio Cristiano G.A.D in La Vega Cundinamarca, considering basic elements such as the characterization through an initial diagnosis made to this group of students, which provide data relevant to start a narrative study. See Annex A and C. findings

Data collecting showed other aspects related to children; For example, 30% of those children who do not live with mother and father together, said that their greatest dream is to start a family, demonstrating that they do not want to repeat that same pattern, but on the contrary, they are excited to have a family.

With all the above information, it wants to make known that both the family nucleus, as the constant use of technological tools and even the changes that have been taking place in education, have had an impact and effects on the integral formation of children, by this creates a need to rescue and promote human values as a way to contribute to a better future, using the

pillars of the PEI of the Gimnasio Cristiano G.A.D., which is focused on Christian principles and values and on students and their dimensions (biological, spiritual, social, intellectual and emotional).



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APPENDIX
Annex A

Cuestionario de Diagnóstico Inicial
Estudiantes grado Quinto.
Gimnasio Cristiano G.A.D

Nombre: _____ **Edad:** _____

Marca con una x la respuesta de mayor preferencia para ti.

1. Que actividades realizas en tu tiempo libre		
Ver televisión	Practicar algún deporte	Leer
Escribir	Pasear	Usar internet
Otro		

2. ¿Cuál es tu mayor sueño?			
Obtener un título profesional	Ser famoso	Viajar a diferentes países	Tener una familia
Tener mucho dinero	Ayudar a las personas	Otro	

3. ¿Con quién vives?	
Mamá y papá	Abuelos
Mamá	Mamá, papá y hermanos
Papá	Otro

4. ¿Cuál es tu género musical favorito?	
Reggaetón	Electrónica
Popular	Ranchera
Vallenato	Otro

5. De las siguientes personas, ¿ quién tiene mayor conocimiento del idioma inglés? (Marca una sola opción)		
Mamá	Abuelos	Otro
Papá	Hermanos	Ninguno

6. ¿En qué situaciones fuera de clase utilizas el idioma inglés?		
Viendo videos	Escuchando música	Viendo películas o programas
Hablando con otra persona	Otra	Ninguna

7. ¿Cuáles son tus metas en el área de inglés?		
Entender las indicaciones dadas por la maestra	Comprender lo que leo	Interactuar con otras personas en ingles
Ampliar o aumentar mis conocimientos en el área	Entender lo que escucho	Otro

8. ¿Qué actividad te gustan realizar más en clase?		
Observar videos y películas.	Buscar vocabulario desconocido	Aprender canciones
Leer en voz alta historias o pequeños textos.	Representar con movimientos o mímica expresiones trabajadas	Realizar exposiciones
Realizar ejercicios o ejemplos en el tablero	Representar expresiones a través de dramatizados.	Otro

9. ¿Cómo te gusta realizar el trabajo en clase?	
Individual	Parejas
En pequeños grupos	Con todo el grupo

10. ¿Cómo te gusta ser evaluado?



A través de pruebas orales, como exposiciones	A través de pruebas escritas
A través de trabajos y tareas	De otra manera

11. ¿Cuál de estos temas te gustaría estudiar?



PROFESSIONS



UNIVERSE



SPORTS



HOBBIES





UNIVERSIDAD SANTO TOMÁS

PRIMER CLAUSTRO UNIVERSITARIO DE COLOMBIA

Cuestionario
Estudiantes grado cuarto.
Gimnasio Cristiano G.A.D

Nombre: Luisa León Edad: 9

Marca con una x la respuesta de mayor preferencia para ti.

1. Que actividades realizas en tu tiempo libre

Ver televisión	Practicar algún deporte	Leer
Escribir	Pasear ☒	Usar internet
Otro		

2. ¿Cuál es tu mayor sueño?

Obtener un título profesional	Ser famoso	Viajar a diferentes países	Tener una familia
Tener mucho dinero	Ayudar a las personas ☒	Otro	

3. ¿Con quién vives?

Mamá y papá	Abuelos
Mamá	Mamá, papá y hermanos ☒
Papá	Otro

4. ¿Cuál es tu género musical favorito?

Reggaetón	Electrónica ☒
Popular	Ranchera
Vallenato	Otro

5. De las siguientes personas, ¿quién tiene mayor conocimiento del idioma inglés? (Marca una sola opción)

Mamá	Abuelos	Otro
Papá	Hermanos ☒	Ninguno

6. ¿En qué situaciones fuera de clase utilizas el idioma inglés?

Viendo videos	Escuchando música	Viendo películas o programas
Hablando con otra persona ☒	Otra	Ninguna



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7. ¿Cuáles son tus metas en el área de inglés?		
Entender las indicaciones dadas por la maestra	Comprender lo que leo	Interactuar con otras persona en ingles
Ampliar o aumentar mis conocimientos en el área	Entender lo que escucho	Otro ☒

8. ¿Qué actividad te gustan realizar más en clase?		
Observar videos y películas.	Buscar vocabulario desconocido	Aprender canciones ☒
Leer en voz alta historias o pequeños textos.	Representar con movimientos o mimica expresiones trabajadas	Realizar exposiciones
Realizar ejercicios o ejemplos en el tablero	Representar expresiones a través de dramatizados.	Otro

9. ¿Cómo te gusta realizar el trabajo en clase?	
Individual	Parejas ☒
En pequeños grupos	Con todo el grupo

10. ¿Cómo te gusta ser evaluado?	
A través de pruebas orales, como exposiciones	A través de pruebas escritas
A través de trabajos y tareas ☒	De otra manera



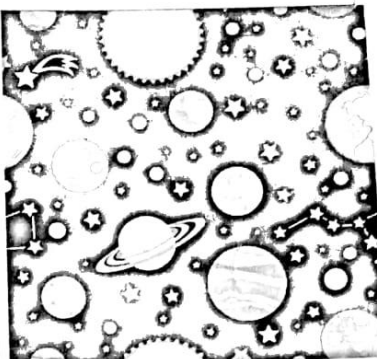


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11. ¿Cuál de estos temas te gustaría estudiar?



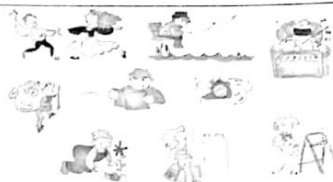
PROFESSIONS



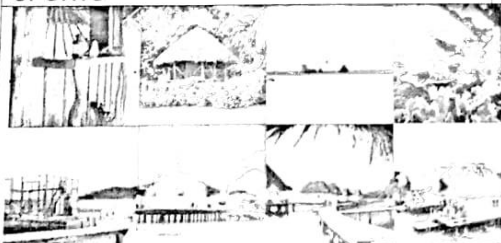
UNIVERSE



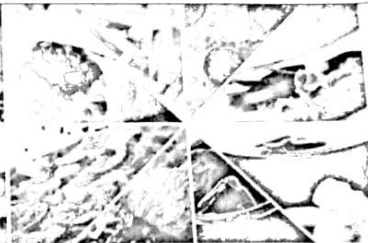
SPORTS



HOBBIES



TURISTIC PLACES



FOOD



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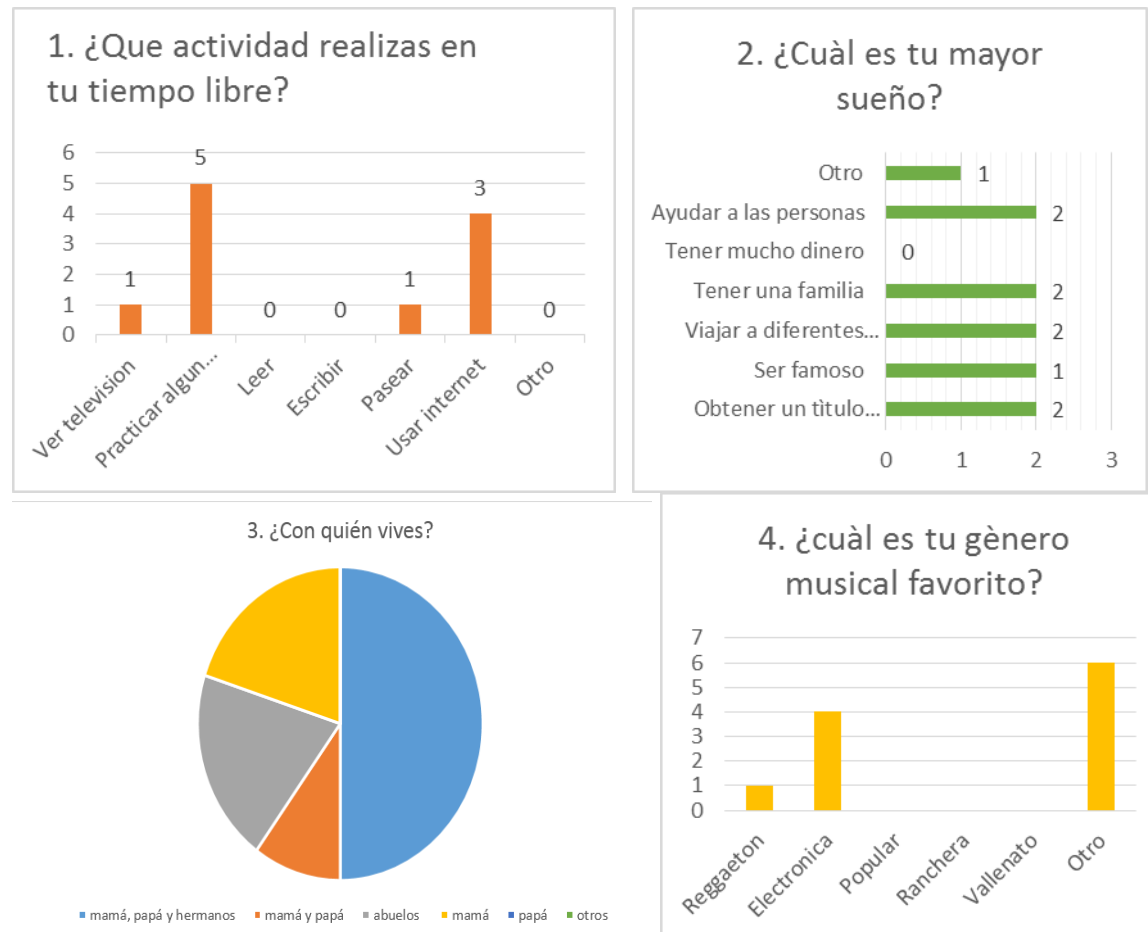


Annex B

REPORT

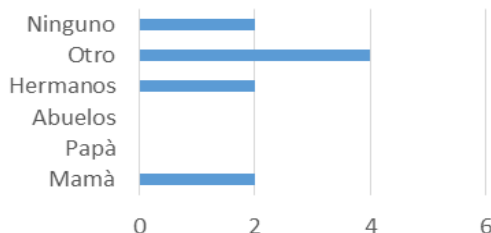
For this questionnaire, I provided the specifications in Spanish, emphasizing that they should choose the most preferred option (only one) in each question. Children were pleased to reply, many of them said they liked to take their views into account.

c) Results:



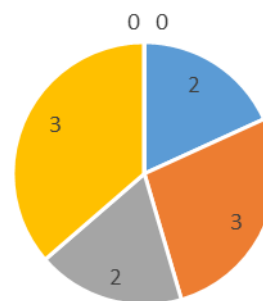


5. De las siguientes personas, ¿quién tiene mayor conocimiento del idioma inglés?

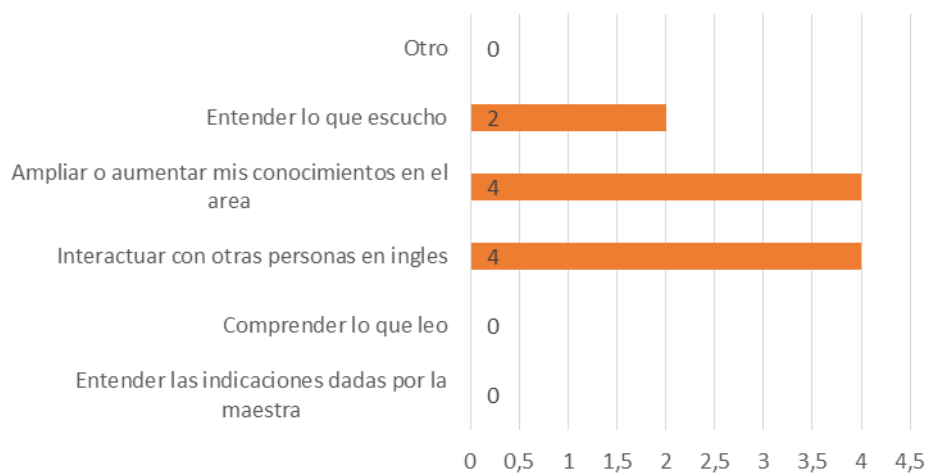


6. ¿En que situaciones fuera de clases utilizas el idioma inglés?

- Viendo videos
- Escuchando música
- Viendo películas o programas
- Hablando con otra persona



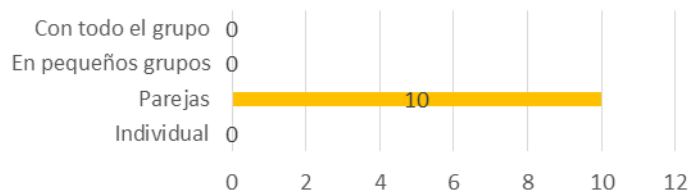
7. ¿Cuáles son tus metas en el área de inglés?



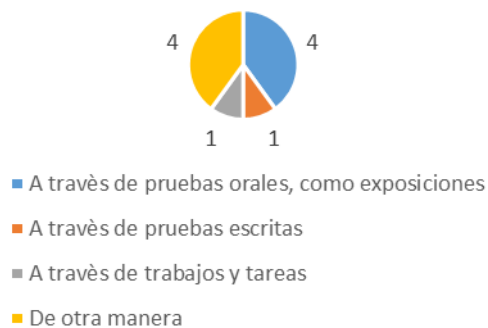
8. ¿Que actividad te gusta realizar mas en la clase?



9. ¿Como te gusta realizar el trabajo en clase?



10. ¿Como te gusta ser evaluado?





Fifth-grade students are a heterogeneous group in terms of their family nucleus since many live with their father, mother, and siblings, but others only with their mother or grandparents. Within their close family are few who have knowledge of English, in some cases, only the mother or siblings can help them in their schoolwork, so, sometimes have to go to other people as friends or cousins to help them.

Among the favorite activities that students like to do is practice some sport, use the internet, watch TV and go for a walk. Likewise, with respect to their musical preferences, they prefer electronic music, reggaeton and other genres such as pop music.

On the other hand, fifth-grade students have different dreams and aspirations such as helping people, having a family, traveling to different countries, obtaining a professional degree or being famous.

In terms of learning the English language, the activity they most like to do is to represent expressions through role plays, they also like to learn songs, watch movies and videos and a few like to make exhibitions and look for unknown vocabulary. Likewise, they like to work in pairs

and like to be evaluated through oral tests such as exhibitions or any other way that does not involve a written test.

The fifth-grade students have as goals in the subject of English interact with other people in the target language, expand their knowledge and understand what they hear.

Anexx C

Instrument 1 Characterization Survey 1 July, 2017

Estudiante	Actividades Tiempo libre	Mayor sueño	Con quién vives	Género Musical Favorito	Familiar que tiene mayor conocimiento de Inglés	Situaciones en las que usa el idioma inglés	Metas en la asignatura de inglés	Actividades que le gusta hacer en las clases de inglés	Cómo te gusta realizar el trabajo en clase	Cómo te gusta ser evaluado	Tema de preferencia
1 ♀	Usar Internet	Obtener un título profesional	Mamá, Papá y Hermanos	Pop	Ninguno	Hablando con otra persona	Entender lo que escucho	Realizar ejercicios o ejemplos en el tablero	En parejas	Según mi esfuerzo y la valoración de todas mis notas	Tourist Places
2 ♀	Practicar algún deporte	Aprender inglés para hablar con otras personas.	Mamá, Papá y Hermanos	Pop	Ninguno	Hablando con otra persona	Interactuar con otras personas en inglés.	Representar con movimientos o mímica expresiones trabajadas.	En parejas	Siendo entrevistados	Professions
3 ♀	Practicar algún deporte	Ser famoso	Abuelos	Reggaetón	Tía	Escuchando música	Interactuar con otras personas en inglés	Realizar exposiciones	En parejas	Quizzes orales.	Sports
4 ♀	Pasear	Ayudar a las personas	Mamá, Papá y Hermanos	Electrónica	Hermanos	Hablando con otra persona	Entender lo que escucho	Aprender canciones	En parejas	A través de trabajos y tareas	Universe
5 ♀	Usar internet	Obtener un título profesional	Abuelos	Pop	Ninguno	Viendo películas o programas	Ampliar o aumentar mis conocimientos en la asignatura de inglés	Buscar vocabulario desconocido	En parejas	Siendo entrevistados	Sports

6 ♀	Usar internet	Tener una familia	Mamá	Pop	Ninguno	Viendo videos	Ampliar o aumentar mis conocimientos en la asignatura	Observar videos o películas	En parejas	A través de trabajos y tareas	Tourist Places
7 ♂	Usar Internet	Tener una familia	Mamá	Electrónica	Tío	Viendo videos	Ampliar o aumentar mis conocimientos en la asignatura	Representar expresiones a través de dramatizados	En parejas	A través de pruebas orales como exposiciones	Sports
8 ♂	Ver televisión	Viajar a diferentes países	Mamá, Papá y Hermanos	Pop	Hermana	Escuchando música	Interactuar con otras personas en inglés.	Observar videos y películas	En parejas	A través de pruebas orales como exposiciones	Professions
9 ♂	Practicar algún deporte	Viajar a diferentes países	Mamá y papá	Electrónica	Primos	Escuchando música	Interactuar con otras personas en inglés	Representar expresiones a través de dramatizados	En parejas	A través de pruebas orales como exposiciones	Universe
10 ♂	Usar internet	Tener una familia	Abuelos, mamá y hermana	Electrónica	Tía	Viendo videos	Ampliar o aumentar mis conocimientos en la asignatura	Buscar vocabulario desconocido	En parejas	A través de pruebas escritas	Sports

Description:

I applied the survey to ten children, five of them (three girls and two boys) selected to use the internet as the activity they do most in their free time, which is common in recent years, taking into account the easy access to networks and technological elements. On the other hand, two girls and a boy reported practicing some sport, which according to the psychologist Isabel Gonzalez, of Journal El Tiempo, (1996) is of great benefit for children, since it promotes an adequate physical growth and acts as a facilitator of higher intellectual operations, in which attention, concentration, and memory are essential when practicing a sport.

Two remaining children, selected go hiking and watching TV as the activities that they like to do in their free time.

Regarding the second question, what is your biggest dream? The opinions were quite different ten children surveyed, especially between the options to travel to other countries, which

was chosen by two children, obtain a professional degree, which was chosen by two girls, and have a family, chosen by three students (two boys and one girl). Paradoxically, these last three children have grown up with the absence of a father figure. According to the newspaper El País, Colombia, as well as South Africa, is the country with the highest percentage of children growing up in homes with absent parents (El país, 2013). This in some way affects their emotions, development, and projection. Perhaps this lack that these three students share has made them dream of a different future, in which they can have something they did not grow with.

In the third question, who do you live with, 5 of the 10 children (3 girls and 2 boys) answered that they live with dad, mom, and four of the five mentioned also live with their siblings. Two girls said they live with their grandparents, two students (a girl and a boy) live alone with their mom and one of the students said they live with a larger nucleus, their grandparents, mom, and sister. Which means that half of the group live in a traditional family environment (dad - mom) and the other half live with other family members or only with mother.

The fourth question, related to the musical likes of the students, reflected that five of the ten students surveyed (four girls and one boy), they enjoyed listening to pop music, another four (three boys and a girl) were inclined to the electronic genre and only one of the ten children surveyed chose reggaeton as her favorite musical genre.

The remaining seven questions were related to English language learning, class methodology, and assessment. Therefore, in question five the children were asked by the family

member who had greater knowledge of the English language, in which four girls answered that no family member has knowledge of the language mentioned, three of the ten surveyed (two children a girl) chose their siblings and the three remaining students chose other relatives, aunt/uncle and cousins as people with the most knowledge of the English language in the family.

On the other hand, question six related to the situations in which the students use the English language had different opinions, among them, three students (two boys and two girls) mentioned that they interact with English language when they watch videos, three students (two children and a girl) mentioned that they interact with English language when they listen to music and three more girls said they interact with English language when they talk to other person, either in class or in the cultural exchanges they have at school with Americans

Likewise, in the question seven, related to the goals in the English subject, the majority of students expressed that one of the main goals, children, want to gain is to speak in English and understand. Likewise, four students want to expand their knowledge in the English subject.

Question eight was focused on the activities that fifth grade students like to do in English classes, the answers were different between ten students surveyed. Two children expressed that they like to represent expressions through dramatized, other two students like to represent with mime or with their body the expressions worked; Likewise, two students chose to watch videos or movies, and two more students chose the option to search for unknown vocabulary. The two remaining students divided their choices between learning songs and expose to your classmates.

In question nine, all the children surveyed selected that they like to work in pairs in English classes and perhaps the main reason for their choice is because this gives them more

confidence in themselves and in the work they do. Teamwork teaches communication and social skills, as well as teaching children to listen, mainly to their teacher to understand their individual roles within the group and also their partner to function as a cohesive unit. (Group Dynamix, 2018)

On the other hand, question 10 addressed how they liked to be evaluated, students had different points of view, of the ten children surveyed, 3 boys marked that they like to be evaluated through oral tests as expositions, two girls chose an evaluation focused on works and tasks, two more girls mentioned that they would like the evaluation to be carried out as an interview, the three remaining students divided their opinions between the oral quiz options (one girl), according to their effort and assessment of all their grades (one girl) and through written tests (a boy)

Finally, question eleven, in which the students chose the most preferred topic, four of the ten students (two girls and two boys) chose sports, two girls chose tourist places and the topic universe was chosen by two students (a girl and a boy), as well as the professions option.

Annex D

ANALYSIS AND REFLECTION (CHARACTERIZATION)

Relevant aspects of the characterization.	Analysis	Reflection
Regarding the second question, what is your biggest dream? The opinions were	Students who lack the father figure in the future desire to form a family	It is necessary to encourage activities that help guide their life



quite different ten children surveyed, especially between the options to travel to other countries, which was chosen by two children, obtain a professional degree, which was chosen by two girls, and have a family, chosen by three students (two boys and one girl). Paradoxically, these last three children have grown up with the absence of a father figure. According to the newspaper El País, Colombia, as well as South Africa, is the country with the highest percentage of children growing up in homes with absent parents (El país, 2013).	composed of mom and dad	projects, emphasizing values such as union, responsibility, and commitment. Teachers must propitiate spaces within different classes to strengthen self-esteem in students.
In the third question, who do you live with, 5 of the 10 children (3 girls and 2 girls) answered that they live with dad, mom, and four of the five mentioned also live with their siblings. Two girls said they live with their	Half of the students surveyed have grown up with only the mother figure or have grown up with their grandparents, lacking the two fundamental figures in the family.	Parents, especially men, often abandon their partners and their children, who may grow up with serious emotional problems. Abandonment is one of the hardest experiences



grandparents, two students (a girl and a boy) live alone with their mom and one of the students said they live with a larger nucleus, their grandparents, mom, and sister.		that a child can experience and leaves a deep injury to the security of their emotional relationships.
The fourth question, related to the musical tastes of the students, reflected that five of the ten students surveyed (four girls and one boy), they enjoyed listening to pop music, another four (three boys and a girl) were inclined to the electronic genre and only one of the ten children surveyed chose reggaeton as her favorite musical genre.	The students have varied musical tastes. There is no predominant tendency.	Music supports memory and improves the willingness and stimulates our brain since it provokes emotions. Therefore, it is necessary to include activities that involve music, considering the musical genres of their preference.
The remaining seven questions were related to English language learning, class methodology, and assessment. Therefore, in question five the children	Families do not handle the English language.	I cannot leave homework. There is no interest in families for the English language. Culturally, families do

were asked by the family member who had greater knowledge of the English language, in which four girls answered that no family member has knowledge of the language mentioned, three of the ten surveyed (two children a girl) chose their siblings and the three remaining students chose other relatives, aunt/uncle and cousins as people with the most knowledge of the English language in the family.		not feel the need to learn a second language. It is not considered important in their daily life.
On the other hand, question six related to the situations in which the students use the English language had different opinions, among them, three students (two boys and two girls) mentioned that they interact with English language when they watch videos, three students (two children and a	Most students do not interact directly with the English language, that is, they do not use it in conversational situations.	Although conversational activities are proposed within the classes, it is necessary to encourage more spaces that propitiate situations of spontaneous dialogue, this helps to lose fear and gain greater security when interacting.



girl) mentioned that they interact with English language when they listen to music and three more girls said they interact with English language when they talk to other person, either in class or in the cultural exchanges they have at school with Americans		
Likewise, in the question seven, related to the goals in the English subject, the majority of students expressed that one of the main goals, children, want to gain is to speak in English and understand. Likewise, four students want to expand their knowledge in the English subject.	Students especially want to develop the speaking skill.	The interest of children to communicate and understand when another person speaks to them is evident. Putting the knowledge acquired in context is a way of proving what they have learned.
Question eight was focused on the activities that fifth grade students like to do in English classes, the answers	The activities proposed in class have acceptance and are of interest to students.	The activities that are proposed are varied, according to the age of the students. These seek



were different between ten students surveyed. Two children expressed that they like to represent expressions through dramatized, other two students like to represent with mime or with their body the expressions worked; Likewise, two students chose to watch videos or movies, and two more students chose the option to search for unknown vocabulary. The two remaining students divided their choices between learning songs and expose to their classmates.		to motivate and catch the attention of children, likewise seeks to promote the learning of the English language through different strategies.
In question nine, all the children surveyed selected that they like to work in pairs in English classes	Working in pairs fosters trust among students.	When students work in pairs they feel more motivated to perform their class activities. It is important to encourage different forms of work so that they gain confidence in their abilities.

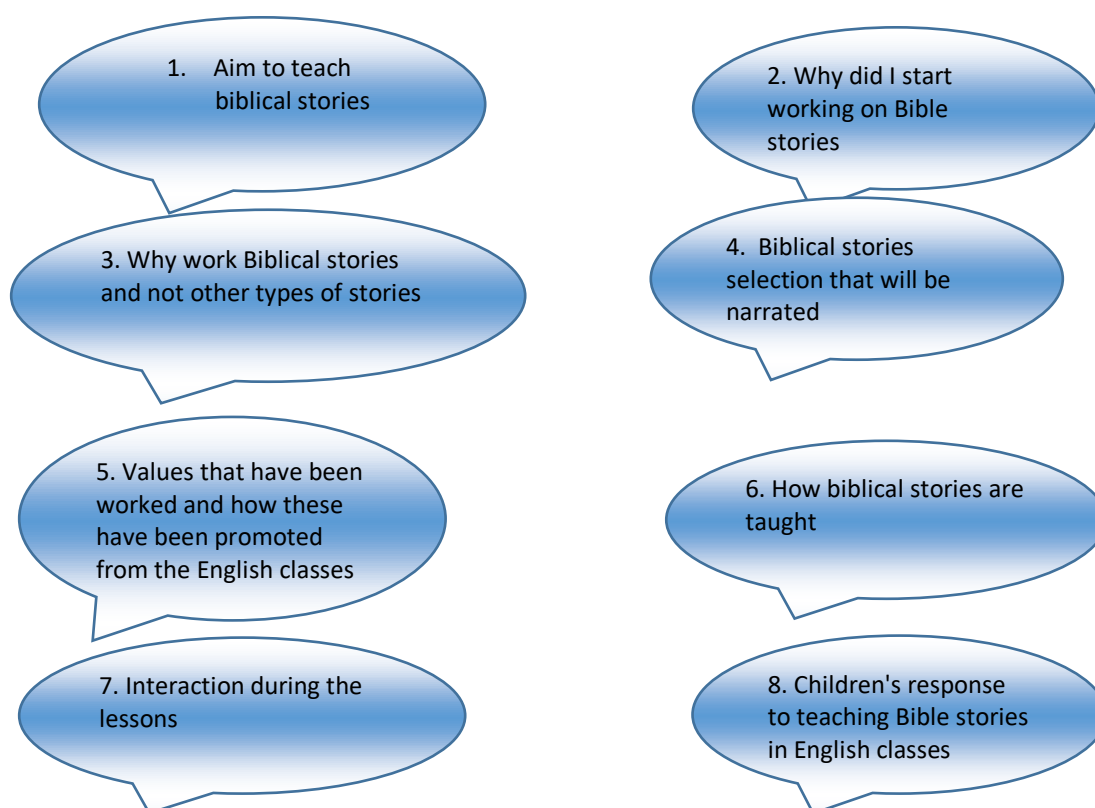


On the other hand, question 10 addressed how they liked to be evaluated, students had different points of view, of the ten children surveyed, 3 boys marked that they like to be evaluated through oral tests as expositions, two girls chose an evaluation focused on works and tasks, two more girls mentioned that they would like the evaluation to be carried out as an interview, the three remaining students divided their opinions between the oral quiz options (one girl), according to their effort and assessment of all their grades (one girl) and through written tests (a boy)	The forms of assessment that motivate fifth grade students to rely on the knowledge acquired are those that involve oral expression.	Whereas, although the evaluation is flexible and takes into account the student's process, most subjects apply written evaluations, which shows the children's desire to be evaluated at the end of each period in a different way. Students are anxious to develop written tests.
Finally, question eleven, in which the students chose the most preferred topic, four of the ten students (two girls and two boys) chose sports, two girls chose tourist places and the topic universe was chosen	The preferences of the students on their topics of interest are varied and it expands the possibilities on what I can teach as a teacher.	It is important to have the children's opinion on the topics that capture their attention, to achieve a better learning and make them participate when designing a

by two students (a girl and a boy), as well as the professions option.		syllabus.
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Annex E

Frame



Aim to teach biblical stories: foster values in English classes through the teaching of Bible stories in this second language, promoting integral education from different subjects.

Understanding the importance of educating for life, showing interest not only for academic skills, but also for the knowledge of oneself to form good citizens.

I start working on Bible stories because I caught my attention by the sensitivity and attitude of children in an institutional space called GAD TIME, in this all students have the opportunity to learn about the bible through songs, videos, dramatized, etc. and considered interesting and important use biblical stories, some worked in this space but through English classes. Likewise, I think that teaching this kind of stories with ethical, moral and religious values, should not be limited to a single academic space or a subject but should be an important part of our classes, since it contributes to the integral formation of students.

I work biblical stories and no other type of stories in English classes because I have seen the sensitivity that children have to this type of stories, even though a large percentage of the students of the school are not Christians, this kind of teaching catches their attention, brings greater memory and shows in a significant way the values applicable in everyday situations. In addition, values are part of one of the pillars of the School's PEI and work these from the English classes is a way to contribute to the integral formation of the children.

Learn from bible characters, helps them to follow examples for their lives, and reflect on their actions, thinking not only of their own benefit but also of others.

I select the stories taking into account the values that will be worked on and the relevance they will have on the students, knowing the problems that are handled convivially in the group and even the situations they experience in their daily lives. As an English teacher, I

have been able to identify some situations that affect students both in their school and family environment.

Some stories are not unknown to students, however I try to internalize more in these and this turns out to be an advantage when it comes to working the stories, since sometimes students tend to relate what they know in their native language with the vocabulary in English.

I focused first on values such as faith. This value I have addressed taking into account that children are living difficult situations within their home, some parental separation or abandonment by them, other constant fights between their parents, among other types of situations. Stories like Daniel's, allows them to see God in the midst of difficulties and helps them reaffirm their faith, which they profess, but is put to the test in this type of difficult situation.

On the other hand, I have worked values such as laboriousness as a way to motivate children to give their best effort in their academic work and kindness, to think more about the other, since some of them do not have a good relationship and present fights among them.

I teach these biblical stories initially making known the story, narrating this one through images, readings or using videos. Then, we make a feedback reviewing the scenes using for each one a phrase, or also, students narrate (in their mother tongue) what they identified through listening activity. Then I encourage them to try to express their ideas using words they already know in English. In this exercise, they use English and Spanish, and sometimes they ask the teacher for help to remember some words.

Interaction (Student's role): students have a participatory role. They constantly give their point of view, and propose situations in which values worked on in the stories can be applied. Their contributions are given largely in their mother tongue, however, in each class, they are looking for expressions in L2. When doing this, some of them are shown with a slightly more passive role, as it causes them insecurity to dare to speak English.

On the other hand, **my role as teacher** is active, since I control and direct each moment of the class.

I offer the confidence to participate, especially seeking sincere points of view. That is, within my role is not to judge their actions, but to listen, understand, and look at how the values worked in the English classes impact or can influence in their daily lives, not only as students, but as children, brothers and members of a society.

Overall, the response has been positive, I like it and I am encouraged to see the interest and motivation that students have to develop the project since it comes out a little of what they handle every day in their academic space. It is common for students ask when are we going to work with bible stories?

I have found different responses from children regarding the situations that arise in the biblical stories. Some of them have felt the confidence to confess acts that have confronted them with the stories and values with which they have worked. This has given them a space to reflect and see the importance of acting well, to understand that each act has a consequence and that it is worthwhile to act well since every good act is accompanied by a promise and a blessing not only for me but also for those around me.

Annex F

Analysis

1. Aim to teach
biblical stories

2. Why did I
start working
on Bible
stories

Answer	Key Words
Aim to teach biblical stories: foster values in English classes through the teaching of Bible stories in this second language, promoting integral education from different subjects. Understanding the importance of educating for life, showing interest not only for academic knowledge, but also for the knowledge of oneself to form good citizens.	Biblical stories values Educating for life
I start working on Bible stories because I caught my attention by the receptivity and attitude of children in an institutional space called GAD TIME, in this all students have the opportunity to learn about the God's teaching through songs, videos, dramatized, etc. and considered interesting and important use biblical stories, some worked in this space but through English classes. Likewise, I think that teaching this kind of stories with ethical,	Bible Stories Receptivity Attitude of children English Classes ethical values moral values religious values integral formation

3. Why work
Biblical stories
and not other
types of stories

moral and religious values, should not be limited to a single academic space or a subject but should be an important part of our classes, since it contributes to the integral formation of students.

biblical stories

I work biblical stories and no other types of stories in English classes because I have seen the sensitivity that children have to this type of stories, even though a large percentage of the students of the school are not Christians, this kind of teaching catches their attention, brings greater memory and shows in a significant way the values applicable in everyday situations. In addition, values are part of one of the pillars of the School's PEI and work these from the English classes is a way to contribute to the integral formation of the children. Learn from bible characters, helps them to follow examples for their lives, and reflect on their actions, thinking not only of their own benefit but also of others.

Biblical Stories

English classes

Values

PEI

integral formation

situations

I select the biblical stories taking into account the values that will be worked on and the relevance

biblical stories

values

4. Biblical stories selection

they will have on the students, knowing the problems that are handled within the group and even the situations they experience in their daily lives. As an English teacher, I have been able to identify some situations that affect students both in their school and family environment.

Some stories are not unknown to students, however I try to internalize more in these and this turns out to be an advantage when it comes to working the stories, since sometimes students tend to relate what they know in their native language with the vocabulary in English.

problems
situations that
affect students

5. Values that have been worked and how these have been promoted from the English classes

I focused first on values such as faith. This value I have addressed taking into account that children are living difficult situations within their home, some parental separation or abandonment by them, other constant fights between their parents, among other types of situation. Stories like Daniel's, allows them to see God in the middle of difficulties and helps them reaffirm their faith, which they profess, but is put to the test in this type of difficult

values such as
faith
difficult situations
abandonment
difficulties

situation.

On the other hand, I have worked **values** such as laboriousness as a way to motivate children to give their best effort in their academic work and kindness, to think more about the other, since some of them do not have a good relationship and present fights among them.

6. How **biblical stories** are taught

I teach these biblical stories initially making known the story, narrating this one through images, readings or using videos. Then, we make a feedback reviewing the scenes using for each one a phrase, or also, students narrate (in their mother tongue) what they identified through listening activity. Then I encourage them to try to express their ideas using words they already know in English. In this exercise they use English and Spanish, and sometimes they ask the teacher for help to remember some words.

biblical stories

7. Interaction during the lessons

Interaction (Student's role): students have a **participatory role**. They constantly give their point of view, and propose situations in which **values**

Student's role
participatory role.
Values

worked on in the stories can be applied. Their contributions are given largely in their mother tongue, however, in each class, they are looking for expressions in L2. When doing this, some of them are shown with a slightly more passive role, as it causes them insecurity to dare to speak English. On the other hand, **my role as teacher** is **active**, since I control and direct each moment of the class. I offer the confidence to participate, especially seeking sincere points of view. That is, within my role is not to judge their actions, but to listen, understand, and look at how the values worked in the English classes impact or can influence in their daily lives, not only as students, but as children, brothers and members of a society.

my role as

teacher

active

I have found different responses from children regarding the **situations** that arise in the **biblical stories**. Some of them have felt the confidence to confess acts that have confronted them with the stories and **values** with which they have worked. This has given them a space to reflect and see the

Situations

Values

biblical stories

8. Children's response to teaching **Bible stories** in English classes

importance of acting well, to understand that each act has a consequence and that it is worthwhile to act well since every good act is accompanied by a promise and a blessing not only for me but also for those around me.

Annex G

CATEGORIZATION

		CATEGORY	SUBCATEGORY	ENCODED TEXT
	BIBLICAL STORIES	Values	Moral Values Ethical Values Religious Values Faith (Daniel's story)	The focus of biblical stories is to strengthen different types of values. The purpose is to aim for an integral education through the different subjects. Biblical stories are chosen according to the daily needs or situations of the students. It began with the story of Daniel, working on the value of faith and relating it to family situations that students experienced.

		Context	Situations that affect students: • Problems • Parental separation • Abandonment • Fights between their parents G.A.D TIME	The population live different types of situations in their homes. These situations affect their emotional development and the relationship with their peers. Students see these situations reflected in biblical characters. In this institutional space they learn values through biblical stories. Children are receptive to biblical teachings.
		English Classes	PEI Student Role Teacher Role	The good performance in the English subject and the formation in Christian values and principles are fundamental pillars in the PEI of the school. The student's role is participatory. They intervene orally to give their views. The teacher's role is active, already controls, directs class moments and guides the teaching processes.

Annex H

Narrative

My name is Lizeth Ramirez Rico, I am 27 years old, I was born, and I live in La Vega Cundinamarca. I am the younger of two children and for four years I have been married to a wonderful man who supports me and encourages me to move forward.

For eight years I have been working in a private school called Gimnasio Cristiano G.A.D, there I have been teaching in different subjects and grades. I started as a kindergarten teacher,

then I taught Spanish from first to fifth grade, I also taught different areas in first grade and finally I taught English from first to fifth grade. I currently work as a teacher of English in elementary school.

My daily routine begins at 5:40 am with my devotional, at which time I pray to God. At 6:00 am I make breakfast, something very light like coffee eggs and bread / arepa, at 6:20 am I take a bath and dress, then at 6:30 am breakfast and at 6:38 am I go to school which is a very short distance from my house, at 6:45 am I receive the students along with the teachers and at 6:55 am we start classes, according to the schedule of the day.

I usually leave work at 2:00 p.m. or when I have meetings with teachers or with parents at 3:00 p.m., I arrive home and sometimes together with my husband we finish preparing lunch. I do some chores and sometimes try to rest half an hour or an hour, then I get up and do the tasks of the university, at 7:00 pm when my husband arrives I prepare the dinner, then, depending on the amount of work, I review workshops, tests, quizzes or activities that I must review from my work. At 9:00 pm or sometimes later I plan the next day's classes and finally at 11:00 pm I go to bed.

The experience of working in this place has been wonderful and very rewarding, not only for the fact of being able to teach children but for other aspects that have filled my life and made me a better person. The school has as a pillar the principles and values and these are reflected in teachers. The working environment; solidarity, love for work and humanity among co-workers are evident, values that are not easy in many places, since during our life we have learned to

respond and look after our own interests, and be competitive. Many of the coworkers who have worked elsewhere emphasize on these aspects.

On the other hand, there is a space created within the school timetable called GAD TIME, in this space all the students meet to have a special time of 35 minutes to pray, sing, dance and know a little about God through biblical stories that highlight different values. When I arrived at this place I was very surprised by this space, since it is not common to see this type of space in schools for students to know about God and learn about values. During the years that I have worked here, I have seen children enjoy this space, and I have also observed how some activities have allowed them to solve some situations and problems they have in their daily lives, both with their classmates and with their parents.

This space was my motivation to work this kind of stories with values in the English classes, since I consider that the integral part of a student should not be worked only in an academic space or in a single class, but through the different subjects, it is possible to form integral people. When working with this type of stories, I wanted to focus my English project on showing how my experience when working with human values was.

Annex I

Narrative	Analysis
My name is Lizeth Ramirez Rico, I am 27 years old, I was born and I live in La Vega Cundinamarca. I am the younger of two children and for four years I have been married to a wonderful man who supports me and encourages me to move forward.	Good family relationship (wife)

For eight years I have been working in a private school called Gimnasio Cristiano G.A.D, there I have been teaching in different subjects and grades. I started as a kindergarten teacher, then I taught Spanish from first to fifth grade, I also taught different subjects in first grade and finally I taught English from first to fifth grade. I currently work as a teacher of English in elementary school. My daily routine begins at 5:40 am with my devotional, at which time I pray to God. At 6:00 am I make breakfast, something very light like coffee eggs and bread / arepa, at 6:20 am I take a bath and dress, then at 6:30 am breakfast and at 6:38 am I go to school which is a very short distance from my house, at 6:45 am I receive the students along with the teachers and at 6:55 am we start classes, according to the schedule of the day I usually leave work at 2:00 p.m. or when I have meetings with teachers or with parents at 3:00 p.m., I arrive home and sometimes together with my husband we finish preparing lunch. I do some chores and sometimes try to rest half an hour or an hour, then I get up and do the tasks of the university, at 7:00 pm when my husband arrives I prepare the dinner, then, depending on	Multidisciplinary teaching experience with elementary school students. A constant person at work. A person who believes in Jesus Christ. Organized person. A collaborating person, support household chores
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the amount of work, I review workshops, tests, quizzes or activities that I must review from my work. At 9:00 pm or sometimes later I plan the next day's classes and finally at 11:00 pm I go to bed. At 9:00 pm or sometimes later I plan the next day's classes and finally at 11:00 pm I go to bed. The experience of working in this place has been wonderful and very rewarding, not only for the fact of being able to teach children but for other aspects that have filled my life and made me a better person. The school has as a pillar the principles and values and these are reflected in teachers. The working environment; solidarity, love for work and humanity among co-workers are evident, values that are not easy in many places, since during our life we have learned to respond and look after our own interests, and be competitive. Many of the coworkers who have worked elsewhere emphasize on these aspects. On the other hand, there is a space created within the school timetable called GAD TIME, in this space all the students of the school meet to have a special time of 35 minutes to pray, sing, dance and know a little about God through biblical stories that highlight different values. When I arrived at this place I was very surprised by this	Good quality family Responsible person (wife-teacher) A Person who enjoys her work. Good working environment. Grateful for working in this place Teachers committed to integral formation with a human sense. Good quality working. Teaching focused on Christian
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space, since it is not common to see this type of space in schools for students to know about God and learn about values. During the years that I have worked here, I have seen children enjoy this space, and I have also observed how some activities have allowed them to solve some situations and problems they have in their daily lives, both with their classmates and with their parents. This space was my motivation to work this kind of stories with values in the English classes, since I consider that the integral part of a student should not be worked only in an academic space or in a single class, but through the different subjects, it is possible to form integral people. When working with this type of stories, I wanted to focus my English project on showing how my experience when working with human values was.	values. This institutional space generates a link between students and their spiritual life It is not common to address the spiritual aspect of this way in schools. Practical development of values Teaching biblical stories as part of the integral formation of students Importance in integral formation Experiences about working human values (students and teacher)
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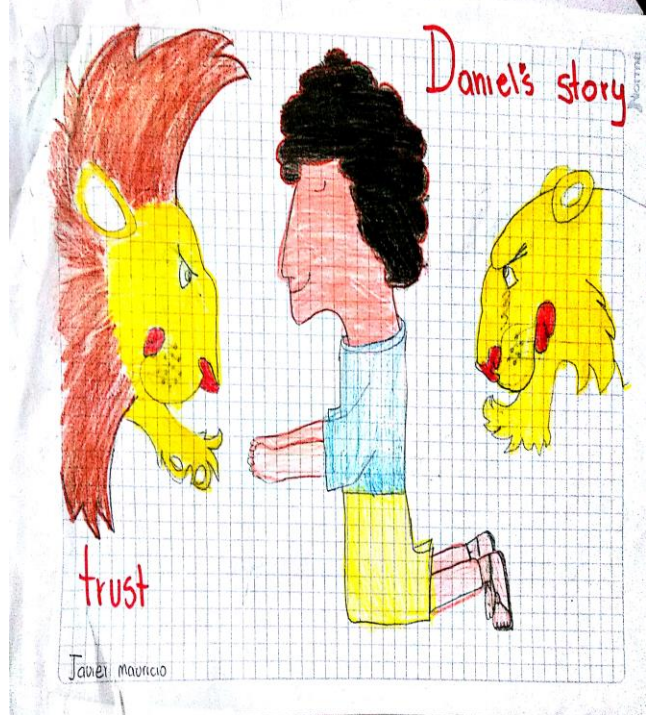
Annex I

Drawings Analysis



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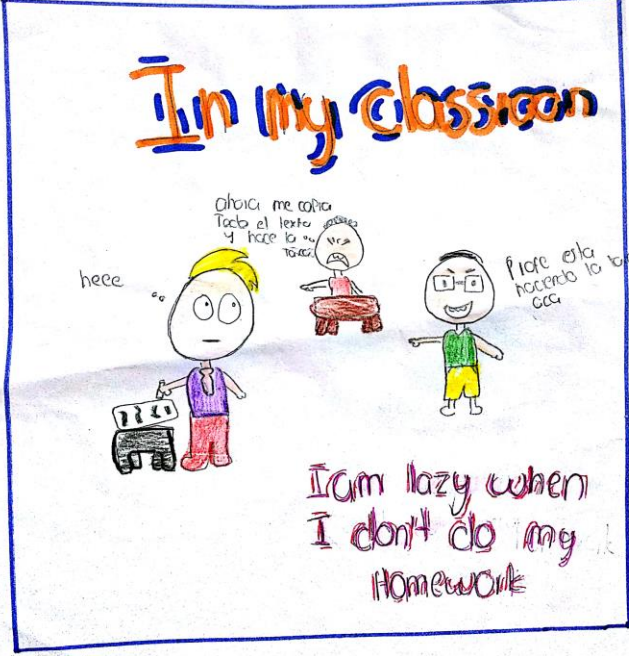


Picture	Description	Analysis and Reflection
	This picture was the final product of the activities carried out on Daniel's story. Prior to the narrative, I worked on the values of the school, which are in the school agenda. Each student looked for these values in English, Initially, I narrated the story of this biblical character through scenes (pictures) in which the students could identify the characters, the context and the development of the story. Then, they made a background of the story, mentioning the characters and the moments of the story and what had most caught their attention. In the second class section, they identified and mentioned in English the values that	In the story feedback, most of the children highlighted Daniel's fidelity to God and his faith unwavering, despite the situations he experienced, that is why this scene was the one that was most repeated in the children's drawings. Considering the scene and their opinions I realized that the children acquired the value. This picture reflects the confidence of the character (Daniel) in God.

	marked the story, later they represented the scene that most caught their attention through a drawing. In this also they had to write the value that represented that moment or that situation of the character. Finally we put together a mural where they captured their creations and which was in sight of the other students of the school.	His face shows tranquility despite the fact that around him is threatened by two ferocious lions. The student wrote Trust as the value that characterizes the scene and that caught his attention. On the other hand, on a personal level he taught me to see that although many of us say we believe in God, we do not see it or represent what it represents for a child. Seeing in their drawings what this story represents
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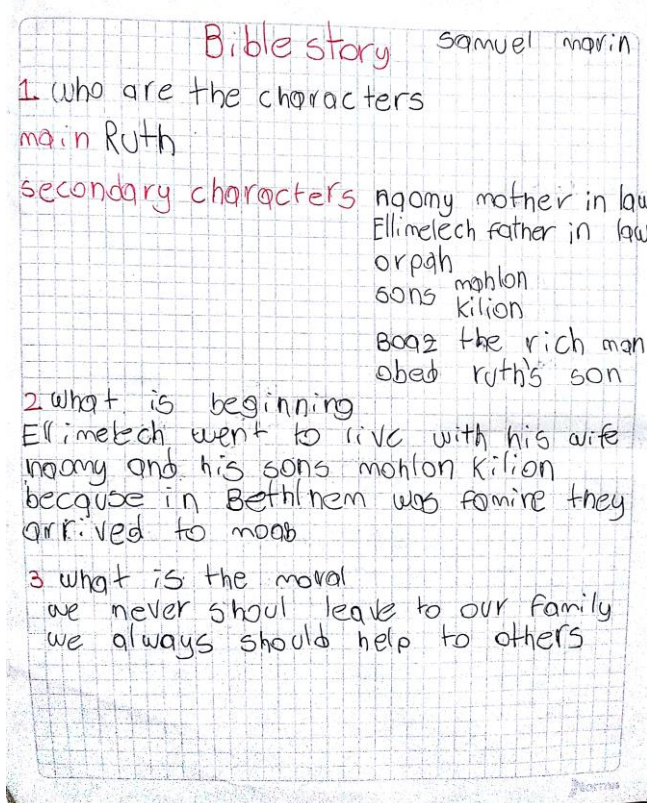
		for them is something very rewarding and challenging for my life. This first activity left me many teachings and at the same time some questions. A picture is worth a thousand words. It allowed me to see that these types of activities capture their attention and that they like that I told them stories through pictures and that they can also interpretation of images. The participation and willingness were good and there is
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		evidence of effort and dedication on their drawings.
	For this second story, I chose "The lazy horse". Although this is not a biblical story was taken as a suggestion made at the end of the semester, in which the teacher advised me to work other types of stories that included human values. For this, I presented the video of the story. First, we saw the whole video and then we saw it in parts, identifying the Beginning, middle, and end. Then we discuss in what situations we reflect this anti-value (laziness). Taking advantage of the fact that some students related this anti-value in classroom situations, I asked them to wrote and represented by means of a drawing those situations where they practiced that anti-value or the	As I mentioned in the description, this last activity focused on their experiences in the classroom. The story helped them identify that many times they prefer to do only what is necessary in their academic work. Therefore, many were reflected in the story, since at a general level it is a group that academically achieves basic performance s and few students show a

	opposite value to it (laboriousness). To write the phrase, I gave as model the expression "In my classroom..." Some children felt insecure when forming and writing the sentence that defined their drawing, so I asked the children who had doubts about how to express their ideas in English that they mentioned in their mother tongue they wanted to express, then using basic grammatical structures worked in English classes they formed the phrase they wanted to translate into their worksheet. Finally, They socialized their drawings and sentences that they wrote	greater effort to exceed their expectations On the other hand, the participation of the students was given in their mother tongue, although upon seeing the video they were able to identify familiar expressions in L2. At the time of writing the ideas, students showed insecurity and dependence to write the phrase that represented their drawings. For my part, I tried not to tell them what to write, but I tried to guide them
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		on the phrase they wanted to write
	This activity has been carried out in different class sessions. Initially, I told the story through a video, in this the students could identify the characters and the development of the story. Then we did a recount of the names of the characters. Later the relationship between them was established, some students used expressions like brother, father, and mother to familiarize the characters, however, I worked with them other expressions like mother in law, sister in law, sons, which were unknown to them. We finished that first session mentioning the teaching that this story had left them, the students gave their opinions in Spanish and together	I chose the story of Ruth because it represents love for others, charity, and solidarity. Although it is a small group, sometimes individuality is evident in them, offensive words and cries for wanting to be right are remarkable. I believe that the stories can be brought to the students through short and simple readings in which they identify the vocabulary they have already worked on and write their ideas



we tried to put together the expressions in English, following grammatical structures in the present and using modal verbs.

In the next class section I proposed to represent the story through a play, I made the draw of the papers because on the part of the girls all wanted to be Ruth and on the part of the boys, some wanted to be the Boaz, the rich man.

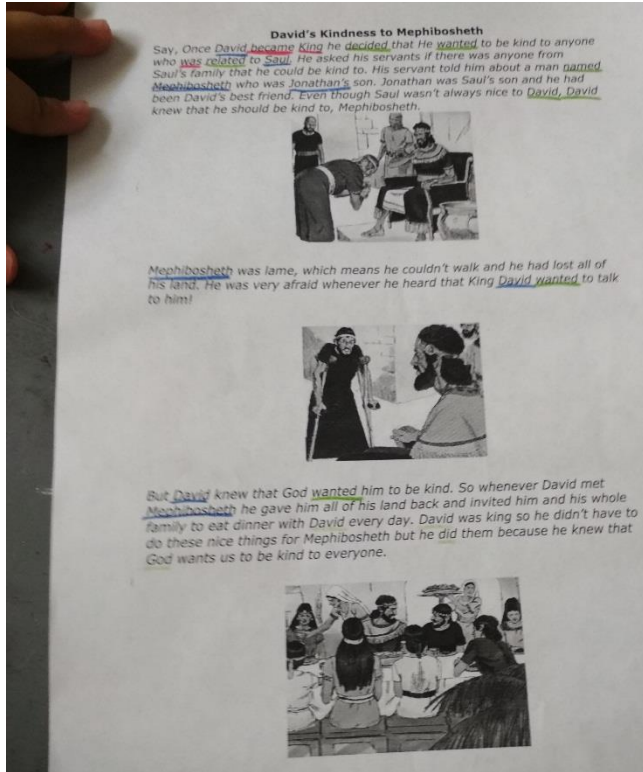
from the readings.

On the other hand, the dramatization and creation of the atmosphere of the story with the costumes, the music, and the stage helped them to understand and become more familiar with the story.



We begin to practice the theatre play narrating through a student the beginning of the story and providing the guidelines and correcting in the narrator the pronunciation. In the two subsequent classes, the students tested the knot and the outcome and established the necessary costumes for them. Finally, in a final session, students practiced the theatre play using their costumes.

In the same way, the story helped them to join as a group to work for the same purpose. Although some were not satisfied with the role they had played, they left their differences and managed to understand that each

	On the day of the language, students presented the theater presentation. For this bible story, I wanted to work a reading, which I adapted to the level of the students. To have a better comprehension, I looked for pictures that could represent the three moments of the story (beginning, middle and end). For the first class section, I used the reading techniques Skimming and scanning. The students initially made a quick reading of the story and based on the images they tried to describe what the story was about (the description was made in their mother tongue). I instructed them to read again, but that this time they had to identify and underline some words in reading:	character plays an important role and that each needs the other to achieve a great result. When I heard each of the stories I noticed that some added more details, others just got carried away only by the pictures and others gave wrong versions of the story's content. I asked these questions in order that they themselves understood the importance of the details and that from this I can get an idea of what the text tries to
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	with blue color characters, with green color regular verbs and with red known vocabulary. Then, I asked them questions such as: Did your initial version of the story change? Did you find more details? How many characters interact in the story? Who are they? What regular verbs in story have we worked in class? What familiar words did you find? Once they answered the previous questions, I asked them to tell the story together dramatizing each of the scenes. In the same way, I asked them to identify in the text and the dramatized narration the three parts of the story and at the end of the exercise, I asked them to mention what teaching (moral) this story had left them.	communicate to me. Likewise, they assumed the reading with greater interest when performing this last exercise, since when they received the paper, many of them were apathetic and frustrated to see it and said they did not understand anything. During the dramatization it was inevitable that they would interpret the meaning in their mother tongue, however, the goal was to be fulfilled, which was to have a greater interpretation
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In the second class, I divided into pairs or groups of three people to tell the story to other students through a frieze. Each group was responsible for a part of the story, that is, one group was in charge of the beginning, another of the middle, another of the end and the last of the moral. For each of the parts, I brought them the pictures of each scene in large size to facilitate the understanding of the story.

In the third class section, each group prepared and socialized their part of the story in the different grades, asking simple questions about each part of the story, to know if the students were understanding the story, this was done by the students in their mother language.

n of it.
Most taught in Spanish and only two people wanted to do it in English, continuously asking for help in words they did not remember or did not know how to say in English.

This socialization activity caught the attention of the students, since they considered that this biblical story was not known and left a beautiful message.

At the time of

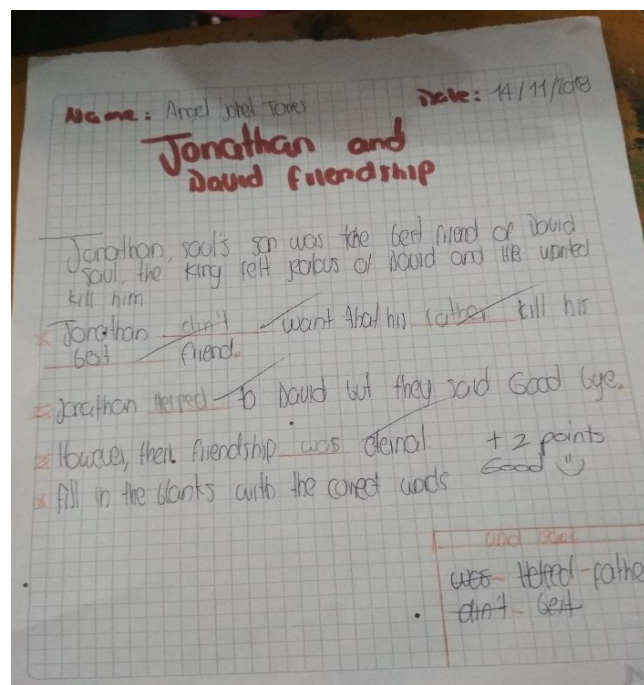


In the fourth and last section class, I proposed to the fifth grade students to lead a campaign for the most abandoned population, elderly people, in which with the help of the other courses we will collect food for elderly people of La Vega Cundinamarca. Among the whole group, we chose the name of the campaign in English, created the proposal and delegated functions to each one for the development of the activity. Likewise, one day was chosen to visit the elderly, to deliver the food and to sing some songs for them. This was done with the help of the music teacher, who practiced the songs together with the students and accompanied us in the activity.

In the last biblical story I wanted to work the friendship

socializing, they were very anxious and some practiced small speeches in English to make their presentation. They constantly asked: How I say this word in English. How do I pronounce this word or phrase correctly?

Each of the students showed interest in this activity and they worried about doing the designated function well. In the end, the visit to the elderly was postponed for a Saturday at the request of the director of



value through the Jonathan and David friendship. Through the video, they could know the story and later we resumed part of the video so that they had a better understanding of what was happening. For this, I paused the video in certain parts and through mimicry I was telling the story in a slightly slower way.

In the second class section, we recounted the story in a group way and taking advantage of the fact that during the year we had worked some forms of the past tense and regular verbs, the students developed an activity related to the history and the structures worked in class.

In the third class section, I asked them to give their conclusions of the story and some said they would like to have a friendship like that of the characters, others took the opportunity to express the

the nursing home. For this reason, many students were unable to attend. It was an enriching experience for both the children, for me and for the elderly.

Students were already finishing a school stage at the G.A.D school and some of them would be separated when they changed schools or settled down elsewhere. That is why I considered it important that this story led them to value timeshare, years of friendship and that the problems or words that

	problems they have had between classmates. Considering this situation, I asked them to apologize among themselves for the times they have offended or made their partners feel bad. Later I mentioned the importance of leaving a good message to the students of other grades since these types of situations promote bullying, so each one created positive messages so that they are promoted and manifested among classmates and thus not harm others. With our words or attitudes. The messages should be simple and I asked them to use familiar expressions and vocabulary, although this activity started in class it was necessary to finish it at home. In the next class, students went to classrooms and socialized the messages created by	at some time hurt them could be left behind. The moment in which they asked for forgiveness and accepted the apologies of others was very emotional for the majority, especially the girls cried and the change in the group was evident, the attitude in the majority changed positively. I took advantage of that moment to talk about the wounds that words or attitudes that we sometimes have and
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	themselves and the importance of having good words towards classmates.	that can leave wounds in our hearts for a long time can cause and I proposed to create the messages and leave other positive messages to the other students. Their willingness was very good at developing this activity.
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Annex K

PEI Analysis.

Nombre de la institución	Centro Educativo Privado Gimnasio Cristiano G.A.D
Lema o frase alusiva del PEI	Más que Educación
Tipo de institución ubicación, niveles educativos que ofrece, tipo de contexto	Institución Privada La Vega, Cundinamarca Niveles educativos: Preescolar y primaria Contexto: urbano.

Principal enfoque u orientación de su filosofía institucional	Filosofía: basada en los principios bíblico-cristianos Trabaja principios institucionales como base y componente conceptual en el cual se propone formar estudiantes que contribuyan a la formación de una sociedad de servicio a Dios y a la comunidad, con principios y valores cristianos, con un alto nivel académico, con mentalidad de triunfadores en Cristo y que generen cambios positivos en su país liderando proyectos en beneficio de los demás. Misión: “somos un centro educativo que va más allá de la educación fundamentado sobre principios de vida, valores, liderazgo, servicio a Dios y a la humanidad” Visión: “ser reconocidos por una educación integral de calidad, que viva los principios y valores cristianos”.
Perfil del sujeto que forma.	• Que tenga un alto rendimiento académico. • Que sean competentes en cada una de las áreas. • Que se desempeñen fácilmente en el área de inglés. • Que practiquen los valores cristianos. • Que tomen la iniciativa de liderar en beneficio de las personas que lo rodean. • Que expresen fácilmente sus ideas y respete la de los demás. • Que posean aptitudes de lectura y escritura. • Que utilicen las herramientas tecnológicas de forma apropiada para generar competitividad a nivel empresarial. • Que aprendan a honrar a Dios. • Que demuestren aprecio por la naturaleza y el medio

	ambiente practicando una mayordomía responsable en la creación de dios. • Que se comprometa a no dejar de aprender a lo largo de la vida. • Que tenga mentalidad de triunfadores.
Énfasis de la institución (académico, comercial, técnico, pedagógico, otros).	El énfasis del Centro Educativo Privado Gimnasio Cristiano G.A.D es en valores, emprendimiento e inglés, está comprometido a desarrollar en los estudiantes sus capacidades y potencial para servir a la humanidad, fundamentados en principios de vida. Su aspiración es desarrollar programas, estrategias y metodologías que desarrollen las inteligencias múltiples y talentos, pero enfocados en practicarlos desde una perspectiva de emprendimiento, fundamentados sobre valores y principios de vida con un fácil desempeño en el área de inglés.
Modelo pedagógico que sigue y su justificación.	El modelo adoptado por el Centro Educativo privado Gimnasio Cristiano G.A.D es el constructivista, enfocando en el aprendizaje significativo que ofrece entre muchas otras virtudes asimilar el conocimiento a través de experiencias que contribuyan a la práctica de dichos conocimientos. Se ejerce mucho la experimentación y esta a su vez se toma como motivación para la curiosidad e inquietudes, elemento esencial para este modelo y para cumplir nuestro perfil.

Annex L



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SYLLABUS'S ANALYSIS

Narrative	Analysis
Since 2016, the year in which I had the opportunity to begin my process of teaching the English language, I worked with the workbook that the English teacher of the previous year had designated and which the children had been managing for several years. Also, I was given a syllabus that was based on this workbook. During the process, it observed that the book handled was very extensive and had complex topics. Likewise, the parents suggested that the complete material is worked on, bearing in mind that the workbook included a portfolio with activities and extra readings that generally were not available in previous years. Taking into account the above, at the end of the year, I looked for other options to change the workbook. However, in that year only one publisher visited the school to introduce new work material in the English subject, but the proposed workbook did not meet expectations, since it was very extensive, had very complex readings, did not handle Different types of activities such as the book already worked and many topics were repetitive from the third to fifth grades When I inform this, the principal of the school suggested to me to work with the same book for the following year. For the year 2017, I could better organize the topics proposed in the book and the activities to be developed in each one and thus include in the classes other types of activities in which the students will develop not only some communication skills such as Reading or writing but also skills as listening and speaking. During this year there was no change in the syllabus, only some activities that were developed in the classes were modified. Likewise, some publishing' advisers were asked to visit the school, including the publishing house of the book with which they were working to find out if there was an update of this one, at the end of the year, two publishing' advisers, including the adviser of Greenwich ELT, publishing house of the book with which they were working They showed a new workbook. The two proposals were very interesting, however, many contents remained complex.	2016, I worked with the workbook which the children had been managing for several years. The book handled was very extensive and has complex topics. I was given a syllabus that was based on this workbook. The proposed workbook did not meet expectations the principal of the school suggested to me to work with the same book 2017 There was no change in the syllabus, only some activities that were developed in the classes were modified Greenwich ELT



The publishing house with whom the school had worked presented an updated book, which was not very extensive and contained interesting activities for children. Likewise, this provided continuity to the themes worked on, that is to say, although the material was different, it had a common thread between what the children had already worked with the new topics, there was no repetition in the themes.

After almost ten years, the students met and began to work with a new workbook.

1. The text Here We Go contains different types of activities, including listening activities, which helps them improve their pronunciation, and attention, however, as I mentioned earlier, it has very complex topics for children, it does not take into account neither the needs nor the level of the children, but among the options presented, this book was the one that could best be adapted to the students.

Taking into account the characterization described in this chapter, I decided to change and design a new syllabus, considering the needs of the students, their tastes and opinions about the subject. Likewise, I set attainable objectives for the students according to their level and context, defined a methodology that would allow achieving said achievements and that would improve the learning of the English language with strategies according to their age; and I proposed an evaluation that not only measured the quantitative student but also qualitatively, considering their process, effort and participation in the classes.

2. When reviewing different workbooks and finding that most of them handle very complex themes regarding the level of children in school, I suggested the possibility of not managing a workbook, which I believe would help to consolidate the necessary topics and goals for each of the grades, however the principal and other members of the school consider that this would be a setback in the learning of the English language, since they consider that a workbook is a useful tool for learning a second language such as English. Likewise, the principal considers that the text chosen must be worked for at least three years, that is, year after year the text cannot be changed because there must be continuity in the process and issues that are

showed a new workbook, which was not very extensive and contained interesting activities for children.

Likewise, this provided continuity to the themes worked on.

After almost ten years, the students met and began to work with a new workbook.

Taking into account the characterization I decided to change and design a new syllabus

I suggested the possibility of not managing a workbook

The principal and other members consider that a workbook is a useful tool for learning a second language.

I do not have the



handled.

3. As a teacher, I do not have the power to change the text but if I have autonomy to design a syllabus closer to reality, therefore, it was necessary to change the syllabus in its entirety and it will continue to change continuously to improve the teaching and learning process.

4. The syllabus has not been regulated by the secretary of education, since only until this year was created. However, this one already had a first revision by the academic coordinator, who considered important the characterization work that was done and how it was included in the design of the study plan, likewise, he highlighted that I included the values project that has been developed through biblical stories from the subject of English, considering the integrality that this gives to the syllabus.

5. In the review of the syllabus, the academic coordinator took into account the achievements for each period and assessed that these were measurable and achievable. By contrasting these with the process that manages each course, the objectives for each grade, the planned activities, and the notes of quizzes and evaluations, it is evident that the syllabus has been achieved. The majority of students have achieved the proposed goals. However, strategies should be considered for students who have not yet achieved these goals, it is important to evaluate the factors that affect to fulfill the purpose

6. Why did I think of values? My interest in working values from English classes arises from an institutional space called GAD TIME, in which all students, both preschool and primary meet to interact and learn in their mother tongue values through biblical stories, songs, dramatized, role play, among others. It has always struck me to see how children enjoy and learn from that space. However, from my experience as an English teacher, I could find that within my classes and recreational spaces the fifth grade group presented some situations and behaviors that needed attention, for which I wanted to approach them from English classes, while complying with the philosophy of the school which establishes an integral education based on values.

7. And why relate them to the biblical stories? I related it to

power to change the text

I have autonomy to design a syllabus closer to reality

The syllabus has not been regulated by the secretary of education, since this year was created

The syllabus has been achieved and that the majority of students have achieved the proposed goals

Values

GAD TIME

through biblical stories

Some situations and behaviors that needed attention.

the philosophy of the school

Integral education based on values.

Children show great interest in



biblical stories because, as I mentioned earlier, children show great interest in this institutional space and in the stories that are being worked on, as well, I consider that these are narrations that lend themselves to being narrated in different ways and the message that always leaves us It will be positive and uplifting for their lives.

In the same way, considering that the school has a Christian approach and it is possible to relate this type of teaching from different subjects to achieve having people from a young age who contribute and help build a good society. To design my own syllabus I took into account the characterization, which I analyzed and reflected on each of the aspects and how I could approach them in this new proposal. This characterization helped me to understand the context, tastes, preferences in different subjects and the needs of each of the children, especially those that arise from their family nucleus for which it became indispensable to include the subject of values in this syllabus.

This subject of values is established for each of the periods, working in each period a different value, which includes a biblical story and a series of activities not only aimed at developing different communication skills, but also to reflect and propose situations in which students put into practice or live each value worked. For example, the first biblical story that was narrated was Daniel, God's Faithful follower, in which the students showed through their drawings the scene that had most caught their attention and narrated the importance of the value of faith, especially in situations who live daily in their homes.

In the Ruth's story, in which she refused to leave her mother-in-law, the children not only identified the value of loyalty, they also had the opportunity to dramatize and narrate this story in English to all the parents and students of the school, as a way to give a positive message and a reflection about this value.

Similarly, in the story of David's Kindness to Mephibosheth, students also performed a scanning activity, using different strategies that allowed them to identify unknown vocabulary and a better understanding of the story, also led a campaign to collect food in each of the courses for the elderly people of La Vega Cundinamarca, demonstrating that value worked in history,

the stories that are being worked on.

the message

Christian approach

Help build a good society.

Daniel, God's Faithful follower
the value of faith

Ruth's story

the value of loyalty

they dramatize and narrate this story

David's Kindness to Mephibosheth

scanning activity

led a campaign

The friendship of Jonathan and David

writing short positive messages



kindness.

Finally, the story for the fourth period **The friendship of Jonathan and David** aims to highlight the bonds of friendship that have formed between them, but also develop their writing skills by **writing short positive messages** for each of their peers; for this they will put into practice the known vocabulary and the grammatical structures that we have worked on.

Annex M

REFLECTION ABOUT THE SYLLABUS

When analyzing the syllabus that was at that time, which had been applied for several years without major changes I could see that it was outdated, decontextualized and lacked elements such as the methodology used in the classes, language teaching strategies, the evaluation and the inclusion of the BLR, which are indispensable to develop a planning according to the profile of the students of our school and the requirements of the Ministry of Education. Taking into account the above, I had to design a new syllabus in its entirety which would point to measurable and achievable goals and objectives for each course, but also respond to the needs of the students, not only from their cognitive part, but also also from their emotional, social and spiritual, responding not only to their training in the English area but in their training as a person that is one of the purposes of the GAD school, as it says its slogan "Más que Educación"

Having the freedom to design a new syllabus, I considered it important to include the values that I intended to work with fifth-grade children, since I did not want this to be out of context, but on the contrary, that it could be an important part of this new syllabus. I realized that



I could work each value with a biblical story, considering the PEI of the school, which seeks the integral formation of the students through the teachings of the bible. The chosen biblical stories are not extensive and can be approached in a simple way using different resources such as videos, images, readings, oral narratives, etc. that captures children's attention and facilitates their understanding. For this, I reviewed the contents to work during the year, which were very extensive, and for this reason, I decided that I would work a value with its respective biblical history per period.

The choice of values to work in the syllabus was not easy, however, I tried to include those values that the children had to reinforce, this according to the analysis of the characterization that I made of the group and the situations that have arisen during the classes. Likewise, in order not to interrupt with the programming and contents of the workbook, I decided to work on each value at the end of the period, when the topics of the period have already been addressed. I cannot deny that I would have liked to address many more values and go a little deeper into each story and value included in the syllabus, but I think that they have sown not only knowledge in the English subject, but also in their training like people. I want to continue implementing this integral training in my classes, not only with this group but with the other grades that like them also have different needs in the area of English and in their daily life, for this, the syllabus will continue to be modified to achieve better learning day by day.

Annex N

PLAN DE ESTUDIOS



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CENTRO EDUCATIVO PRIVADO GIMNASIO CRISTIANO G.A.D

AREA DE HUMANIDADES- INGLÉS
PLAN DE ESTUDIOS 2018



DOCENTE LIZETH RAMIREZ



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INTRODUCCIÓN

Este nuevo plan de estudios se ha creado teniendo en cuenta el modelo pedagógico del aprendizaje significativo que ha adoptado el Gimnasio Cristiano G.A.D en el Proyecto educativo institucional, el cual busca a partir de los preconceptos que tienen los estudiantes sobre el mundo que los rodea desarrollar diferentes habilidades comunicativas en el idioma inglés como segunda lengua en su contexto inmediato a través de comandos y expresiones comunes con las cuales puedan comunicarse fácilmente.

Así mismo, dentro de este plan se ha incluido la enseñanza y formación en valores cristianos, los cuales son pilares dentro del desarrollo integral de los estudiantes del colegio cristiano G.A.D. Esto a través de historias bíblicas y canciones, de las cuales muchas las han trabajado en su lengua materna y pueden relacionarla fácilmente cuando son trabajadas en el idioma inglés.

Lo anterior se realiza como una manera de trabajar de manera transversal con otras asignaturas como educación religiosa, ética y valores, las cuales son de gran importancia para la formación de los estudiantes, considerando que no sólo es importante formar estudiantes desde su conocimiento, sino también desde la parte humana. De igual manera, el libro de trabajo maneja en cada unidad subtemas que se relacionan con otras asignaturas, como sociales, artes, matemáticas, en las cuales se usan las conexiones curriculares para trabajar de forma transversal los temas y poder así vincular otras áreas del conocimiento

METODOLOGÍA

La metodología se basa en un enfoque comunicativo, ya que ayuda a los estudiantes en el uso del lenguaje en diversos contextos y en la creación de frases con significado. Por tanto, maneja una evaluación continua que da cuenta de cómo el niño desarrolla su competencia comunicativa, es decir, la capacidad que tiene el educando para usar sus conocimientos de la lengua para comunicarse de forma adecuada.

Teniendo en cuenta el enfoque mencionado, la metodología que se maneja en las clases es Respuesta física total (TPR – Total Physical Response), la cual lleva a los estudiantes a comprender las instrucciones y a aprender el vocabulario mientras desarrollan habilidades auditivas. Muchas de las actividades planteadas en los libros de trabajo, las dinámicas y estrategias que como profesor propongo (canciones, juegos de roles, cantos, comandos, juegos y competencias) a menudo van acompañadas de movimientos corporales, lo que permite que los niños se diviertan y aprendan de manera más efectiva.

Además, a veces uso el método de gramática y traducción (Grammar Translation). Aunque las indicaciones usualmente se dan en inglés, es necesario volver a dar la instrucción en su lengua materna, o a veces ellos mismos piden que se explique en español la instrucción que se impartió anteriormente en inglés. Del mismo modo, los estudiantes a veces usan elementos como el diccionario para buscar vocabulario nuevo, saber cómo deletrear una palabra correctamente o completar sus ideas cuando no recuerdan una palabra.

EVALUACIÓN

En cuanto a la evaluación se aplica que “todo lo que hace el estudiante es evaluable” es decir a partir de lo que genera el estudiante, hasta la más mínima actitud por parte del él se puede tomar como evaluación. Partiendo de este principio la evaluación se centra en tres ítems que se observan a lo largo de una clase: la parte **Cognoscitiva** que es la que asegura la adquisición y manejo de un conocimiento, la parte **procedimental** que es en la que se observa la aplicación del conocimiento en diferentes contextos, y la parte **actitudinal** que es en donde se observa a lo largo de la clase actitudes, comportamientos y otros factores intrínsecos que hacen que el estudiante sea exitoso es su aprendizaje.

Así mismo, el plan de estudios también responde al sistema de Evaluación.

La evaluación será continua, integral, sistemática, flexible, interpretativa, participativa, formativa, cualitativa y cuantitativa determinada por la obtención de los estándares básicos establecidos para cada una de las áreas por grado. Según decreto 1290 el sistema de evaluación esta fraccionado así:

- **Desempeño superior** (E) que va desde cuatro punto ocho (4.8) hasta cinco (5.0)
- **Desempeño alto** (S) que va desde tres punto seis (3.6) hasta cuatro con siete (4.7).
- **Desempeño básico** (A) que va desde tres (3.0) hasta tres punto cinco (3.5)

· **Desempeño bajo** (D) que va desde cero (0) hasta dos punto nueve (2.9)

Ítems de la evaluación:

Evaluación bimestral, en cada periodo escolar, que en total son cuatro, se tendrán en cuenta los siguientes ítems.

ÍHABILIDADES COGNITIVAS: Quizzes, evaluaciones y exposiciones.

HABILIDADES PROCEDIMENTALES: Talleres, guías, tareas, portafolios y trabajos de investigación.

HABILIDADES ACTITUDINALES: Participación y actitud en clase, puntualidad en todas las responsabilidades académicas.



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PROGRAMACIÓN DE LA ASIGNATURA DE INGLÉS

GRADO QUINTO

INTENSIDAD HORARIA: 6 HORAS SEMANALES

PRESENTACIÓN DEL ÁREA

En grado quinto los estudiantes exploran la concepción del mundo comparando diferentes aspectos del pasado que han influenciado el presente, para esto se trabajan temáticas relacionadas con las ocupaciones, inventos, literatura, conciencia ambiental, alimentación saludable, entre otros temas que le permite al estudiante comparar su entorno inmediato con las cosas que ofrece el mundo y cómo estos conocimientos aportan a su vida cotidiana, integrando valores morales, éticos y religiosos, con el fin de brindar una formación integral a los estudiantes y que a través de asignaturas como inglés puedan tener más que una formación académica, una formación humana, pensando en los ciudadanos que pueden llegar a ser en el futuro. (Ramírez, 2018)

Teniendo en cuenta lo anterior, el plan de estudios está basado en los contenidos temáticos presentados en el texto *Here We Go! Teacher's Guide*, 2016, editorial Greenwich ELT. El cual tiene un enfoque basado en tareas y en respuesta física total, orientado principalmente en abordar diferentes estructuras, tales como : en tiempo pasado, así mismo, afianza la construcción de comparativos y superlativos y el uso de algunos verbos modales, esto con el fin de que el estudiante de éste grado al finalizar el año logre comprender información general y específica de un texto corto, producir un texto narrativo corto y sencillo, intercambiar

información sobre hábitos, gustos y preferencias y así mismo, mencionar causas y consecuencias de algunos hábitos alimenticios.

OBJETIVOS

OBJETIVO GENERAL: Desarrollar competencias comunicativas en los estudiantes estableciendo conexiones con otras áreas del saber para fortalecer su formación integral, reconociendo sus capacidades y necesidades.

OBJETIVOS ESPECIFICOS:

- Emplear y seguir diferentes comandos que se utilizan tanto en las clases de inglés como en las clases de otras asignaturas.
- Comprender y manejar instrucciones sencillas para realizar diferentes juegos, dinámicas y actividades de clase.
- Aprender nuevo vocabulario a través de canciones cristianas e historias bíblicas trabajadas en clase y emplear parte de éste en sus narrativas.
- Utilizar su conocimiento para expresarse en idioma inglés de forma esporádica con expresiones cortas y sencillas.
- Comprender, discutir y poner en práctica los diferentes valores en situaciones cotidianas y contextos cercanos para ellos.
- Identificar y emplear las diferentes formas de expresarse en tiempo pasado, empleando verbos modales, pasado simple y pasado progresivo.
- Manejar y escribir textos cortos empleando verbos regulares e irregulares trabajados en las clases.
- Brindar consejos, recomendaciones, reglas u obligaciones sobre el cuidado del medio ambiente a través de verbos modales.
- Mencionar y asociar los diferentes órganos del cuerpo con la función que cumple cada uno de éstos.
- Identificar los nombres de los personajes y los eventos principales de un cuento leído por el profesor y apoyado en imágenes, videos o cualquier tipo de material visual.
- Escribir descripciones y narraciones cortas basadas en una secuencia de ilustraciones.
- Conversar con sus compañeros empleando las expresiones y temáticas de la clase a través de juegos de roles y situaciones cotidianas.

PRIMER PERIODO		
CONTENIDOS	UNIT 1 – BACK IN TIME ○ Occupations (science teacher, chef, fashion designer, photographer, journalist) ○ Used to/ didn't use to ○ Inventions (remote control, laptop computer, cell phone, mp3, compact disc, television, video game console. ○ Could / couldn't UNIT 2 – HAPPIER THAN BEFORE ○ Adjectives (talented, fascinating, famous, expensive, colorful, big, long...) ○ Comparatives (longer than more expensive...) ○ Superlatives (the biggest, the most fascinating...) ○ The Lazy Horse Story (laboriousness value) ○ Simple present review. ○ Our father (song) ○ Commands (Stand up, Sit down, Silent, Be quiet, Open your book/ door, Close the door/ book)	
COMPETENCIAS	EL SABER	Utiliza las expresiones con used to, could and couldn't para referirse al pasado. Identifica y emplea diferentes adjetivos, comparativos y superlativos correctamente en una oración.
	EL SABER HACER	Clasifica adjetivos según las reglas y número de sílabas. Comparar datos sobre diferentes inventos y relacionarlos con la fecha de nacimiento o muerte de algunos personajes. Forma comparativos y superlativos teniendo en cuenta el número de sílabas y reglas para su escritura. Utiliza y sigue los diferentes comandos designados para el primer periodo.
	EL SABER VALORAR	Valora los diferentes inventos que han facilitado la vida de las personas Aprecia y muestra respeto los hábitos que tenían las personas en el pasado. Considera los comandos como una manera de mantener el orden y la disciplina en clase.

		Reconoce la pereza como un mal hábito que impide que desarrollemos nuestro máximo potencial e identifica el valor de la laboriosidad en diferentes situaciones de clase.
EL SABER INTERACTUAR		Comenta con sus compañeros las sensaciones que le generan diferentes obras de arte. Expone ante sus compañeros de grupo y de otros cursos un invento tan importante como el primer vuelo y el aporte de los hermanos Wright para lograr que el hombre volara por los aires.
ESTANDARES		Puedo saludar de acuerdo a la hora del día, de forma natural y apropiada. Participo en juegos de búsqueda de palabras desconocidas. Memorizo y sigo el ritmo de canciones populares de países angloparlantes.
LOGROS		Emplea la expresión Used to para hablar de actividades realizadas en el pasado. Identifica algunos eventos importantes del siglo XX empleando expresiones con could and couldn't. Emplea adjetivos comparativos y superlativos para realizar comparaciones entre diferentes personajes. Trabaja a través de una corta historia el valor de la laboriosidad y refuerza la escritura de oraciones cortas empleando simple present tense. Aprende y pronuncia correctamente la canción elegida para este periodo (Our father)
INDICADORES DE LOGRO		Realiza comparaciones sobre aquellos inventos que sus padres o abuelos pudieron y no pudieron utilizar, empleando could/ couldn't. Identifica diferentes profesiones de algunos personajes y emplea la expresión used to para mencionar sus hábitos en el pasado. Clasifica adjetivos y forma comparativos y superlativos teniendo en cuenta el número de sílabas. Identifica las partes de la historia trabajada en el periodo y menciona cómo los valores y antivalores se evidencian en su rol como estudiante.

SEGUNDO PERIODO		
CONTENIDOS	UNIT 3 – EARTH DAY, EVERY DAY! ○ Nouns and verbs related to environmental concerns (throw away, donate, put, reuse, reduce, recycle, generate, give, glass, plastic, paper, metal). ○ Modal Verbs: Should/ shouldn't /, Must /mustn't Have to/ don't have to UNIT 4 – THINK CAREFULLY ○ Adverbs of manner (correctly, slowly, good, fast, carefully) ○ Imperatives (Don't get distract, pay attention, take notes, and arrive punctually...) ○ The Ruth's Story (loyalty value)	
COMPETENCIAS	EL SABER	Utiliza las expresiones must, mustn't, have to, don't have to dependiendo su función. Identifica y forma adverbios de modo con diferentes adjetivos. Menciona y relaciona los personajes de una historia
	EL SABER HACER	Realiza y socializa carteles con consejos sobre lo que las personas deberían y no deberían hacer respecto al cuidado y conservación del medio ambiente. Diferencia los personajes principales y secundarios de una historia. Dramatiza la historia de Rut, narrando parlamentos cortos, según su personaje.
	EL SABER VALORAR	Forma conciencia sobre el cuidado y preservación del medio ambiente compartiendo con otros diferentes consejos y recomendaciones Comprende y establece pautas sobre lo que representa obligación, prohibición o recomendación. Muestra admiración por los actos reflejados en la historia de Ruth y comprende la importancia de practicar el valor de la lealtad.
	EL SABER INTERACTUAR	Interpreta junto a sus compañeros la obra de teatro que muestra la historia de Ruth. Comparte con otros estudiantes algunos consejos para ayudar a conservar el medio ambiente.
	ESTANDARES	Participo en juegos y actividades siguiendo instrucciones simples. Utilizo el diccionario como apoyo a la comprensión de textos. Uso adecuadamente estructuras y patrones gramaticales de uso frecuente.

		Digo un texto corto memorizado en una dramatización, ayudándome con gestos.
	LOGROS	Brinda consejos y recomendaciones empleando las expresiones should and shouldn't. Expresa y emplea obligación, prohibición y alternativas a través de las expresiones must/ musn't y have to / don't have to. Emplea verbos imperativos para mencionar diferentes comandos Representa y participa activamente en la narración de la historia bíblica de Ruth, como una manera de dar a conocer valores tan importantes como la lealtad. .
	INDICADORES DE LOGRO	Escribe consejos y recomendaciones utilizando las expresiones should and shouldn't. Diferencia y emplea correctamente las expresiones must, mustn't, have to, don't have to, teniendo en cuenta la función de cada uno. Comparte con sus compañeros study tips, empleando verbos imperativos.

TERCER PERIODO		
CONTENIDOS	UNIT 5 – A LITERARY TRIP ○ The Simple Past and the past progressive tense ➤ Regular and irregular Verbs ➤ When and while ➤ There is / there was ➤ There are/ there were ➤ Types of novels. UNIT 6– A MATTER OF RESPECT ○ Indefinite Pronouns (Somebody, everybody, nobody) ○ Vocabulary related to human rights and bullying ○ The past progressive tense. ○ David's Kindness to Mephiboshet Story (kindness value)	
	EL SABER	Utiliza correctamente el pasado simple y pasado progresivo teniendo en cuenta las expresiones when and while. Identifica y emplea los pronombres indefinidos. Reconoce algunos derechos humanos.
COMPETENCIAS	EL SABER HACER	Complementa información empleando correctamente verbos en pasado simple y pasado progresivo. Narra con frases sencillas los eventos que ocurrieron en los diferentes momentos de la historia bíblica trabajada en el periodo.

		Crea mensajes en contra del Bullying Lidera la campaña “It's better to give than to receive” para recolectar alimentos y llevarlos al anciano.
	EL SABER VALORAR	Fomenta el respeto y la admiración por los demás a través de campañas en contra del Bullying. Crea conciencia sobre la importancia de dar sin esperar nada a cambio, demostrando así el valor de la bondad.
	EL SABER INTERACTUAR	Comparte con otros estudiantes sus escritos acerca de la historia David's Kindness to Mephiboshet. Socializa con sus compañeros la campaña en contra del Bullying.
	ESTANDARES	Comprendo información personal proporcionada por mis compañeros y profesor. Asocio un dibujo con su descripción escrita Escribo descripciones y narraciones cortas basadas en una secuencia de ilustraciones. Enlazo frases y oraciones usando conectores que expresan secuencia y adición.
	LOGROS	Formula y responde preguntas sobre el pasado. Describe acciones que estaban en progreso en el pasado. Completa historias que ocurrieron en el pasado. Crea escritos cortos en los cuales narra con sus palabras el inicio nudo y desenlace de la historia bíblica elegida para el periodo.
	INDICADORES DE LOGRO	Sigue líneas de tiempo sobre hechos ocurridos en la vida de diferentes personajes y responde preguntas relacionadas a éstas Realiza entrevistas organizando preguntas sobre aspectos importantes de la vida del entrevistado. Realiza actividades usando correctamente simple past and past progressive tense. Identifica y señala información relevante en textos cortos.

CUARTO PERIODO		
CONTENIDOS	UNIT 7 – MANY FOOD CHOICES ○ Food Items ➤ Countable and non-countable nouns. ➤ A few, a little, many, much. ➤ Quantifiers and containers. ➤ How many – How much UNIT 8– HOW YOUR BODY WORKS ○ Habits (causes and consequences) ➤ Organs (brain, skin, lungs, intestines, heart, eyes, stomach) ➤ Digestive System ○ Zero Conditional. ○ David and Jonathan’s Friendship Bible story (friendship value)	
COMPETENCIAS	EL SABER	Reconoce y nombra diferentes alimentos, teniendo en cuenta su cantidad y precio. Conoce y menciona algunos síntomas de indigestión. Identifica diferentes órganos de nuestro cuerpo y las funciones que realizan algunos de éstos en el sistema digestivo.
	EL SABER HACER	Formula y responde preguntas relacionada a los alimentos y sus cantidades, utilizando How much and How many. Relaciona los diferentes órganos que conforman el sistema digestivo con su función. Completa listas de precios escribiendo el nombre de diferentes alimentos con su respectivo precio. Expresa mensajes amables utilizando expresiones trabajadas en las clases y resaltando las cualidades de sus compañeros, como una campaña contra el bullying
	EL SABER VALORAR	Reconoce el valor de la amistad a través de la historia de Jonathan y David y lo relaciona con los lazos de amistad creados con sus compañeros de clase. Fomenta el respeto y la admiración por los demás a través de mensajes positivos hacia sus compañeros. Toma conciencia de la importancia de tener una buena alimentación, teniendo en cuenta el proceso que realiza el sistema digestivo.
	EL SABER	Intercambia mensajes amables con sus compañeros, mostrando la

INTERACTUAR	amistad que han tenido a lo largo de su vida escolar. Trabaja en parejas para realizar juego de roles creando situaciones cotidianas en un supermercado o restaurante.
ESTANDARES	Sigo atentamente lo que dicen mi profesor y mis compañeros durante un juego o una actividad. Puedo hablar de cantidades y contar objetos hasta mil. Puedo cortésmente llamar la atención de mi profesor con una frase corta. Escribo tarjetas con mensajes cortos de felicitación o invitación. Uso adecuadamente estructuras y patrones gramaticales de uso frecuente.
LOGROS	Intercambia información sobre las cantidades de alimentos y precios, empleando números hasta cuatro cifras. Menciona hábitos saludables y los relaciona con los órganos de nuestro cuerpo. Relaciona algunas expresiones con los procesos que se desarrollan en el sistema digestivo. Escribe y comparte con sus compañeros mensajes positivos, resaltando sus cualidades y los lazos de amistad que se han creado durante su vida escolar. (proyecto “Loving not Bullying”)
INDICADORES DE LOGRO	Completa diferentes cantidades de alimentos y los precios de cada uno de éstos en dólares a través de ejercicios de escucha. Relaciona imágenes de cantidades de alimentos con la escritura de ingredientes y responde preguntas con How much y How many. Escribe las causas y consecuencias de algunos hábitos alimenticios. Utiliza expresiones y verbos trabajados en clase para escribir mensajes positivos cortos.