

ELEMENTARY STUDENTS LEARN ENGLISH THROUGH THE PEDAGOGICAL IMPLEMENTATION OF SHORT STORIES

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A research report submitted in partial fulfillment of the requirements for the degree of

Licenciado en Lenguas Extranjeras Inglés

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Licenciatura en Lenguas Extranjeras Inglés

Decanatura de División de Educación Abierta y a Distancia

Facultad de Educación

Colombia, 2022

Abstract

This study aims to describe the impact of a pedagogical implementation reading through stories based on Action Research in post-COVID times with fifth-grade elementary students at a private school in the city of Bogota, Colombia This is a descriptive qualitative study conducted during the quarantine The data collected is analyzed using surveys, class artifacts and with the class newspapers.

The process through which English as a Foreign Language (EFL) students acquire language proficiency is a dynamic and multifaceted journey, particularly when facilitated by the strategic implementation of short stories. Short stories serve as compelling vehicles for language learning, offering a nuanced approach that engages students in a holistic language experience.

Firstly, short stories provide a contextualized and authentic platform for language acquisition. By immersing students in narrative settings, they encounter language in real-life contexts, fostering a deeper understanding of vocabulary, grammar structures, and idiomatic expressions. The narrative format also allows students to witness language in action, promoting a more intuitive grasp of linguistic nuances.

Moreover, the implementation of short stories encourages active language use. Through reading, discussing, and, critically, creating their own narratives, students actively apply and reinforce the language skills they are acquiring. This participatory element not only enhances linguistic proficiency but also nurtures creativity and critical thinking.

Furthermore, short stories offer a window into the cultural and social dimensions of language. Students not only learn language rules but also gain insights into cultural contexts, societal norms, and varied perspectives embedded in the narratives. This cultural immersion contributes to a more comprehensive and authentic language learning experience.

In essence, the implementation of short stories in EFL classrooms serves as a dynamic pedagogical strategy, fostering a rich and immersive language learning environment. This approach not only enhances linguistic competence but also nurtures a holistic understanding of language within its cultural and social contexts.

Key Words

storytelling, reading skill, post- COVID, Beginners, Children

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Contextualization

The school Liceo Normdam was located in the eighth district of Kennedy in the Mandalay neighbourhood, the research was carried out in the 5th grade of primary school with about 15 students, who are between 7 and 11 years old and the teacher who pre-service teacher and researcher. This group of students was interested in sports and artistic activities, because the school has a pedagogical model where the student's center of life was the social and it was there where the student learns and develops the necessary skills to solve problems.

In this model allows students to explore scientific methods and generate individuality and autonomy, allowing them to learn at their own pace, and this allows us to understand our world was associated with our culture, our emotions and our experiences, when we think in a second language our way of perceiving the world changes, this was confirmed by a study from the University of Chicago that says "The ability to evoke mental images is affected when we do not think in our native language" (Sanchez, n.d.). This allows the development of more diverse criteria, stimulates the imagination, improves communication skills and stimulates cognitive abilities.

EFL reading for children was one of the best ways to plant them a love of books and stimulate their imagination, while expanding their linguistic register beyond grammatical rules and the mother tongue.

The underlying reason for the importance of promoting the creation of stories among students lies in the need to stimulate their imaginative and creative capacity. Narratives offer students the unique opportunity to view the world from diverse and unique perspectives. While it is true that a story can provide certain clues about how a person or a place is, it is the rich palette of each student's imagination that truly comes to life when completing and shaping the missing elements. Characters take on their own voice, each with their distinctive tone and style, settings are filled with vivid details that allow the reader to be transported to distant places or fantastical worlds, and the attire of the protagonists comes to life through the reader's mind. In addition to nurturing creativity, the practice of creating and analyzing stories also strengthens essential skills such as patience and concentration. In a world where distractions are constant, reading and storytelling require a deep and sustained focus, contributing to the development of mindfulness. These skills are particularly crucial when it comes to approaching reading in a second language, such as English. Narrative provides an immersive context that facilitates language comprehension and retention, and as students immerse themselves in the plot, their analytical skills sharpen, enabling them to solve problems within the context of the story. In summary, fostering the creation and exploration of stories not only awakens students' imagination but also equips them with essential skills for learning and effective communication, becoming an invaluable resource in their education, especially when addressing reading in a second language.

As a consequence, education underwent major changes during the COVID times when teachers adapted to new ways of teaching and students to new ways of learning and the school had to adapt to these changes, changes that exist post-pandemic.

As a result of the COVID-19 pandemic, the education sector underwent a significant transformation that extends beyond the period of the health crisis. During the era of COVID-19, both teachers and students found themselves in an abrupt transition towards new teaching and learning methodologies. Educators were challenged to reconsider and reconfigure their pedagogical strategies, often adopting online teaching, which entailed a steep learning curve in the use of technological tools and virtual platforms. Students, on their part, had to adapt to remote learning environments, requiring greater self-discipline and the ability to manage their time efficiently.

As the pandemic evolved, schools were compelled to reevaluate their educational structures and policies to ensure the safety of the school community. The implementation of measures such as social distancing, mask-wearing, and limitations on physical interaction posed additional challenges to the teaching and learning process.

Although the pandemic is largely under control in many places, and a return to normalcy is on the horizon, these changes persist in the educational realm. Online education and digital technologies continue to be valuable tools to complement traditional in-person education, allowing for more flexible and personalized learning experiences. Furthermore, the experience of adapting to situations of change and crisis has strengthened the resilience of both educators and students, imparting skills and mindsets that are relevant in an ever-evolving world.

In summary, the COVID-19 pandemic not only disrupted education during its peak but also left a lasting impact on how teaching and learning are approached in the post-pandemic world. The lessons learned and adaptations made have led to a more flexible, technologically-enabled education that can adapt to the changing needs of society.

In light of this premise, this project originates from the paramount importance of establishing an English education program that bestows upon children the ability to acquire the language with proficiency and fluency. This program is underpinned by the utilization of pedagogical strategies meticulously crafted and tailored to their environment and age, with the aim of not only facilitating reading but also of solidifying the various levels of competence in this foundational skill. The young learners will not only be capable of deciphering words and phrases but will also have the opportunity to delve into the depths of reading comprehension, acquiring the skill to rearrange concepts and information coherently. What is even more noteworthy is that they will develop the capacity to formulate well-founded opinions and articulate their thoughts clearly and effectively. This comprehensive approach not only nurtures their language mastery but also enhances their critical, creative, and communicative abilities, equipping them with the necessary tools to confront the challenges of an increasingly globalized and diverse world. In summary, the implementation of this English program represents a valuable investment in the development of skills that will be fundamental throughout the students' lives, paving the way towards a future of success and fulfillment in a multicultural and ever-evolving society.

Research Statement

The topic of this study deals with the use of storytelling in English lessons. It emerged before the pandemic started. So, when I arrived at a private school named Liceo Nordam. They hired me to teach English to fifth grade. When I started to do the diagnosis, I found several difficulties namely. They gave me a course which did not have a program for English teaching, nor a schedule or bases resources to conduct the process.

When interacting with children it could notice they did not like English so much, then, they prefer other classes. Besides students did not manage basic English for interaction such as greetings, follow instructions or respond simple questions. it also found that the students like reading in Spanish which led me to decide on using short texts in English for further the lessons. Thus, it took some readings from the internet with short dialogues and readings which were illustrated. What it notice was a positive response of the students towards the activity. As part of my personal reflection, it also started, to consult information about the use of short stories in English which allow me to support my beliefs on the positive impact of English reading. So, (Krashen, 1992), who has extensively researched the role of reading in language acquisition and emphasizes the importance of comprehensible input and additionally the valuable insights in the works of Diane (Freeman, 2011), (Cummins, 2003), and (Day, 2015), who have contributed to the field of language education and literacy.

For that reason, the reading skill contributes to increase vocabulary learning, the comprehension and active engagement and the main idea was found interesting insights, some authors such as Stephen Krashen, known for his work on second-language acquisition, Krashen's Input Hypothesis suggests that comprehensible input, such as that provided through storytelling, was essential for language learning; Jim Cummins, who has researched the role of language input and literacy development, including the impact of storytelling on language acquisition and reading skills. Richard Day a researcher in language education, has contributed to understanding how extensive reading, including exposure to stories, can enhance language learning. Among others.

Continue with the main idea (Clarke, Paula 2001) “*{...Reading can provide escapism and offer alternative perspectives on the world; what's more, they can 'kindle' our imaginations to create rich mental images that may stay with us forever. {Read} can inform and develop knowledge, provide us with new vocabulary and provoke new ways of thinking.}*”), so, she presents the multifaceted benefits of reading. It emphasizes that reading serves as a means of escape, transporting readers to different worlds and exposing them to diverse perspectives. Furthermore, it mentions how reading can stimulate the imagination, allowing readers to create vivid mental images that can leave a lasting impact. The passage also underscores the informative aspect of reading, emphasizing its role in knowledge acquisition, vocabulary expansion, and the provocation of new ways of thinking. Overall, it portrays reading as a powerful and enriching activity that goes beyond simple information consumption, encompassing imaginative engagement and cognitive development.

Therefore, this is why I decided to incorporate reading into English classes, specifically focusing on short stories as a teaching tool. I believe that these resources can significantly enhance the learning process, as supported by the literature I have reviewed.

From literature consulted, considered that research could have a direct impact on the students in fifth grade because the students can Increase their awareness of English. In conclusion, both reading skills and storytelling have their strengths and weaknesses. It is essential to strike a balance, recognizing the benefits of each and adapting them to different contexts and purposes.

The reading has great competitors due to technological advances, first television and then the internet, where children have the facility to quickly obtain more information. And today many people find it difficult to read, especially in countries like Colombia where reading is not common. In addition, reading develops different abilities that are not possible with television or the internet. One of them is that the reader can let his imagination run wild, he can think about what a character is like, what the voice of the character is like, where he is and what that place is like.

This stimulates his brain and allows him to have fun through reading. Second is that they develop qualities to be a better person. Reading gives them the patience to analyze a problem and solve it. It will give them self-control and to understand the situation of other people. A book gives them the possibility to reread something until they understand and read at their own pace, it helps them to remember what the author says or to know how it can be used in our environment.

Therefore, in the school, it is expected that the application of the research has a positive impact to use in other grades and up the level of the school, and students can benefit from short stories because stories help them to develop the ability to understand spoken language and engage in thinking skills. "Through the stories, the learners become aware of cultural values different from theirs, sharpen their memory and develop the ability to predict and infer." Gonzales (2017)

In the same way, as a researcher, I found Important benefits such as implementing change in my classroom and learning how to implement a pedagogical plan under the parameters of action research. I also considered that while doing my project I could improve my teaching and research skills. For instance, I could learn to design a syllabus or a didactic unit, I could reflect and analyse what theory says and what happens in a real teaching and real context

Likewise, this research will contribute to Santo Tomas University in research about English teaching and learning giving me the opportunity to develop a project that can be used as a reference for other students and teachers and they can make critique and reflection on the daily and real problems to achieve improvement in the educational field of English as a foreign language.

Research question

How do EFL Students Learn English through implementing short stories for children to fifth grade of Liceo Nordam?

General Objective

- To Identify how EFL Students Learn English when implementing short stories.

Specific Objective

- To compare the positive aspects of language learning through stories in English.
- To analyze the structures of communicative texts with drawings through the oral.
- To explain the characteristics of learning a second language from the reading ability of fifth-grade students of the Liceo Normadam.

Literature Review

Language acquisition the main constructs of interest revolve around the development of reading skills in both first language (L1) and second language (L2) contexts. Reading was a fundamental aspect of language proficiency, encompassing the ability to comprehend, interpret, and derive meaning from written texts. L1 refers to an individual's native or first language, while L2 denotes a language acquired subsequently. Understanding the dynamics of reading skills in both L1 and L2 is crucial for educators, researchers, and language learners alike. One prominent approach in the study of reading skills is the direct approach, which involves explicit teaching and practice of reading strategies. This approach aims to enhance reading proficiency by directly addressing specific skills and strategies, contributing to a comprehensive understanding of how individuals navigate and comprehend written language in both their native and acquired languages.

The principal constructs which guide this study are the theoretical bases for this research study. This are oriented by the purpose of describing the impact of the impact of the Direct approach implementation through post covid for the fifth grade in primary school.

Accordingly, Research about teaching language for children said: Children are considered natural language learners; according to second language acquisition theory, they can learn faster and with much less difficulty than adults, but they should be exposed to natural learning environments, real communication situations and to special teaching practices that make learning a meaningful, enjoyable and lifelong process. (Porrás Gonzalez,2009)

Considering that language was going to be taught to five grade learners at the beginner level, the methods mentioned above were chosen as the basic ones in this project.

The direct approach is a teaching direct method, that is to say, the teacher is in front of the classroom and gives direct instructions and guides the students in some activities. Notwithstanding, the direct method is a traditional method and is how it has almost always been taught, but currently “experimenting in education is “hot”, as teachers find that not all students benefit from listening to a teacher talk all day, and not all lessons are best taught through direct instruction. Teachers now match the type of instruction to the task. Using direct instruction is effective when it suits the skill students have to learn”. (Lucie Renard, 2023)

This method has two core principles, first, all students can learn when taught correctly, regardless of history and background and second all teachers can be successful, given effective materials and presentation techniques. Moreover, this gives the opportunity that students to learn English through reading.

The use of reading in EFL classrooms gives the opportunity that creates a good learning environment for meaningful and Comprehension input in class, furthermore, the stories the children can reception English and is an easier way that children to induce the language elements from the information by the stories.

Joined to this storytelling possess amazing pedagogical values for teaching in an EFL classroom, Stories are effective as educational tools because they are believable, rememberable, and entertaining. The believability stems from the fact that stories deal with human-like experience that we tend to perceive as an authentic and credible source of knowledge. Stories make information more rememberable because they involve us in actions of the characters. In so doing, stories invite active meaning making. (Rossiter, 2002,p.1)

As a subject of fact, reading cause those students must imagine and create new mutes. Stories allow the student to see differently, a story can give them certain hints of what a person or place is like, but their imagination must complete or shape what is missing. Giving them a voice, a tone of voice, what a place is like, how they are dressed and much more.

Allowing the reader to analyze the problem and see how it can be solved, it also helps to develop patience and concentration, these skills are necessary in reading and it increases when we talk about a second language such as English.

According to a study on second-language storytelling “Listening to stories develops children’s listening and concentration skills and their ability to receive and understand information expressed in words. Besides, with the story's children develop learning strategies such as listening for general meaning, predicting, guessing meaning and hypothesizing”. (Castro,2002, p.52)

In addition, the storytelling need have some characteristics for children “storytelling can provide experience with the interpretive mode for children, even at very early stages of language acquisition, when the stories meet the following criteria: the story is highly predictable or familiar to the children from their native culture, with a large proportion of previously learned vocabulary. In early stages it is especially helpful to choose stories that include vocabulary representing the home and the school environments of the children”

Moreover, when the narrative is repetitive and has repeating continuous and predictable patterns, it allows children to acquire a language that they can later use for their own purposes, which is often the case in the best stories. “The pattern of predictability + surprise, or repetition + change is often reflected in patterns of repetition of the language. This repeated pattern, or parallelism, creates a way into the story for the active listener, as well as providing a natural support for language learning.” (Cameron 2001, p. 163)

As a result, such patterns in the narratives allow students to feel confident in giving their opinions on the narratives and understanding and memory. In addition, the repetition featured in the text is a great way for children to improve their reading skills. It also gives them a strong base to develop the confidence to move on to more interesting and complex texts.

Then, with these repetitive characteristics that narratives possess, they allow students to clarify meanings, learn new words, and learn behaviors, both in body language and spoken speech that influences their environment.

Mother Tongue(L1) And A Foreign Language (L2) In Education

When educators within schools develop language policies and organize curriculum and teaching in a way that strongly emphasizes the language and cultural capital of children and communities in all interactions within the school, then the school rejects the negative attitudes towards diversity and diversity that exist in society.

Garcia and Sylvan (2011) argue that monolingual education is outdated in our current “globalized” world and advise against the imposition of just one language. Jim Cummins, University of Toronto, Canada. He examines why it is so important for parents to speak their native language with their children. His research reveals links between children's development and their native language. He found that children who developed skills in two or even three languages developed a deeper understanding over time of how to form sentences and expressions, making overall language use easier.

Children who speak only one native language have fixed attitudes about how to communicate what they want or need. He also found that children who spoke only one native language did not use the language as deeply as children who spoke two or more native languages.

He explains that multilingual children have more advanced critical thinking skills because they have to figure out how to formulate and use the language they choose at the time. Cummins found that children with a stronger native language were more likely to learn a second language and develop reading and writing skills.

The level of development of a child's mother tongue is a strong indicator of his or her second language development. Children who enter school with a strong foundational knowledge of their native language will develop stronger reading and writing skills in the school language. When

parents and other caregivers (such as grandparents) have the opportunity to spend time with their children, telling stories or discussing issues with them in a way that develops vocabulary and concepts in their native language, children are better prepared to come to school and learn the school language and succeed in education. Children's knowledge and skills transfer across languages from their mother tongue learned at home to the school language.

From the perspective of a child's conceptual and thinking development, the two languages are interdependent. Transfer between languages can occur in both directions: if the mother tongue is promoted in schools for example, in bilingual education programs, the concepts, language, and reading skills children learn in their primary language can transfer to their mother tongue. In short, when the educational environment allows children to be exposed to both languages, the two languages support each other.

Reading Skill

Reading skills are essential for understanding and extracting information from written texts. Clay said skills encompass various abilities and techniques that help you comprehend and engage with written material effectively. Here are some key reading skills:

Decoding: This skill involves recognizing and pronouncing words and their components, such as letters and phonemes. It's fundamental for basic reading comprehension.

Fluency: Fluency refers to the ability to read smoothly and at a reasonable pace without stumbling over words or hesitating. Fluent readers can read with expression and understanding.

Vocabulary: A strong vocabulary is crucial for understanding the meanings of words encountered in texts. Expanding your vocabulary enhances comprehension.

Comprehension: Comprehension is the heart of reading. It involves understanding the meaning of the text, grasping the main ideas, identifying details, and making inferences.

Critical Thinking: Critical reading involves analyzing and evaluating the text. You assess the author's arguments, evidence, and biases, and you can form your own opinions based on the text's content.

Summarization: Summarizing is the ability to condense the main points and essential details of a text into a shorter version. It demonstrates your understanding of the material.

Inference: Inference involves drawing conclusions or making educated guesses based on information presented in the text. It requires combining explicit details with your background knowledge.

Context Clues: Recognizing context clues helps you figure out the meanings of unfamiliar words or phrases by examining the words and sentences around them.

Skimming and Scanning: Skimming is quickly glancing through a text to get a general idea of its content, while scanning involves looking for specific information. These skills are useful for locating key details efficiently.

Listening and Speaking Skills: Strong listening and speaking skills are closely connected to reading. These skills enable children to understand spoken instructions and express their thoughts and ideas effectively.

Narrative and Story Structure: Understanding the basic structure of stories, including the beginning, middle, and end, helps children grasp narrative concepts.

Phonics: Phonics instruction focuses on the relationship between letters and sounds. Children learn letter-sound correspondences and use them to decode words.

Read-Alouds: Teachers often read aloud to students to model good reading habits, introduce new vocabulary, and promote a love of books and stories.

Visualization: Creating mental images based on the text's descriptions can enhance understanding, especially in literature or descriptive writing.

Reading Strategies: Using various reading strategies, such as making annotations, highlighting, or using graphic organizers, can help organize and retain information.

Reading for Different Purposes: Adjusting your reading approach based on your purpose—whether it's for entertainment, research, or learning—can improve your reading effectiveness.

Independent Reading: Encouraging students to read independently, both in and outside of school, helps them practice their reading skills and develop a lifelong reading habit.

These primary reading skills are usually taught progressively as children advance through the early grades of primary school. The goal is to ensure that by the end of primary school, students have a strong foundation in reading, setting them up for success in more complex reading tasks in later grades. Additionally, fostering a love of reading and making it an enjoyable experience is essential in primary education.

Teaching English As A Foreign Language (EFL) In Colombia

Teaching English as a Foreign Language (EFL) in Colombia is a dynamic and evolving field. The Colombian government has recognized the importance of English proficiency in the global context and has implemented various initiatives to enhance language education. One example was the "Bunny Bonita" collection was a project developed by the National Bilingualism Program, whose objective was to contribute to the development of communicative skills in English in children between the ages of 4 and 8. It consists of videos, posters and pedagogical guides in pdf format

that emphasize everyday uses of the language, as well as grammatical aspects, vocabulary and pronunciation of English, another is “the board” that was given to implement in public and private schools, among others. As consequence EFL teachers in Colombia often face the challenge of catering to diverse linguistic backgrounds and learning styles among their students.

English language teaching was typically integrated into the national curriculum, with an emphasis on communication skills, cultural awareness, and the use of technology. Despite facing challenges such as limited resources and varying levels of English exposure, EFL educators in Colombia demonstrate resilience and creativity in fostering language acquisition. Additionally, there is a growing interest in incorporating innovative teaching methodologies and interactive approaches to make the language learning experience more engaging and effective. The EFL landscape in Colombia reflects a commitment to equipping students with the language skills necessary for academic, professional, and personal success in an increasingly interconnected world.

The Colombian government has undertaken efforts to help schools and teachers. Since 1994 Colombia establish a law for bilingualism was law 1651 de July 12 to 2013 in schools, this law has four options for schools

- Establishments without foreign language intensification
- Establishments with foreign language intensification
- National bilingual schools
- International bilingual establishments

Consequently, many institutions decide to become bilingual schools to obtain a greater supply of students and give students the opportunity to learn a second language.

Based on teaching English in Colombia need to train teachers in this area and several academic plans are created so that teachers can learn English through the use of technology. Likewise, the Ministry of Education, with the purpose of improving (future) English instructors’ teaching skills, has imported models of teacher certification such as the In- service Certificate in English Language Teaching (ICELT) and the Teaching Knowledge Test (TKT) awarded by the University of Cambridge (González, 2009).

This evaluation becomes an obligation for teachers who want to certify their academic training regardless of their origin. But something that happens in all developing countries is that foreign methodologies are adopted, without seeing the real contextualization, where children speak all the time in their first language, but with the use of technologies and increasing changes, foreign theories and methodologies are a basis for building new teaching and learning practices based on the real contexts of each teacher.

Teaching English (EFL) Through Electronic Or Physical Text - Short Stories

Technology is an influence that has reached everywhere, including education, transforming the way we learn and teach. The way we read is one of the most marked changes of these times, as technology allows access to information sources digitally. Some important digital tools are:

Digital texts give us the opportunity to choose the way we see the text, the font type, size and color, and to underline the parts of the text if we are interested in the subject. Giving readers new experiences. It is the reason that many schools decide to use digital books. Most learning institutions have increasingly adopted digital texts as a medium of teaching and learning (Wu & Chen, 2018).

Digital reading is good in some ways, and bad in others,” he said: in other words, it’s complicated. Much of the online interaction that kids take part in involves reading, including texting, social media and even gaming. And all that online “reading increases ‘word knowledge,’ or repeated exposure to words, even if there isn’t a big range of vocabulary words to draw from in text messages back and forth to friends”. (Willingham, 2017)

For that reason, readers can control their experience reading printed text by flipping through the pages to rearrange what they read. However, printed text is “designed to be read in a linear fashion” and its “features are not malleable” (Coiro, 2003, p.4).

For instance, when printed the stories. they allowed to the students: to have autonomy in the reading experience, where there are no external distractors, where he can have greater concentration, if it is a more linear reading, but which has better benefits in children who are taking the habit of reading. The printed and digital books both have the main function of making the student develop their analysis and comprehension skills.

Short stories play a crucial role in primary education as they “offer numerous educational benefits and can be a valuable tool for teaching and nurturing young readers” (Calkins, 2000). Here's some information about the use of short stories in primary education:

- **Reading Development:** Short stories are an excellent way to promote and develop reading skills in young learners. They provide manageable content, making them less intimidating than longer texts for emerging readers.
- **Vocabulary Expansion:** Exposure to various short stories introduces primary students to a wide range of vocabulary and language structures, helping to expand their language skills.
- **Comprehension Skills:** Reading short stories encourages students to comprehend and analyze content, characters, and plot elements, fostering their critical thinking and comprehension skills.
- **Creativity and Imagination:** Short stories stimulate the imagination of young minds, encouraging them to visualize characters, settings, and events, which is essential for cognitive development.
- **Cultural Understanding:** Short stories can introduce students to different cultures, traditions, and perspectives, promoting cultural awareness and empathy.

- **Moral and Ethical Lessons:** Many short stories convey moral and ethical lessons or values, providing opportunities for discussions about character, choices, and consequences.
- **Engagement and Enjoyment:** Short stories are often engaging and captivating for young readers, which can foster a love for reading and storytelling from an early age.
- **Writing Skills:** After reading short stories, students can be encouraged to write their own, allowing them to practice creative writing, develop their narrative skills, and express their ideas.
- **Listening and Speaking:** Teachers can use short stories as a basis for listening and speaking activities, such as retelling the story or engaging in group discussions about the plot and characters.
- **Critical Thinking:** Analyzing short stories can help students practice critical thinking skills, as they may be asked to make predictions, identify main ideas, or interpret symbolism.
- **Accessibility:** Short stories are often available in various formats, including printed books, online resources, and audio recordings, making them accessible to different types of learners.
- **Cultural Heritage:** Short stories from the student's own culture or region can help them connect to their cultural heritage and appreciate the diversity of storytelling traditions.
- **Assessment:** Teachers can use short stories for assessment purposes, evaluating students' reading comprehension, writing skills, and ability to synthesize information.
- **Cross-Curricular Integration:** Short stories can be integrated into other subjects, such as science or history, to make learning more interdisciplinary and engaging.

In summary, short stories are a valuable educational resource in primary education. They not only promote literacy and language skills but also encourage creativity, critical thinking, and cultural understanding. Engaging young learners with well-chosen short stories can have a lasting impact on their educational and personal development.

Storytelling education, a dynamic and versatile instructional approach, harnesses the compelling force of narrative to captivate, instruct, and ignite the imagination of learners across a diverse spectrum of educational settings. Its influence extends across the entire educational landscape, spanning from the formative years of early childhood education to the ongoing journeys of adult learners seeking personal growth and professional development. At its core, storytelling education is a conduit through which knowledge, values, and experiences are conveyed in a manner that transcends the boundaries of traditional instruction. “It taps into the timeless human affinity for stories, weaving them seamlessly into curricula and training programs, thereby fostering a profound connection between learners and the subject matter at hand” (Bell, 2014). Whether through the enchanting tales shared by teachers in the classroom, the interactive narratives woven into eLearning modules, or the anecdotal wisdom imparted in corporate training, storytelling education stands as an enduring testament to the art of education itself—where the artful use of stories not only imparts knowledge but also kindles the spark of curiosity, nurtures empathy, and empowers learners to embark on their unique quests for understanding and growth.

Research Design

Type of study

This study was developed through the Action Research Design, which was in line with Reason and Bradbury's (2001) perspective: "creating new forms of understanding since action without reflection and understanding was blind, just as theory without action was meaningless. The participatory nature of action research made it only possible with, for, and by persons and communities, ideally involving all stakeholders both in the questioning and sense-making that informed the research and in the action, which was its focus" (Reason & Bradbury, 2001, pg. 2). The aim was to carry out an adequate description of the impact of implementing the direct approach through narratives for fifth graders. This process included specific phases for its development: 1) the initial idea, 2) fact-finding, 3) action plan, 4) implementation, 5) monitoring, 6) steps 4 and 5 again (Ellis, 2012, p. 27). Consequently, the present study followed the theoretical guidelines for the implementation and analysis of the pedagogical approach, the direct method, based on Action Research.

Data Collect

Journals

Education Research Diaries" could refer to a series of journals or records kept by education researchers as they conduct their studies. These diaries are typically used to document the research process, including observations, data collection, analysis, and reflections. They serve as a valuable tool for researchers to keep track of their progress, thoughts, and insights throughout the research project. Education Research Diaries" are a crucial tool for researchers to maintain a comprehensive and organized record of their research endeavours. They contribute to transparency, accountability, and the quality of the research process and outcomes (Norman K. Denzin and Yvonna S, 2011).

Interviews

Interviews in the realm of education are not merely a research method; they are a dynamic, ethical, and transformative tool for unearthing the profound narratives, voices, and perspectives that underpin the complex tapestry of teaching, learning, and educational work. Their adaptability, capacity for qualitative depth, ethical foundations, tailored approach, and propensity for emergent insights make them an indispensable asset in the pursuit of understanding, enhancing, and shaping the future of education (Amos, 1995).

Instructional Design

Action Plan

Children's learning processes are the guiding thread of educational actions within any elementary school, and it is necessary to understand that academic decisions lead and determine the type of cognitive constructions that students develop throughout their education.

The method of delivering reading as part of education was implemented in response to the challenges that arose during the pandemic. During that period, the school found themselves in the need to adapt their educational approaches to enable students to continue learning safely from their homes. As part of this adaptation, the decision was made to send printed study materials to the students, which entailed delivering this material to their homes in physical form.

Initially, the provided readings were quite simple and focused on basic concepts, such as "the horse is blue" or "the sun is yellow." These initial readings, while suitable for some grade levels, turned out to be too elementary for others. In particular, fourth and fifth-grade students expressed that the activities resembled those they had completed in earlier grades, which raised the need to adjust the approach.

Recognizing the importance of challenging students and fostering their academic development, steps were taken to raise the complexity of the readings. Shorter yet significantly more intricate readings were designed, requiring students to engage with the content and grasp more advanced concepts. Furthermore, to assess their comprehension, two or three specific questions based on the content of the reading were incorporated. The primary goal of this evolution in the reading method was to adapt to the changing educational needs of the students, providing them with challenges suitable for their level of development while promoting a deeper and more critical understanding of the texts read.

After this point, the door was opened for the students' return to school. At that time, the decision was made to use more complex reading books with slightly longer stories. These books, which were physical copies, had been generously donated to the school by another bilingual educational institution. Surprisingly, these books had remained untouched in the library without prior use. When the delivery of educational materials was implemented, the physical books were included as part of the package provided to students attending school in person. However, a significant challenge emerged: students who couldn't attend classes were left without access to these valuable books. It was in this context that an opportunity was glimpsed: the creation of a virtual library. This library would allow students to download the stories and activities from the comfort of their homes, ensuring that everyone had access to these educational resources.

The shift in the pedagogical approach, which was based on the use of books, transformed the dynamics of the English classes. The introduction of more complex books created a familiar and engaging atmosphere in the classroom, sparking the students' enthusiasm. As a result, students

began to look forward to attending the class and excitedly requested their parents to take them to school. The physical books not only became tools for learning but also objects of conversation and connection between the students and their parents. Each student would draw and share their personal interpretation of the book's story, further enriching the educational experience and strengthening family bonds.

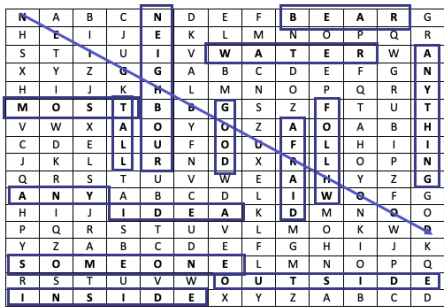
Design

Furthermore, the lesson planning aligns with the structure outlined in Normdam School's PEI (Educational Institutional Project). According to these guidelines, lessons and instructional materials are designed to incorporate four key stages whenever feasible. The first stage involves engaging in warm-up activities that provide the energy needed to start the class. Following that, the second stage focuses on practical exercises where students reinforce the vocabulary introduced at the beginning of the lesson. The third stage includes concluding activities and a summary of the class's key points.

This approach closely corresponds to the direct instruction method, which offers students a clear and structured framework for understanding the content and progression of each class.

Lesson Plan: First Cycle

Students' name: 502 Lesson 1 second term	
Grade	5 th grade
Age	8-10 years old
Level of English	Beginner 2
Topic	Topic: Understanding and make inferences from text (I can explain how the character is feeling and his motives for acting the way he does)
Time allotted	120 min per week
Pragmatic learning outcomes:	Identify in the reading vocabulary of neighborhood.
Linguistic learning outcomes:	Understand text and answer question about text Use basic language for descriptive text.
Choose the target vocabulary	Neighborhood, neighbor, afraid, any, follow, tall, water, idea, look, good someone, anything, inside outside, helpful,

Material (please include the materials or links)		Power point, Pdf, story lost!
Time		
20	Presentation stage	Soup Letter  • Neighbourhood • Neighbour • Afraid • Any • Bear • follow • Most • Tall • Water • Idea • Look • Good • Someone • Anything • Inside • Outside The class star watching the flash-cards of the vocabulary and then we see the pictures of the story and identified the vocabulary. The Sts using a soap letter and looking the word of vocabulary.
30	Practice stage 1	Later the student completes the sentences with the vocabulary, The sentences was some lines of the story, then Sts drawing the story and tells his own story.
30	Practice stage 2	The Sts we see a power point with some grammar exaplanation and have the exercises. Grammar and Punctuation Where should a comma go in the sentence below? Tick one. My favourite colours are yellow red and blue. ☐  ☐  ☐ 

		Grammar and Punctuation Which kind of punctuation mark would complete the sentence below? Can we go to the cinema please  COMPLETE THE SENTENCES Use the words in below and complete information. <table border="1" style="width: 100%;"> <tr> <td>• Neighbourhood</td><td>Tall</td><td></td></tr> <tr> <td>• Afraid</td><td>Water</td><td>Fallow</td></tr> <tr> <td>• Friendly</td><td>Opposite</td><td>Quiet</td></tr> </table> • The name of my _____ is _____ • My neighbour is _____ and _____ • My neighbour _____ to _____ in the night • _____ life a dog was like drink _____	• Neighbourhood	Tall		• Afraid	Water	Fallow	• Friendly	Opposite	Quiet
• Neighbourhood	Tall										
• Afraid	Water	Fallow									
• Friendly	Opposite	Quiet									
30	Production stage	Then the students have sentences base on the pictures of the story. And writing his own story based on his drawings and the pictures in the flash cards									
5	Evaluation	The sts speaking about the story they wartting									

Students' name: 502 Lesson 2 second term	
Grade	5 th grade
Age	8-10 years old
Level of English	Beginner 2

Topic		Topic: Understanding and make inferences from text (I can explain how the character is feeling and his motives for acting the way he does)
Time allotted		120 min per week
Pragmatic learning outcomes:		Talk about neighborhood use simple sentences in present simple.
Linguistic learning outcomes:		Use basic language writing about neighborhood
Choose the target vocabulary		Elevator, top, building, home, find, across, boat, lunch, hurry, hug, forest, way
Material (please include the materials or links)		Power point, Pdf, story books.
Time	Presentation stage	The class start with review of the vocabulary to the after class and watch the new vocabulary, that give more idea about the story. Sts said if his sentences are correct or have a mistake when they writing
20		
30	Practice stage 1	The sts see again the pictures of the story and while we read the story then they answer some question about the story. • How else could the boy have helped the bear? • Do you think the boy found his way home? • What do you do if you lost? • Do you think have animals in the city is good or bad?
30	Practice stage 2	Later the Sts complete a short paragraph with the vocabulary of the story. Next Sts read again the story and put in color blue the preposition, in green the verbs and in yellow the vocabulary of neighborhood
30	Production stage	Then the students have short paragraphs base on the wild animals into the city if was a good thing or bad
5	Evaluation	The Sts match the vocabulary with the picture.

Students' name: 502 Lesson 3 second term	
Grade	5 th grade
Age	8-10 years old

Level of English		Beginner 2
Topic		Topic: Understanding and make inferences from text (I can explain how the character is feeling and his motives for acting the way he does)
Time allotted		120 min per week
Pragmatic learning outcomes:		Identify in the reading vocabulary of job and places.
Linguistic learning outcomes:		Use basic language writing about job
Choose the target vocabulary		Vet, zoo, scarf, wrap, sore throat, wing, temperature, cold, thorn, paw, poorly
Material (please include the materials or links)		Power point, Pdf, story books.
time		The class star watching the flash-cards of the vocabulary and then we see the pictures of the story and identified the vocabulary. The Sts using power point game for different works and looking the word of vocabulary. And guess what job is. Exam: Is men, that care in the stress and use car or motorcycle...Answer: The police
20		
30		
30		
30		
5	Evaluation	The Sts respond some question in quizz that was a platform to have different question and compite with his classmates

Students' name: 502	
Lesson 4 second term	
Grade	5 th grade
Age	8-10 years old

Level of English		Beginner 2
Topic		Topic: Understanding and make inferences from text (I can explain how the character is feeling and his motives for acting the way he does)
Time allotted		120 min per week
Pragmatic learning outcomes:		Talk about jobs use simple sentences in present simple
Linguistic learning outcomes:		Use basic language writing about jobs and places
Choose the target vocabulary		Cray, hear, scare, bear, worry, friendly, nap, trees, follow, pointing, across
Material (please include the materials or links)		Power point, Pdf, story books.
Time	Presentation stage	The class star remembers the vocabulary then watching the flash-cards of the new vocabulary. Use a flash card with letter and other cards with picture and the class need to match the vocabulary with the picture.
20		
30	Practice stage 1	Later the star to red the story, two times the first time was a simple but the second was divided in three parts the narrator, the boy and the bear. The Sts need doing the voice of this character.
30	Practice stage 2	The Sts we watch a power point with phrases and the need use the correct sound according the exclamation marks.
30	Production stage	Then the students have sentences using the exclamation marks. And writing his own story tell us one story and said if they were lost one day.
5	Evaluation	The Sts speaking about the story they writing

Students' name:502	
Lesson 5 second term	
Grade	5 th grade
Age	8-10 years old

Level of English		Beginner 2
Topic		Topic: Understanding and make inferences from text (I can explain how the character is feeling and his motives for acting the way he does)
Time allotted		120 min per week
Pragmatic learning outcomes:		Identify in text about jobs and places and use do or don't
Linguistic learning outcomes:		Understand the reading and answer question using can or can't
Choose the target vocabulary		Do, Don't, laws, Patrol, weapons, federal, duties, Sheriffs , county, jails , bailiffs, courts , plainclothes , dropped
Material (please include the materials or links)		Power point, Pdf, story books.
time	Presentation stage 20	The class star sees a video that have flash-cards of the vocabulary and then we see some sentences of the story and identified the vocabulary. The Sts using a soap letter and looking the word of vocabulary.
20		
30	Practice stage 1	Later the student read the story about "police and detectives" The story, was about the work of the police and detective and differentness duties they doing.
30	Practice stage 2	The Sts answer question about the reading and then decide what duties doing the police here, and what doing the dectives.
30	Production stage	Then the students writing sentences said if they like or not the job and give reasons. And writing his own story based on his sentences and the pictures by video
5	Evaluation	The sts speaking about the story they wartting

Students' name:502 Lesson 6 second term	
Grade	5 th grade
Age	8-10 years old

Level of English		Beginner 2
Topic		Topic: Understanding and make inferences from text (I can explain how the character is feeling and his motives for acting the way he does)
Time allotted		120 min per week
Pragmatic learning outcomes:		Use wh question with his partners about jobs
Linguistic learning outcomes:		Understand and use expressions with Wh question
Choose the target vocabulary		Machanical, coming up, demand, product, solving, college, field, meet, be able to, team,
Material (please include the materials or links)		Power point, Pdf, story books.
time	Presentation stage	The class star watching the flash-cards of the vocabulary and then we using the phonic sound for hear a good pronunciation of the vocabulary
20		
30	Practice stage 1	Later the student completes the sentences and have question, then the sts ask his classmates. Then the students connect some sentences with his meaning
30	Practice stage 2	Then The students use the format to doing a map-mind for take ideas for doing sentences.
30	Production stage	The Sts create a paragraphs base on his map-mind, using question and punctuation. And writing his own story based on his ideas The Sts looking information about different engineering
5	Evaluation	Use the format what would you be? For drawing and writing.

Students' name:502	
Lesson 7 second term	
Grade	5 th grade

Age		8-10 years old
Level of English		Beginner 2
Topic		Topic: Understanding and make inferences from text (I can explain how the character is feeling and his motives for acting the way he does)
Time allotted		120 min per week
Pragmatic learning outcomes:		Talk about what would you be when group up
Linguistic learning outcomes:		Use basic language for descriptio to write about job
Choose the target vocabulary		Fill, knowledge, details, made, comfortable, tools, deadline, wonder, curious, blocks.
Material (please include the materials or links)		Power point, Pdf, story books.
time	Presentation stage 20	The class star reviews the vocabulary with a game, and into the game was the new vocabulary. The game was in quiz.
20		
30	Practice stage 1	Later the Sts speaking about his drawing in the previous class and explain what would you be? And tell us his story.
30	Practice stage 2	The Sts read the true story and answer the question, we dived de reading in points.
30	Production stage	Then the Sts answer question about if they like or not the reading, said good or bad points
5	Evaluation	The sts writing and changed the story.

Students' name: 502 Lesson 8 second term	
Grade	5 th grade
Age	8-10 years old

Level of English		Beginner 2
Topic		Topic: Understanding and make inferences from text (I can explain how the character is feeling and his motives for acting the way he does)
Time allotted		120 min per week
Pragmatic learning outcomes:		Describe with short written phrases his parents works
Linguistic learning outcomes:		Understand and use expressions with Wh question
Choose the target vocabulary		Parents, nurse, Singer, dancing, music, baby sister, secretary, draiver, teacher, police, seller, chef.
Material (please include the materials or links)		Power point, Pdf, story books.
time	Presentation stage 20	The class star using the vocabulary of previous class and using new map-mind. The sts using soap letter for foun vocabulary
20		
30	Practice stage 1	Children doing a map-mind for said the work to his or her parents.
30	Practice stage 2	Later the student said was work is difficulty or easy, they said if they like that work or not.
30	Production stage	Then the Sts writing letter for his parents and said thanks for his harder work base on his map-mind
5	Evaluation	The sts answer short question about prepocition.

Second cycle

Students' name: 502 Lesson 1 Third Term	
Grade	5 th grade
Age	8-10 years old

Level of English		Beginner 2
Topic		Topic: Understanding and make inferences from text (I can explain how the character is feeling and his motives for acting the way he does)
Time allotted		120 min per week
Pragmatic learning outcomes:		Introduce the story and have questions to different classmates
Linguistic learning outcomes:		Use accurately appropriate vocabulary and grammatical structures related with story
Choose the target vocabulary		Fancy, Dreamtime, bright, flew, sharp, sick, swollen, pain, dying, crow, rainbow
Material (please include the materials or links)		Power point, Pdf, story books.
Time		
20	Presentation stage	First, we start playing game, memory, I present a power point organize for playing, we see pictures and then see the letter with the meaning of picture. Example: we see a a person luxury and good looking in one card, in the other card we see the word Fancy, the sts need match the picture with the word
30	Practice stage 1	Later, the Sts doing sentences with the vocabulary and question, the sts make question that his classmates. Student's practice speaking.
30	Practice stage 2	The students using his sentences for doing one story with the words of the vocabulary, They guess what the story is about using the sentences they say, the Sts decide if is true or lie story. And thinking what is the real story.
30	Production stage	Then Sts doing a drawing recreating the story they thinking is the real story
5	Evaluation	The Sts speaking about their story using his drawing.

Students' name:502	
Lesson 2 Third Term	
Grade	5 th grade
Age	8-10 years old

Level of English		Beginner 2
Topic		Topic: Understanding and make inferences from text (I can explain how the character is feeling and his motives for acting the way he does)
Time allotted		120 min per week
Pragmatic learning outcomes:		Describe with short written phrases the pictures and describing the story
Linguistic learning outcomes:		Use basic language for physical description to write about unusual personality or appearance of characters. Use Basic language for physical and appearance description and talk about characters
Choose the target vocabulary		Suddenly, rushed, forward, towards, burst, standing, swollen, got
Material (please include the materials or links)		Power point, Pdf, story books.
Time	Presentation stage	The Sts using some question that they did in the last class and answer that question. Using a power point with the question they did and some possible answer they chose the correct one.
20		
30	Practice stage 1	The sts read the story speaking if they like or don't like the story and if the same or equal story that they imagine.
30	Practice stage 2	Later the Sts complete a short paragraph of the story and complete with vocabulary, then using part of the passage of the story for the student different the using of adjectives putting in circle blue and the nun in red. Next they using disorganize sentences of story and they need said if what happen first.
30	Production stage	Then the students writing about what they learned about story, then they drawing their favorite part of the story.
5	Evaluation	The Sts explanation in two senescs his drawings

Students' name:502	
Lesson 3 second term	
Grade	5 th grade
Age	8-10 years old

Level of English		Beginner 2
Topic		Topic: Understanding and make inferences from text (I can explain how the character is feeling and his motives for acting the way he does)
Time allotted		120 min per week
Pragmatic learning outcomes:		Talk about clothes and place of the story with simple sentences.
Linguistic learning outcomes:		Understand and use present continuous in simple sentences Use prepositions of place information.
Choose the target vocabulary		Aboriginal, Dreaming, traditional, koala, tree, kangaroo, tail, stumpy, water, stream, thirsty, lazy, angry, drinking, digging, resting.
Material (please include the materials or links)		Power point, Pdf, story books.
time	Presentation stage	The class star soup letter and looking the vocabulary, then they drawing the flash card of the vocabulary and looking the meaning of the vocabulary.
20		
30	Practice stage 1	Later the student answers a question about the story thinking: • what is the setting? • What the main character? • What other characters are there? • What happened? • What is the main message of this story?
30	Practice stage 2	The Sts read his or her answers about the questions, and show his drawings, whit these ideas writing a paragraph.
30	Production stage	Then the students play with nouns of this and other storys, then said verbs and other use prepotiions
5	Evaluation	The Sts play quizz with the vocabulary some ones nuns

Students' name: 502 Lesson 4 Third term	
Grade	5 th grade

Age		8-10 years old
Level of English		Beginner 2
Topic		Topic: Understanding and make inferences from text (I can explain how the character is feeling and his motives for acting the way he does)
Time allotted		120 min per week
Pragmatic learning outcomes:		Describe story of people and his own words.
Linguistic learning outcomes:		Understand some vocabulary of story activities Write phrases with past simple: regular and irregular verbs.
Choose the target vocabulary		Hole, grabbed, thirsty, lazy, angry, drinking, digging, resting, asked, dug, dry, broke off, shouted.
Material (please include the materials or links)		Power point, Pdf, story books.
time	Presentation stage	The Sts remember the vocabulary when using his paragraphs doing the last class Read the story and said if similar or different, and said wthat like more
20		
30	Practice stage 1	the student completes the passage comes from the story using the vocabulary
30	Practice stage 2	The Sts drawing a favorite part of the story, and written what is his favorite part and select Which of the following occurred first? Choose a or b.
30	Production stage	Then the students Circle the words that do not have the “er” sound,
5	Evaluation	The Sts List two interesting things you learnt from ...

Students' name:502 Lesson 5 Third Term	
Grade	5 th grade

Age		8-10 years old
Level of English		Beginner 2
Topic		Topic: Understanding and make inferences from text (I can explain how the character is feeling and his motives for acting the way he does)
Time allotted		120 min per week
Pragmatic learning outcomes:		Use past continuous in a story Report the time in different parts of the story and use preposition of place in sentences
Linguistic learning outcomes:		Expose short phrases with past continuous in affirmative and interrogative statements to using time vocabulary.
Choose the target vocabulary		
Material (please include the materials or links)		Power point, Pdf, story books.
time	Presentation stage 20	The class star watching the flash-cards of the vocabulary and then we see the pictures of the story and identified the vocabulary. The Sts using a soap letter and looking the word of vocabulary.
20		
30	Practice stage 1	Later the student completes the sentences with the vocabulary, The sentences was some lines of the story, then Sts drawing the story and tells his own story
30	Practice stage 2	The Sts we si a power poin with some grammar exaplanation and have the exercises.
30	Production stage	Then the students have sentences base on the pictures of the story. And writing his own story based on his drawings and the pictures in the flash cards
5	Evaluation	The sts speaking about the story they wartting

Students' name:502
Lesson 6 Third Term

Grade		5 th grade
Age		8-10 years old
Level of English		Beginner 2
Topic		Topic: Understanding and make inferences from text (I can explain how the character is feeling and his motives for acting the way he does)
Time allotted		120 min per week
Pragmatic learning outcomes:		Write a short note about time sequencers and connectors: suddenly, when, so, although, etc
Linguistic learning outcomes:		Identify connectors and verbs. Use vocabulary and Word stress in a sentences.
Choose the target vocabulary		
Material (please include the materials or links)		Power point, Pdf, story books.
time	Presentation stage 20	The class star watching the flash-cards of the vocabulary and then we see the pictures of the story and identified the vocabulary. The Sts using a soap letter and looking the word of vocabulary.
20		
30	Practice stage 1	Later the student completes the sentences with the vocabulary, The sentences was some lines of the story, then Sts drawing the story and tells his own story
30	Practice stage 2	The Sts we si a power poin with some grammar explanation and have the exercises.
30	Production stage	Then the students have sentences base on the pictures of the story. And writing his own story based on his drawings and the pictures in the flash cards
5	Evaluation	The sts speaking about the story they wartting

Students' name:502 Lesson 7 Third Term	
Grade	5 th grade
Age	8-10 years old

Level of English		Beginner 2
Topic		Topic: Understanding and make inferences from text (I can explain how the character is feeling and his motives for acting the way he does)
Time allotted		120 min per week
Pragmatic learning outcomes:		Talk about story and using simple sentences and flashcards
Linguistic learning outcomes:		Understand sentences and vocabulary Identify futures with will and past simple
Choose the target vocabulary		
Material (please include the materials or links)		Power point, Pdf, story books.
time	Presentation stage 20	The class start watching the flash-cards of the vocabulary and then we see the pictures of the story and identified the vocabulary. The Sts using a soap letter and looking the word of vocabulary.
20		
30	Practice stage 1	Later the student completes the sentences with the vocabulary, The sentences was some lines of the story, then Sts drawing the story and tells his own story
30	Practice stage 2	The Sts we si a power poin with some grammar explanation and have the exercises.
30	Production stage	Then the students have sentences base on the pictures of the story. And writing his own story based on his drawings and the pictures in the flash cards
5	Evaluation	The sts speaking about the story they wartting

Students' name: 502
Lesson 8 Third Term

Grade		5 th grade
Age		8-10 years old
Level of English		Beginner 2
Topic		Topic: Understanding and make inferences from text (I can explain how the character is feeling and his motives for acting the way he does)
Time allotted		120 min per week
Pragmatic learning outcomes:		Talk about his own story and said what like and dislike
Linguistic learning outcomes:		Identify vocabulary and writing short paragraphas
Choose the target vocabulary		
Material (please include the materials or links)		Power point, Pdf, story books.
time	Presentation stage	The class star watching the flash-cards of the vocabulary and then we see the pictures of the story and identified the vocabulary. The Sts using a soap letter and looking the word of vocabulary.
20		
30	Practice stage 1	Later the student completes the sentences with the vocabulary, The sentences was some lines of the story, then Sts drawing the story and tells his own story
30	Practice stage 2	The Sts we si a power poin with some grammar exaplanation and have the exercises.
30	Production stage	Then the students have sentences base on the pictures of the story. And writing his own story based on his drawings and the pictures in the flash cards
5	Evaluation	The sts speaking about the story they wartting

Data Analysis and Discussion

In education, both reading skills and storytelling exhibit a range of advantages and disadvantages. The methodology utilized in this study is a critical component, serving as the framework for the primary discussion of findings derived from data collection and analysis. This project focuses on addressing the research question how do EFL Students Learn English through implementing short stories for children to fifth grade? specifically delving into the impact of reading implementation on fifth-grade students in a post-pandemic context. The findings from this research aim to provide a comprehensive description of the effects of direct learning on students at this grade level.

The acquisition of reading skills offers a multitude of advantages. First and foremost, it serves as a powerful tool for expanding one's knowledge base. Reading exposes individuals to a wide range of information, thus enriching their understanding of diverse subjects and contributing to a more comprehensive perspective of the world. Furthermore, regular reading aids in the development of vocabulary, as it exposes readers to various language styles and contexts, ultimately enhancing their overall language proficiency. Additionally, reading nurtures critical thinking abilities, encouraging readers to interpret and analyze information critically, thereby fostering the capacity to evaluate, connect, and formulate well-informed opinions.

Moreover, reading provides a means of reducing stress by offering an avenue for escapism and providing a mental respite from daily challenges. Effective communication skills often emerge as a natural outcome of strong reading skills, empowering individuals to express their ideas and thoughts coherently. Lastly, the cognitive benefits of reading are evident through its capacity to stimulate the brain, leading to improved concentration, focus, and memory. In summary, the cultivation of reading skills is an asset that contributes significantly to personal growth and development.

while reading skills offer numerous advantages, they are not without their drawbacks. Extended periods of reading, particularly on digital screens, can result in eye strain and discomfort. Overindulgence in solitary reading may lead to social withdrawal, underscoring the need to strike a balance between individual reading and social interactions. The passive nature of reading, when compared to more interactive learning experiences, can limit engagement levels, especially in educational settings where an excessive focus on academic reading might overshadow the joy of reading for leisure.

On the other hand, storytelling brings its own set of benefits to the table. Stories serve as potent vehicles for cultural transmission, passing down values, traditions, and morals across generations. They create emotional connections between storytellers and audiences, leaving a lasting impact. The narrative format aids memory retention, facilitating easier recall of information. Moreover, stories offer entertainment value, captivating audiences through various mediums, including books, oral traditions, and visual media.

Nonetheless, storytelling is not without its challenges. The subjective nature of stories can lead to diverse interpretations, potentially causing misunderstandings. Storytelling can be time-consuming, which may be a limitation in situations where concise communication is essential. Traditional storytelling often lacks interactivity, contrasting with more participatory forms of

communication. Additionally, stories may harbor cultural biases that, if not presented thoughtfully, could perpetuate stereotypes or reinforce prejudices.

The framework is inductive, which means that the data are divided into small parts, grouped and categorized according to similarities, and reassembled into general statements according to the research question.

First, the data from the instruments were prepared and organized separately, the interviews were line-by-line transcribed and grouped by questions, some observations were also written about each artifact, as well as, each instrument was observed in separate files. Three categories emerged from this process: Self-Learnedness, teaching and external impact.

Findings

Self-Learnedness

In this category, the autonomous process of the students is represented, emphasizing the factors that could be evidenced along with the data collection. The students and their families experienced several changes during the application of the stories or books.

Self-learnedness reveals several areas in which students can learn (Mitra, 2012), but I will focus on four points, the most relevant of which are as follows.

- **Autonomy and Motivation:** Research suggests that self-learnedness fosters a sense of autonomy and motivation in learners. When individuals have control over their learning process, they are more likely to be engaged, motivated, and take ownership of their education.

“Tengo que decirle a mi mama con anterioridad para que pueda usar el celular, porque mi hermano esta también en clase cuando es mi turno, y mientras yo estoy en clase, mi hermano hace las actividades que tiene de forma física en su cuaderno” (Gabriel)

- **Flexibility and Adaptability:** Self-learnedness provides learners with the flexibility to choose when, where, and how they learn. This adaptability accommodates different learning styles and preferences, allowing individuals to optimize their learning experience based on their unique circumstances.

“Profe mi mama llaga en la noche y el vecino nos presta el internet en la mañana, yo le envío las tareas en la mañana y descargo las actividades de la otra clase.” (Antonio)

- **Lifelong Learning:** Research emphasizes that self-learnedness promotes the development of lifelong learning skills. When individuals become proficient in self-directed learning,

they develop the ability to learn independently throughout their lives, enabling continuous growth and adaptability in an ever-changing world.

“Profe, yo buscaba las palabras en un libro que tiene muchas palabras y da el significado de las palabras que no sabía, mi tía me lo presto” (Angel)

- **Self-regulation and Metacognition:** Self-learnedness encourage learners to develop self-regulation skills, such as setting goals, managing time effectively, and monitoring their progress. Additionally, self-directed learners tend to engage in metacognitive processes, such as reflecting on their learning strategies and adjusting their approach as needed.

“Tengo un cuaderno pequeño donde pongo las palabras nuevas, con mi mama las pongo en cartulina y me las aprendo así puedo hablar con la profe en inglés”

Overall, research on self-learnedness demonstrates its potential as an effective approach to education, empowering individuals to take charge of their learning and pursue lifelong intellectual growth.

Being necessary a routine at home, participation, interests and learning need effort, the group of students who were part of this project.

First of all, the routines at home were modified again, post-covid for some who were at home and followed the virtual classes and those who had presidential classes, in addition to organizing a schedule to be able to participate in the classes and connect, and to know if they had a face-to-face or virtual class that month.

As a result, many students organized to find out how they could participate in class. These are some of the ways they organized themselves:

“Solo hay una computadora en casa y es la de mi papa, el me la presta para asistir a clase, pero a veces tengo que desconectarme porque el entra en reunión” (Ana)

As a result, the classes were challenging and allowed the children to feel involved in a different educational process and to reformulate a learning routine despite the fact that they were studying at home after a long time.

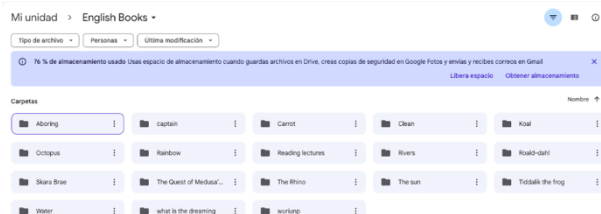
Every student has difficulty submitting class activities, but some are recursive in submitting assignments and class activities.

“Profe, yo no estoy en la ciudad me toco ir a vivir con mis abuelos a gacheta, pero yo le envié mis tareas los viernes .” (Laura)

This course has students with a good sense of responsibility, many of them are from other countries where their culture and way of seeing education are different than in Colombia.

“Profe en Venezuela nos daban un computador si nosotros lo pedíamos, nos daban mercados aquí toca trabajar más y pagar los recibos de agua, luz, gas hasta internet” (Pierina)

A challenge that was seen in the implementation was how to change bad habits and use them or replace them with good habits, part of that was to make a reading routine, to make them see on a daily basis a number of phrases that are used in English with short words, and in this way, they will use language.



On day one (Monday training): you use the words that you will see in the story (it is on Thursday) so that when

you will be in the class you will recognize the vocabulary of the story.



Teaching

This category describes the use of the English language by the group of students

involved in this project, it also discusses the teacher-student relationship, as well as the quality and effectiveness of the available media. Thus, the Interview and journals on how the students used the English language in the tasks. Certainly, there is no focus on any language skills in this pedagogical project.

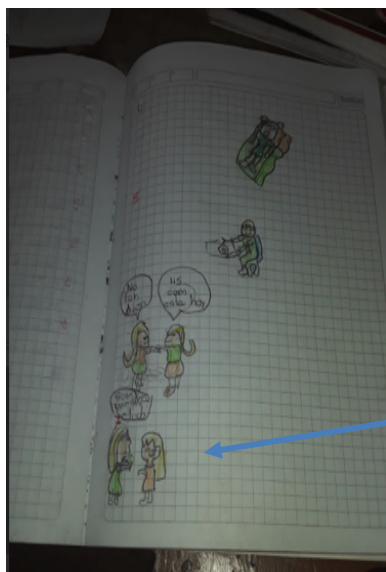
Part of making a physical place of books in English with the books is that the students see the stories before the class, so they feel more confident to perform class activities, some of them go and sit on the mattress and see the drawings, plus it is in a place where students see them quickly near the exit door, the physical part of books caused more impact than the virtual part, because it was not something very striking or interesting, see file folders.

Some students had the most difficulty with English but enjoyed the English class the most.

“Me gustan las historias que la profe ponen, igual que el oso yo me pierdo en la ciudad de Bogotá”

“Me gusto la historia de cambiar de casa, igual que el crustáceo todos crecemos y necesitamos espacios más grades, yo necesito un cuarto diferente del de mi hermana”

But not all students enjoy reading, one student says he doesn't read because it is boring and he doesn't understand what is in the book, so he looks at the pictures in the book and makes his own story.



Student drawing his own story based on pictures.

The class story was about a bear lost in the city, he listens to his classmates and draws a picture of when his mother was in control with an old friend.

Her mother said: ¡Hola! Pero como anda tan perdida, que ya uno no la ve.

It was observed that students developed a greater interest in reading when actively engaged in the process. To achieve this, a participatory approach to reading was implemented, where each student took on roles such as narrator, main character, or supporting character. The primary goal was not for them to pronounce words perfectly but to immerse themselves in the story and understand the characters' traits through the provided images. During this activity, students displayed a high level of concentration and empathy towards the story's characters. Some even experienced emotions similar to those of the characters, such as tears of sadness or expressions of anger.

A notable example of this approach was the performance of the play "The Lion and the Mouse," in which each student assumed an assigned role and fully embraced their character while reading and embodying it. Additionally, they were encouraged to create drawings and modify the story from their own perspectives. Interestingly, those who initially showed less interest in reading were the ones who enjoyed the experience the most and actively participated in the creation and representation of the story.

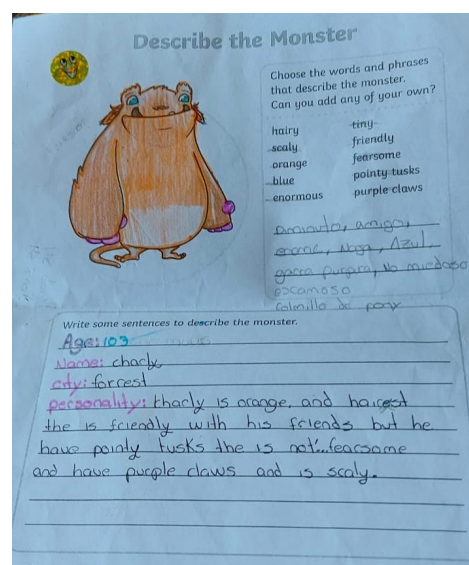
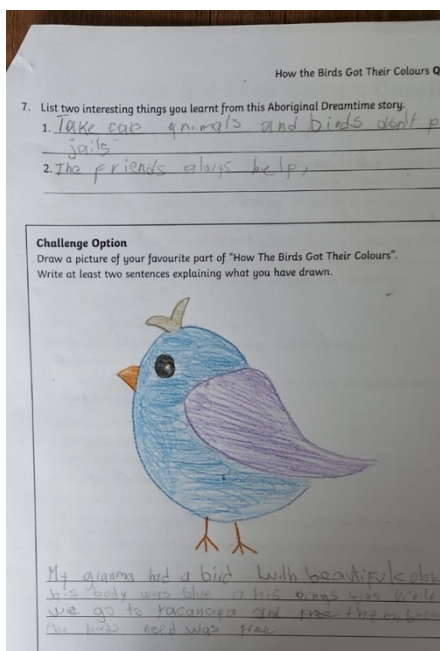


The notes I have from the class allowed me to see that students show interest when they have the story in their hands and can be part of it.

My note: This term I have 15 students, and 5 are new students that come to other school, they were very enthusiastic, My students are happy to receive the books sent, some of them asked for more time to read it again, others were sent the picture of the books, but their motivation in class was not the same.

They also learned new vocabulary and complete phrases that they can repeat in different contexts. An example was when a student had to wait to review their assignment and repeated the phrase "Please, let me go" like the mouse in the story. After that, everyone started saying this sentence to leave quickly.

With each story, the students learned new sentences, and when one of them repeated a sentence to answer, the other students quickly repeated it. They all helped each other to speak in English, which allowed them to say more sentences. Not everyone had the ability to speak and remember, but they showed interest and tried to pronounce and remember sentences. In research conducted in Anglo-Saxon countries, it is common to see children being read books or told stories. This is because it helps children differentiate the sounds of words and vowels in Anglo-Saxon languages, unlike in Spanish-speaking countries where there are only five vowel sounds combined with consonants.



As a result, readings in PDF format were conducted, which allowed students to modify the stories and create new ones using images, such as adding superheroes, and animals, or even introducing a permanent punishment that a character would undergo.

For instance, one student who read "Beauty and the Beast" and said that he preferred the Beast because the prince became a beast due to his bad actions, and it wasn't fair that only a kiss would turn him back into a prince. Some of the students made scenarios for the stories to be seen in three 3D, as in the case of the story of the bees, where each student has a character, and they do the voices when a character comes on stage.

External Impact

In this category, we see the role of the students' families during the pedagogical implementation, considering that the family is an important part of the educational activities and processes that were assumed and adapted to study at home or when they had class. We will also see the effect that the classes had on a population that is different from the group of students that is the object of this study.



Many parents liked the English class and the way it was taught. Some of them even participated in our classes, while others requested books to read with their children at night.

This motivated the students to participate and become enthusiastic about being in the English class, resulting in an interactive and creative class. It allowed students who were in virtual classes to be included as well.

The significant impact extended even further when other teachers decided to incorporate the same concept into their classes. In an effort to promote reading and storytelling, they created a dedicated space housing a selection of books. Alongside these books, they provided puppets and props that students could use during interactive storytelling sessions. The initiative aimed not only to encourage reading practice but also to enrich the learning experience through participatory activities.

To ensure that storytelling in English maintained the same narrative structure found in traditional tales, the Spanish teacher introduced the iconic phrase "Érase una vez," serving as the English equivalent of "Once upon a time." This linguistic choice was made with the intention of familiarizing students with the beginnings of traditional stories in their native language and establishing a parallel between the two languages. This adaptation allowed students to appreciate both English and Spanish storytelling, enhancing their appreciation for stories in both languages and enriching their ability to narrate and comprehend narratives in their native tongue.



Another impact on the students was the story of a bird where they were searching for colourful birds, and one student drew them with the colours they saw. Later, the student realized that their grandmother had those exact birds and the drawing.

This student undergoes speech therapy, which is why they don't like speaking and are shy in class. However, when they started using the books and doing activities related to it, they found it easier. When they noticed that they could pronounce English words correctly and that it's different from Spanish, their confidence and self-esteem grew. They became an active participant in class, and

their parents motivated them to continue learning and practising. The student's doctor sent a congratulations message to the English class for assisting in the student's medical progress.

It is evident that the impact of storytelling on students has been significant. Not only did they transfer their learning from the stories to their daily lives, but it also helped them overcome challenges and grow in various aspects. From developing language skills to boosting confidence and self-esteem, storytelling proved to be a powerful tool in their educational journey. Furthermore, the support and encouragement from parents and medical professionals played a crucial role in the student's progress. Overall, this experience showcases the transformative power of storytelling and how it can positively influence students' lives.

Conclusions

This project presents the discussion about the general results based on the findings, difficulties, and recommendations from data analysis and the research question related to the impact of the Reading.

It was found that use reading generated changes in students' and families' scholarly habits while they were studying at home. The English classes encouraged different perspectives on English learning, daily routines and the use of different resources by students and families.

In addition, knowledge of English is taught through a curriculum designed according to some features of the direct approach with some adjustments to the context and available media. This instructional design introduces English with a functional purpose by presenting fragments of language differently according to media and builds on students' learning of language comprehension in real-world contexts.

This process requires some support from the mother tongue and has a great correlation with the background knowledge of the students. He also increases students' and families' appreciation of context because "the function of language is respected in the integration of language." And content, because the use of different language contexts in different subject areas changes meaning depending on the context" (Hidalgo, H. and Caicedo, M., 2011, p. 117).in that regard, the development of language skills is supported by pedagogical approaches and succeeds in achieving higher performance goals and pragmatic outcomes.

Still, listening skills are the most difficult for learners, who receive little instruction and little practice lessons. Unconsciously, however, students develop a spontaneous use and understanding of everyday expressions that are not explicitly the subject of various courses.

In addition, learning other subjects also has a significant impact on teaching delivery. Several topics that had been postponed in academic activity during the lockdown could be addressed and turned into opportunities for English language learning, as well as opportunities to share community experiences and cultural knowledge through media that everyone can hear.

On the other hand, printed material is also important in the process of learning English through reading because it is a compulsory course, the only support for language introduction and practice, and the most important resource for students to learn English through reading storytelling.

Additionally, by creating this pedagogical design activity based on readings the teacher to learn and adapt dynamics in order to reach the students' Reading and achieve learning objectives.

The most challenging aspects, changes, and evolution therefore involved time management, assertiveness in how English language pieces were presented, and the percentage of target language use while taking into account group characteristics, breaks, and speech control during classes.

Due to the study by Camara, the media also had a significant impact on its development, both in terms of implementation and data collection.

Additionally, media have an important role in data collection with extraordinary situations like pandemics because media can facilitate or complicate the effectiveness and precision of data collection steps within the research process.

Despite not receiving sufficient consideration in the initial design, Families played a crucial role in the pedagogical implementation, emerging as strong allies for the learners.

For instance, relatives taught children, assisted in clearing up students' questions, encouraged task completion, established a line of communication with students, and allowed students to send materials, provide feedback, provide clarifications, and participate in the virtual class

While students struggled to express themselves with sentences and provide explanations about specific plot points of the stories they were interested in, the main limitation was related to the evaluation process, as there were obstacles to objective observation and oral practice exercises in which students produced sentences correctly but spoke incoherently in both English and Spanish.

In conclusion, recognizing the strengths and weaknesses of both reading skills and storytelling is vital. Striking a balance between these two valuable methods of communication and learning allows individuals to harness their benefits in various contexts and for different purposes, it is evident that storytelling has made a considerable impact on students. They have successfully applied the knowledge gained from these stories to their daily activities, leading not only to overcoming obstacles and making progress in various areas but also to acquiring new knowledge.

Storytelling has proven to be a potent tool in their academic journey, facilitating the development of language skills and boosting confidence and self-esteem. The encouragement and support from parents and medical professionals also played a significant role in the student's development. Overall, this experience illustrates the transformative influence of storytelling and its ability to positively impact students' lives.

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Appendices

Appendix A: Journals

Institute: Liceo Nordam Teacher: Maritza Franco M Grade: five	
	Analysis Lesson
Lesson 1	My teaching: The way that I start the class was a using the vocabulary and then us then pictures was very interesting see the students learning and know the vocabulary and more listing the parent to answer the with the children, for me like a teacher was different I practice to connected and doing groups by google meets but was very difficult to do it, have a lot noise and google meet obstruct to limited some effects and sound. That is the reason I thinking to change to zoom that give more options for the class, give me board, salient the class and rooms for break up the students. My language teacher: my limitation was no understand if the student really was a good learning, the reason id when you connected the parents were with them and you can hear the parents said to the child the answer of some question or they answer the question, for me was a good idea that the parents were near of his child but the idea was the students answer. My students: This was a good class but I surprise because the number of my students was down and just 15 students connected to the class, On the other hand, the class was very joyful because we star with the story and they were very created and use his imagination for create and understand The vocabulary and complete the sentences, I was thinking that the sentences was difficult for then but they answer very energetic and use the vocabulary the we learned the last year. Next class: For the other class we going to red the story and They said if they like or not.
Lesson 2	My teaching: This class was interesting because we star watching the pictures of the book story and the students remember the vocabulary, when we read the story, I deciding take turns for each student, they read two times the first only read when finish we see question and the second read again and while we read answer the question. Then they writing some sentences and we use these sentences for doing paragraphs. My language teacher: Was very interesting class the parents was present and pay attention in the class was funny because I have 25, was students 15 children and 10 adults, the parents ask me a lot, but that is uncomfortable, thus,

	the school was proposal that crat one English class for parents that was good, but we wait because the time of class was mixed. My students: They very enjoy speaking about the wild animals into the city, they very interesting in the story's as result they said if they can buy the story, some parent add in his daily routine read again the story before the kids go to sleep, for mi like a teacher was joyful that the students use this for continuo learning and interesting in the reading Next class: We star we a new story and new vocabulary
Lesson 3	My teaching: I like using games for star the class the students was focused, the Sts was divide in groups 3 groups to five and they complete the sentences do that give the opportunity that sts give more opinions about teopic that work. My language teacher: I feel more comfortable in this class, they use better the vocabulary of the class and give me the opportunity the sts participate more when they was dived in groups. My students: they participate more in class, other interesting was the parents was in silent and give the opportunity that the children participate was a goos strategy to divide the class Next class: For the next class we read the book and finish to complete some question.
Lesson 4	My teaching: In this class we use a book by internet that was pdf, and the letter was more clear, was better because the children can download and read better the story, the interaction in the class was better and the children can highlighter the answer to the question about the story. My language teacher: I feel happy for these class was very easy that children understand the story and remember the vocabulary, the children writing good sentences. My students: I thinking that the students learn a lot about the jobs and his storys show what would you like to be when you grow up, the class finish with a game and they like that and learn. Next class: We read new book

	Analizan Lesson Second Term
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Lesson 5	My teaching: In this lesson, I use pdf on the internet and the class was reading the text the same day, then we try to watch the video about professions. When Sts reading his writing about what would be when grow up. My language teacher: This lesson was simpler and had fewer steps to follow when I read the same day text allows having the information and they remember better the information but the time was faster and did not time to listening all. My students: Students was challenged because some of them, connect by phone and they bought the time they were going to spend, which was the reason for a worry about the time. Next class: I try to return the other strategy for doing the class doing in two parts.
Lesson 6	My teaching: We continue to see jobs in this class we speaking about an engineer, I try to use a difficult text, I thought that was a little difficult for them have the more difficult vocabulary and they need more pay attention the usual for understanding the class and in the class practice the sound of vocabulary. They need to research the different engineering. My language teacher: Was very difficult to have the student-focused in the class when they go to school the environment was made for them, they can focus and they understood that is the space for study, but in his own house they did not have that space and in the reason, they don't focus and distracted faster. My students: you can hear the uncle to one child laughs and bothering the student when they open the microphone, I need to speak with the parent So that the child does not feel intimidated or bothered at home by being in class. Next class: I continue with some activities and read the story.
Lesson 7	My teaching: I continue with the lesson plan and was better divide the class into two parts the reading, I try to tell them the sound of vocabulary, we decided to speak about the homework look information about engineering, then we use different sentences and see the new vocabulary, Next read the lecture and when they read decided what type of engineering is. They decide how changed the story. My language teacher: I was thinking that this less was complicated but they understood and answer, I feel some limitations thinking that the reading was an advantage for them, but when I see them answer and understood I feel happy.

	My students: some of the students said what type of text they like to read was interesting and they participate more. Next class: Was only one lesson and the end of the second term.
Lesson 8	My teaching: I decided use questions and ask them about his parent's job they answer, We remember the vocabulary and see new, the children use this to create sentences and then paragraphs that speaking about the job of his parents and send a letter. My language teacher: Was very difficult to teach them who writing a letter on paper but was a good experience because they do not have the concept of the letter they send WhatsApp or e-mails to their parents. Organize the class for doing that was interesting My students: They very worry about the way to send the letter, they show attention because was something new, and try to do all. Next class: we start the third term.

Analizan Lesson Third Term	
Lesson 1	My teaching: I feel comfortable because was organized and give more time to thinking better the class, I found was better the use of reading in pdf than pictures of the books. My language teacher: I tried to use a easy language in class, my limitations in this class was feeling a little bit frustrate for the new sts and maybe they broken the prosses of learning but I try to did the best, but they answer good in the class. My students: This term I have 15 students, and 5 are new students that come to other school, they were very enthusiastic, My students are happy to receive the books sent, some of them asked for more time to read it again, others were sent the picture of the books, but their motivation in class was not the same. Next class: We read a story
Lesson 2	My teaching: This class started remember the vocabulary and speaking about the new vocabulary then the having question and ask his partners, this class was very interesting only 6 students was connecting to my class My language teacher: My class give me the opportunity to improve my English and learned new things about the students they read the story and they have a better connection to internet; I contradict because when I have lees students, they can learn better and more when is virtual because they did not distract with other students or his house. My students: this student have a place for studying in his house, I thinking that give that the student answer better and feel comfortable in his class and the other students have the same. Next class: The next class star a new story
Lesson 3	My teaching: The class see the new vocabulary, I use a new pawer point and found a new page for show they the vocabulary was bad idea is better unse pawer point is better, I can use new ideas but always have a a power point to give the support My language teacher: I can develop my teaching understands that all plan needs a support in other words a plan B, or C if is need. My students: They answer the questions but internet was terrible was a simple and short class Next class: Complete the activities in house and finish in the next class
Lesson 4	My teaching: we speaking about the homework and if they can complete the activities, then we see the new vocabulary, I discovered that have activities for home they arrive to class more enthusiastic and whit more ideas My language teacher: I speak less in this class and they doing the class more friendly, that never happen, I try to analyze what I did? And maybe using the same to the other class My students: They contribute in the class and participate more than the other class was possible because they have working in his house

	Next class: star new story
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	Analizan Lesson
Lesson 5	My teaching: I try to give instruction to all class and dived in 3 groups of 5 or 4 students, they can use better the activities of the class I have 10 students in this class, the lesson was very funny the students know the vocabulary and doing faster the activities. My language teacher: My ideas of this Lesson out that I reading about that is need use reading for reinforcement the vocabulary I try to look a story that they do not know and they understand that give the opportunity to see that they can manage better the information in different context. My students: they learn to doing paragraphs and use the information, they writing a good story and compared the story with other, they said a strong opinion Next class: we reading story
Lesson 6	My teaching: When we reading the story, they understand that better what happen, the lesson was different because I plan one thinking but happen other thinking, they use the story and give new story that very funniest. My language teacher: I can use better the story we did not limit only to learned or answer question that give me the opportunity to know the opinion of the class My students: They can use the resources of the other class for doing a good story and use different media for that Next class: started a new reading but I try to use a different reading
Lesson 7	My teaching: This lesson give new ideas to the sts to use the new vocabulary and speaking, I discovered that they can understand better the lesson when using pictures or his own drawings, they this class was the first class in the classroom, did not use cameras or something My language teacher: in this class my class were happiest for meeting they speaking and play participate in the class, when you go to school do not have limitation and you can accept better when something changed when you are in virtual class you could frustrated more. My students: I happy because they learned better and using the language in class better than in virtual class and hear to speaking in English was amazing and how they manage the vocabulary was wonderful, I was very happy class Next class: Reading the story
Lesson 8	My teaching: I have in my class only 10 student this student was different than in virtual class, some of them I never see in virtual class they only send homeworks but no more and was different that the previous class. The school divide the student in two groups the students that have connection and the students never connected, the first group they continue with virtual class but the other group they need to go to school or lost the year. My language teacher: this student was my contradiction because they do not have progress a lot in my class, they send homework's but some of this works

doing his parents, opposite to my virtual class maybe his parents help but the sts answer and participate in class they can use the language in class the parent help them to doing his homework.

My students: the class was estranger in the first group I need to return to my first class, but my virtual class was enthusiastic class because I can see the progress of his learned.

Next class: We have test in to the virtual class but in first group need focused in reading thinks

Appendix C: Artifact Observation Format

ANALYSIS OF THE ARTIFACT			
SCHOOL:			
Liceo Nordam			
Artifact Number:		Lesson number:	
Teacher's name:		Time spent:	
Date:			
Learning Outcomes:	Pragmatic: Linguistic:		
Artifact Number :			
Description:			

Appendix D: Class Satisfaction Survey

School: Liceo Nordam Class Survey			
Name:		Date:	
Class		Grade	
Do you like the class?			
What part of the story did you like?			