THE ROLE OF STORYTELLING WHEN UNDERSTANDING ELF TENTH GRADERS’ MORAL/ETHIC DECISION-MAKING.

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Table of contents

Chapter 1 ........................................................................................................................................... 3
  Introduction........................................................................................................................................ 3
  Statement of the Problem .................................................................................................................. 6
  Justification ........................................................................................................................................ 9
  Leading Question ............................................................................................................................... 10
  Research Objectives ......................................................................................................................... 10
      General .......................................................................................................................................... 10
      Specific .......................................................................................................................................... 10
Chapter Two ........................................................................................................................................ 11
  Literature Review ............................................................................................................................. 11
      Storytelling ................................................................................................................................... 11
      Social Values ................................................................................................................................ 13
      Reflection ...................................................................................................................................... 14
Chapter Three ...................................................................................................................................... 15
  Research Design .............................................................................................................................. 15
    Leading Question ........................................................................................................................... 15
    Research Objectives ....................................................................................................................... 16
      General .......................................................................................................................................... 16
      Specific .......................................................................................................................................... 16
    Research Paradigm ......................................................................................................................... 16
    Type of the Study ............................................................................................................................. 17
    The role of the Researcher ............................................................................................................... 17
    Participants & Participant Selection Description of the Context .................................................. 18
      Context .......................................................................................................................................... 18
    Data Collection Techniques and Instruments ................................................................................. 19
      Unstructured Interview .................................................................................................................. 20
      Behavioral Interview ..................................................................................................................... 20
Chapter Four ........................................................................................................................................ 23
  Instructional Design .......................................................................................................................... 23
  Consent form ..................................................................................................................................... 28
Conclusions .......................................................................................................................................... 54
References ............................................................................................................................................ 56
Chapter 1

Introduction

In this chapter, you can find information about the project developed as internship in a public school in Bogotá, and the problem statement or issue we are going to approach and justification.

The value of students becoming citizens who interact in the world with kindness, respect, integrity, and moral behavior is perhaps as important as the children grow intellectually. Our study looks into Literacy. That is why, with this study, our purpose is to discover and understand what and how students reflect upon their own social values and to gain insights into the use of storytelling.

We consider reading aloud out is an important part of successful language acquisition. Jointly, English skills do not exist independently, they are interrelated; improving one will result in improvements in the others. Motivating young learners to learn English through stories at an early age provides them the opportunity to widen their horizons, stimulate their early enthusiasm, and enhance their awareness of the rich use of English. Stories are unquestionably a significant part of children’s literacy development. When we read to our children, we do not confine them to academic excellence but extend into their emotional and behavioral learning. (Lian Kim, 2010) States that Reading at an early age is essential for a well development of the English skills as a foreign language. Storytelling is seen as a process whereby readers discover and reformulate ideas as they attempt to create meaning. (Magliano & McNamara, 2009) Mentions that the complexity of reading or told stories comprehension is captured in theoretical models that describe the cognitive and linguistic process involved.
Nowadays, we as pre-services English teachers recognize the importance of developing linguistic skills during the English classes. Nevertheless, we analyzed our pedagogical experiences and when we took in consideration what we as teachers actually do to help students with personal and moral development, we might find that sometimes we do very little to contribute to this essential aspect of students’ life. According to (Mondal, 2014), values provide the general guidelines for social conduct. Thus, Social Values have a branch of philosophy that focuses on moral principles and codes of conduct, being that they focus on the social stability. (Wood & Bennett, 2011) Propose that social Values also have a hard relation with interaction and communication, so what I say and do affect others: how they feel, how they perceive themselves. We assume that Social Values are essential because they determine how fifth graders interact, act, and how they think about themselves and others. Social values are fundamental principles that are acquired from society which allow children to develop an integral personality and to construct their own conceptions of life depending on the interaction they have with their society. Because of their collective character, social values have an objective basis, which is not directly dependent on the individual. Social values just emerge if the child is immersed in a constant social interaction (Alejandria, 2010).

Regular storytelling experience increases young learner’s vocabulary. Students may encounter a broad range of new words through story listening, thereby supporting the development of their written vocabulary. Through regularly hearing stories of diverse genres, students learn to expect certain features of each genre. This is typified by the replication of stories beginning with "once upon a time" and ending with "and they lived happily ever after". This knowledge builds a sense of story. (Miller, 2012) States that EFL learners develop a schema of what stories are: what they consist of and what they are about. This gives them
frameworks for understanding written story texts. Storytelling enhances comprehension skills. When storytelling is combined with judicious questioning and retelling strategies, comprehension skills at the literal, inferential, and critical levels can be developed. These skills are highly useful for reading comprehension. The same cognitive skills of creating mental imagery, and making inferences and causal links, are used both when listening to a story and when reading a text.

Many teachers now hold the view that the traditional procedure of taking work in, marking it, and returning it to students when the storytelling experience is no longer fresh in their minds, has serious disadvantages. This is especially the case if little work is done in class on revising as it gives students the impression that the teacher is primarily responsible for improving the quality of their reflections on values. According to (Eder & Holyan, 2012) Storytelling and story listening, along with discussion, enhances learners’ comprehension skills, at the literal, inferential, and critical levels. Inferential refers to becoming aware of patterns, recognizing causal links, understanding that there are consequences to actions, and being able to predict what might come next. Critical refers to considering characters’ behaviors, and other aspects of a story, from all angles.

Although (Douillard, 2012) states that “reflective activities in the classroom help to make thinking more visible, enabling students to learn from one another and to gain insights into their own thinking and learning processes;” thus, teachers and classmates are a significant influence on children since their daily interactions reinforce the child’s perception about social values. Consequently, teachers are called to evolve in their vision of education; that is to say, to go beyond the academic aspects of teaching and acknowledge the importance of character education.
This document consists on chapter one which focuses on presenting the methodological approach to research. Here we define the objectives, the problem and the justification of the project.

**Statement of the Problem**

This research study emerged when we realized that there was a lack of reflections about social values when students were involved in reading skills activities that make us want to discover, understand and learn about them. Concerned with the issues aforementioned, we developed this internship project in order to gain insights about ELF learners’ moral/ethic decision-making through storytelling sessions.

**Description of the context of research.**

In an attempt to integrate both children’s linguistics skills and, personal and moral development we selected a group of participants who are from tenth grade and attend the EFL classes in a school in Bogotá, Colombia. The participants selected for this research project are thirty students whose ages ranged from fifteen to sixteen years old. These students belong to a lower middle social-economic status. They normally take English classes twice a week, two hours each day in the school which has few didactic resources both permanent and technician. The PEI (Proyecto Educativo Institucional [Institution Educational Project]) of the school seeks the improvement of the educational environment and its role in students’ integral development. In addition, the school’s foundation fosters the harmonic and integral development of the student, and its objective is to form reflective, critical, and committed people that can contribute positively to society.
Description of the context of problem.

This problematic situation emerged when we analyzed a set of preliminary observations written as reflective journals, which we carried out in our pedagogical experience in primary public schools. We remember that in the first practicum, we had three different grades in charge and as soon as we began with our classes, we noticed some aggressive and bullying behaviors. Likewise, they work on English language grammar issues and that was all, but they did not bear in mind other sorts of interests, for instance on our concern, reflections on social values. Additionally, they did not get interest on listening to stories, they did not care about the learning process of the English language but as soon as we began to teach them using different strategies they really got interest on learning English.

After we listened to students’ opinions about social and moral issues discussed during the interviews that we applied to a group of students apart of our focus group, we noticed that the participants were constantly mentioning the settings in which they had acquired their notions about social values. According to the responses, pupils defined values using as a reference the people they share with at school and in their houses. Students mentioned how they understood and practiced the social values presented in the stories with their family members and their classmates. The following excerpts (date, & instrument) exemplify this concern:

What is friendship?

S4:1 Friendship is to respect my classmates.

S6: It is when you help your friend in the good and bad moments of life.

What is respect?

S14: It is when you do not say rude words to your classmates.
In these interviews, we discovered that students involved their everyday actions at school and home when they were asked questions related to values. Likewise, students are not well provided with reading activities in their English classes as is shown in the following excerpts.

What are the consequences of telling lies?

S2: For me, lies have bad consequences, I used to take strawberries from the store without paying, but one day I grabbed one strawberry and my sister told my dad that I was doing that, she said “Daddy, Jefferson was eating something.” My dad told me “why are you taking those strawberries? That is not yours!” And he slapped me. Taking into account this examples we want to foster in our students how valuable is to get to understand others and their realities, we also pretend to make their decisions stronger and growing elf confidence so they can talk to any person; adults, teachers, parents or even among them about social values.

(Questions and answers were gathered in Spanish and translated into English for this paper)
Justification

This proposal is important because it contributes to the development of students critical thinking in reciprocity with the four language skills that the Common European Framework of Reference for Languages (Speaking, reading, listening and writing) suggests. This study also wants students to achieve the goals set by them, which cover their needs and likes in the important process of learning a foreign language.

We would like that “Colegio Laureano Gomez Castro” keeps fostering the implementation of English classes when teaching values and real situations simultaneously to the language itself, in that way students could get a meaningful learning throughout life.

Likewise, we pose this topic research owing to the intention to contribute to the development of our skills when researching about a topic of interest as well as learn about how to collect data, choose the appropriate tool of research and analyze the outcomes obtained. In addition, it contributes giving us possible ideas about how probable is to work on storytelling strategies and social values reflections simultaneously in terms of effectiveness, quality and easiness in the process of teaching-learning.

Additionally, through the outcomes gained we pretend to contribute to the development of the globalization, benefiting the community in general. As it is known, English Language has become in a powerful tool for every single profession around the world due to the advantages that you as engineer, doctor, musician or other professions, which you practice, could receive if you speak English. Here, is when the different strategies used by EFL teachers will help to those students who want a better future.
Finally, we want to contribute to education with this internship and a relevant issue for a further pedagogical practice is reflective pedagogy. We as future teachers should be able to focus our teaching process not only on the way they teach but also on how meaningful their teaching is as concerns the child’s personality development. Students need to start reflecting upon their behaviors and actions within the school and outside of it from the early stages of life. The need of transforming the teaching processes in aspects related to the social content of curriculums and its impact on the child’s social development is evident.

As a conclusion, we state that teachers are called to evolve in their vision of education; that is to say, to go beyond the academic aspects of teaching and acknowledge the importance of character education.

**Leading Question**

Based on the problem, we propose the following question to be answered along this study:

What reflection emerges when students are involved in story telling discussions?

**Research Objectives**

**General**

To report EFL learners’ insights about moral/ethic decision-making through storytelling activities.

**Specific**

To design a plan action through the use of storytelling.

Carry out the plan of action made among students when using storytelling questionnaires.

To explain how students, figure out Moral/Ethic Decision-Making throughout the carried out reflections when using storytelling
Our expected results try to look for students’ reflections when taking into account others’ realities, make them reflect upon their choices and how this could interfere in their future.

Chapter Two

Literature Review

The objective of this literature review is to highlight and define reflection and social values in education, including a historical overview of storytelling. This review will introduce the theoretical framework that relates to this study, in addition to strategies and practices employed by leaders in education who use storytelling and the challenges they face when they pair storytelling with their leadership practice.

The organizational structure of this literature review is presented in the following major sections: overview of storytelling, reflection concept and conceptions, and social values in education. The first major section centers on a definition of storytelling and its relationship to today’s practices. The second major define and highlight the importance of reflect on education fields. The third major section focuses on social values, its concept and relationship within the topic at hand.

Storytelling

Storytelling constitutes the broad issue of the paper. Storytelling is a technique that has been used by an increasing amount of teachers in the last few years; it allows both interaction and construction of knowledge at the same time. As (Ellis & Brewster, 2004) indicate: Listening to stories develops the child’s listening and concentrating skills, something which allows them to understand the overall meaning of a story and to relate it to their personal experience. In this respect, we can add that storytelling is a valuable technique to implement in English as foreign
language (EFL) classrooms since it integrates content topics and language development. We believe that this methodology is appropriate for young learners from public education because it makes learning meaningful and noteworthy. From (Ellis & Brewster, 2004) conception: Stories are a useful tool in linking fantasy and the imagination with the young learners’ real world. They provide a way of enabling learners to make sense of their everyday life and forge links between home and school. During the development of this project, storytelling provides students the opportunity to relate the ideal conceptions of life presented in the stories to their own personal experiences. Besides being a good way to promote the development of language skills (listening, reading, comprehension, vocabulary), also it will be a way to encourage students’ thoughts. It allows them to question the form in which they developed their moral life with respect to the ideal and/or questionable behaviors presented in the stories.

Furthermore, according to (Freire & Macedo, 2008) literacy is not only reading and writing words, but has to do with an active relationship between the words and the reader’s reality, regarding her/his experience of the world” (p. 249). In response to Freire and Macedo’s words, (Ellis & Brewster, 2004) stated, listening to Fairy tale stories in class is a shared social experience, storytelling provokes a shared response of laughter, sadness, excitement, and anticipation which is not only enjoyable but can help building up the child’s confidence and encourage social and emotional development.

Language learners may get benefit from storytelling because stories help them to develop the ability to understand spoken language and engage in thinking skills. In connection to this, (Castro, 2012) reports on a study carried out in Colombia and stresses that Listening to stories develops children's listening and concentration skills and their ability to receive and understand
information expressed in words. Besides, with the stories children can reflect on and become aware of social values. Consequently, we as teachers are called to evolve in our vision of education; that is to say, to go beyond the academic aspects of teaching and acknowledge the importance of character education.

Social Values

Social values constitute another broad issue of the paper. These are fundamental principles that are acquired from society which allow children and teenagers to develop an integral personality and to construct their own conceptions of life depending on the interaction they have with their society. Because of their collective character, social values have an objective basis which is not directly dependent on the individual. Social values just emerge if the child or teen is immersed in a constant social interaction (Silva, 2006).

Consequently, to understand the role of social values in teens’ lives it is necessary to explore the concept of moral reasoning which was defined by (Sigelman & Rider, 2009) as the thinking process involved in deciding whether an act is right or wrong (p. 425). This notion complements the social values conception because due to teens’ capacity of reflecting upon moral issues, they are able to understand social values. In the same trend of thought, it is stated that teens’ morality is based on an evaluation of actions that depends on the material consequences, since the teen does not differentiate with clarity the physical area from the psychic one. That is to say, teenagers are heteronymous moral thinkers because they judge their actions according to the rules imposed by an authority, which, in most cases, is represented by parents, or any adult that is in charge of them.
Similarly, (Gomez, 2005) affirmed that the perception of morality depends on the authority personified in the paternal figure, for the individual everything that provides paternal protection is considered positive, and everything that makes this parental protection disappear is considered negative. According to the author’s perceptions, family plays a crucial role in teens’ conception of moral issues because it represents the source of rules that can be adopted by teenagers. Additionally, (Bridges & Harnish, 2015) established three levels of moral development. The first level is called preconvention morality, and a sub-stage of this level has a punishment and obedience basis; that is to say that the child responds to the rules imposed by an authority. The second stage responds to the hedonism tendency of teens or children; in this stage, children evaluate their actions based on their personal satisfaction because they are regulated by the hope of benefit in return. However, it is important to highlight that the goal of moral reasoning is to achieve the post-conventional morality level in which the individual assumes values because of conviction and because s/he is able to distinguish between what is morally correct or incorrect.

**Reflection**

The third construct guiding this study is reflection and constitutes the narrow issue of the paper, which is closely related to the main aim of this project: contributing to teenagers’ awareness about moral consciousness. In regard to this, (Knapp, 2009) asserts: In the reflection process the learner is becoming aware of exploring and transforming parts of an experience to produce a new understanding or appreciation of the world” (p. 102). In this respect, (Mezirow, 2008) affirmed: reflection can produce transformational learning, this type of learning involves the formation of new, more accurate mindsets that allow for a more open, discriminatory, and integrative understanding of one’s experiences” (p. 107). Similarly, (Bridges & Harnish, 2015) states: “Reflection is a process that integrates two important steps: inquiry and the question of
self. During the first step: inquiry, the person formulates questions in the quest for information and comprehension” (p. 79). We pretend to apply this theory in every session before starting to analyze the happenings of the story; also, we want to formulate questions regarding the story to ensure students’ comprehension of it. We can affirm that we could use the inquiry stage when we help students to make a more complete reflection about the values they can discover in the stories. Teenagers could be able to assume a more reflective attitude.

Chapter Three

Research Design

This chapter will provide an overview of the exploration of best practices of storytelling leaders in education, including the study design, participants, data sources, protection of the human subjects, and data collection. The chapter also discusses the techniques used in interviewing, instrument, and validity and reliability. A personal connection to the subject matter will be discussed in the Statement of Bias. Detailed procedures for the study’s data are included under Data Analysis.

Leading Question

Based on the problem, we propose the following question to be answered along this study:

What reflection emerges when students are involved in story telling discussions?
Research Objectives

General
To report EFL learners’ insights about moral/ethic decision-making through storytelling activities.

Specific
To design a plan action through the use of storytelling.
Carry out the plan of action made among students when using storytelling questionnaires.
To explain how students figure out Moral/Ethic Decision-Making throughout the carried out reflections when using storytelling.

Research Paradigm

We decided to focus on Qualitative Research Paradigm Shank (2002) defines qualitative research as “a form of systematic empirical inquiry into meaning” (p. 5). By systematic he means “planned, ordered and public”, following rules agreed upon by members of the qualitative research community. By empirical, he means that this type of inquiry is grounded in the world of experience. Inquiry into meaning says researchers try to understand how others make sense of their experience.

We chose it because of close researcher involvement, the researcher gains an insider’s view of the field. Consequently, his allows the researcher to find issues that are often missed (such as subtleties and complexities) by the scientific, more positivistic enquiries. Likewise, qualitative descriptions can play the important role of suggesting possible relationships, causes, effects and dynamic processes. We also choose this paradigm because statistics are not used, but rather qualitative research uses a more descriptive, narrative style, this research might be of particular benefit to the practitioner as she or he could turn to qualitative reports in order to examine forms...
of knowledge that might otherwise be unavailable, thereby gaining new insight. In addition, it is worth to mention that qualitative research adds flesh and blood to social analysis which provides our study with useful tools. Finally, I would like to mention that qualitative researchers attend to the experience as a whole, not as separate variables. The aim of qualitative research is to understand experience as unified.

Type of the Study

This research study is based on the action research paradigm which is defined by (Mills, 2014) as any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching/learning environment to gather information about how their particular school operates, how they teach, and how well their students learn (p. 6). From (Numan, 2012) conception, action research is initiated by the practitioner and is derived from a real problem in the classroom, which needs to be confronted (p. 18). This methodology fit in our research purpose since one of the objectives of our study is to reflect upon the way in which students constructed awareness about social values by using the storytelling strategy.

The role of the Researcher

“..An expert who is capable of imparting knowledge that will help learners to build, identify and to acquire skills that will be used to face the challenges in life. The teacher also provides to the learners knowledge, skills and values that enhance development. An educated person is capable of utilizing the available opportunities in both private and public sectors. The educated person can easily secure employment as well as having life skills that will enable him/her to interact well in the society.” Senge 2000
As researchers collect data through interviewing participants, observing behavior, and examining documents. The researcher can design and use an actual instrument, offering open-ended questions. Me as the principal investigator in this study asked questions and observed behaviors of students during an interview. In addition, I pretend to inform students who wish to be research participants about the advances of the study and when and where we might meet.

**Participants & Participant Selection Description of the Context**

In an attempt to integrate both children’s linguistics skills and, personal and moral development we selected a group of participants more specifically tenth graders who attend the EFL classes in Laureano Gomez Castro public school in Bogotá, Colombia. The participants selected for this project are 30 teenagers, mostly of them belong to a lower middle social-economic status. The school counts with 2 floors, it has 2 branches one for primary school and the other one right next to it for secondary school and the technician program that is part of the PEI.

The participants 10th graders, with a total of 30 students in the classroom, 18 girls and 12 boys and an average age around 15-17 years old were selected purposively according to the student’s level of argumentation and English level to put into practice the story telling activity with success.

The area of humanities in the school works according to the Language level not grade level which is relevant and allow us to place the activities with students that manage intermediate English levels.

Head room teachers gave us their space to develop the story telling activities freeway, knowing the topics they are working on at the time.

**Context**
The internship will be carried out in a public School In Bogotá, IED Laureano Gomez Castro, the school has 2 levels and it is divided according to the areas of learning, humanities, science, arts…etc. students have to move around every time the block of class changes.

The level of humanities, English specifically is located on the first floor H4 room; it has around 36m2 and has 3 technical devices, Television, DVD and count with a recorder when necessary.

**Data Collection Techniques and Instruments**

Different methods are used in qualitative research. The most common are interviews, focus group discussions, observational methods and document analysis. Combining two or more data collections methods, for instance interviews as well as focus groups enhances the credibility of the study. Irrespective of the data collection method applied, it is important to keep a diary during the study, with reflections on the process (e.g. regarding method and participant selection) and the role and influence of the researcher ‘reflexivity’.

With the purpose of collecting data that could answer our research question, we pretend to use these Data Collection Techniques:

Interviews that involves oral questioning of respondents, either individually or as a group.
Unstructured Interview

The unstructured interview is what the name implies. The only structure to the interview is the one that you provide. Basically, the interviewer is interested in hearing from you, so you may be asked a variety of different open ended questions.

Behavioral Interview

- Tell me about a time when you...
- Describe a circumstance when you were faced with a problem related to...
- Tell me how you approached a situation where...
- Share with me an instance in which you demonstrated...

Participant observation in which us as observers would take part in the situation we would observe and administering written questionnaires.

Likewise, we include the following instruments: journals, questionnaires and workshops (based on activities that prompt reflections on social values) from each Fairy tale story previously read aloud.

Academic Journal:

- Inform and report original research Focus on a narrow subject or piece of research
- Provide in-depth analysis of issues related to a specific discipline

Questionnaires:

Closed-ended questions which are aimed at collecting accurate statistical and open answers.
Leading Questions forcing the target audience to opt for a specific kind of answer is called a leading question. All answers for a leading question are almost similar. Leading questions are usually prepared to derive audience opinion within a set of limited words.

These instruments gave us the key aspects to analyze all the data collected. Through them, we pretend to contrast differences, compare similarities among them. It is important to mention that all the instruments are applied every week for three months. These instruments are used taking into account the different settings in which students construct their values (school and home) because we consider that students sometimes lose the essence of sharing their ideas and proposals as they really think because they are limited by the note or by the consistent opinion of the teacher in charge.

*The following chart illustrates a general chronogram:*
<table>
<thead>
<tr>
<th><strong>Activity</strong></th>
<th><strong>Hours</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching time</strong></td>
<td>100</td>
</tr>
<tr>
<td>Estimated time in classes according to the time set for the institution</td>
<td>Classes</td>
</tr>
<tr>
<td><strong>Create activities</strong></td>
<td>80</td>
</tr>
<tr>
<td>In order to develop or classes as teachers, we needed extra time to do the lesson plans and activities</td>
<td>The design of lesson and activities</td>
</tr>
<tr>
<td><strong>Recollect and analysis of the information</strong></td>
<td>70</td>
</tr>
<tr>
<td>To gather information throughout classes, we also needed to do some research on data, analyze and implement the findings to achieve the goal in doing the pedagogical intervention in an innovative way.</td>
<td>Data and Analysis collection</td>
</tr>
<tr>
<td><strong>Tutorship</strong></td>
<td>45</td>
</tr>
<tr>
<td>Tutorships 64 Meetings with mentor This section will be developed at the university with the mentor teacher who will be guiding our project according to the different stages to achieve our goals taking into account the process and the project.</td>
<td>Meetings with mentor</td>
</tr>
<tr>
<td><strong>Writing practice</strong></td>
<td>85</td>
</tr>
<tr>
<td>Process in which we need to redact the draft and final document making use of the findings in the internship, contrast studies and authors point of view to enrich our paper.</td>
<td>Drafting of documents</td>
</tr>
</tbody>
</table>

Total: 384
Chapter Four

Instructional Design

This chapter will focus its attention on the practice of creating "instructional experiences which make the acquisition of knowledge and skills more efficient, effective, and appealing." The process consists broadly of determining the state and needs of the learner, defining the end goal of instruction, and creating some "intervention" to assist in the transition with the five phases: analysis, design, development, implementation, and evaluation.

Curriculum platform

Transformative Curriculum as a Professional Learning community supports faculty in defining and designing courses that transcend traditional academic boundaries. We read about, discuss, and analyze topics related to transformative education and design course outlines that align with programmatic and institutional goals. Using this model, the student is viewed as an agent of change, wherein he or she embraces cognitive dissonance with a sense of wonder and awe, undergoes personal development through various high-impact engagement strategies, and emerges an empowered lifelong learner (Sophie Pierszalowski, 2015 Curriculum Coach Participant). Using the active learning approach participants synthesize transformative and innovative curricula design processes.

Vision of Language

Language as Self-reflection is the theory of language that works better when talking of students decision-making or moral –ethic discussions, Tudor 2011 stated that we use language to reflect upon ourselves and what we want others to think of us. Language allows self-reflection in this way. It helps us gain an understanding of who we are as individuals and as leaders. It allows us to
analyze and/or monitor our communications. In order for us to be truly effective at leading others, we have to be effective at leading ourselves.

**Vision of learning**

The vision of learning that fits better our internship is called Experiential Learning, which according to Tudor 2001, is a method of educating form firsthand experience, following the next procedure- kills, knowledge and experience as result that are outside of the traditional classroom setting where knowledge is create through transformational experience. In our classroom we will focus on service learning projects which are connected to students decision-making.

**Vision of language**

Framed within such curricular perspectives, this research study presents a functional vision of language in which the learning is centered in doing things; According to Tudor (2001), the objectives of a learning plan underlie the use of language supported by the specific contents according to the situation. Based on this, the assessment process can be seen as the element which helps teachers and students to observe their progress in the language learning process in terms of the use of language. Teachers will get information about strengths and weaknesses of the language learning process; the use journals would provide teachers with information about learning experiences, feelings about teachers, classmates, activities, interests, expectations, goals and plans for future learning; and the self and peer
assessment would inform about students’ performance, learning preferences, feelings towards the development of communicative skills and intrinsic motivation.

**Vision of Classroom**

The vision of classroom this research study holds is a formative assessment classroom. Genesee and Upshur (1996) establish that assessment has three main components: information, interpretation, and decision making; thus, information can be the feedback received after the tasks, the interpretation, the analysis of the feedback in relation to the performance and the decision making which is related to the strategies for future learning.

**Inquiry-based (Decision making)**

**Methodology**

In this section we will focus on the making process of Syllabus, lesson plans and chronograms that we implemented in the school in order to explain the process of our project.

**Task based**

In this stage of the current study we explain the activities we did during the pedagogical intervention. First of all, we state the objectives of the pedagogical intervention; second, we explain the timetable of the activities implemented; and third, we illustrate the implementation of the storytelling classes.

The pedagogical objectives of this pedagogical intervention are addressed to the implementation storytelling classes in decision making process:
a) To obtain feedback about the learning process

b) To reflect on the feedback received during storytelling classes

c) To state feelings and opinions about the different topics proposed inside the class generating learning and decision making process.

To obtain feedback about the learning process, the students had the opportunity to give and receive peer assessment through filling a format where they wrote their opinions about some social aspects with fluency, clarity, interaction, and using vocabulary. They wrote comments and suggestions about the topic. Besides, they received information from the teacher after doing reading activities.

**Syllabus**

<table>
<thead>
<tr>
<th>COMPONENTS</th>
<th>FIRST CYCLE</th>
<th>SECOND CYCLE</th>
<th>THIRD CYCLE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OBJECTIVE</strong></td>
<td>To understand students’ perceptions about values and reality itself</td>
<td>To provide students with educational tools that may encourage them to acknowledge social values into immediate context</td>
<td>To guide the output process in which students reflect upon their decision through a moral-ethical development</td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td>we pose situations to make up students mind</td>
<td>Audio stories as warm up as an attempt to improve students’ listening and key vocabulary</td>
<td>Listen to classmates socializing about their own stories adaptation.</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>Eliciting knowledge from real life</td>
<td>Brainstorming and socialization about the topic</td>
<td>Talk to the rest of the class about the process in rewriting and reflecting through role plays,</td>
</tr>
</tbody>
</table>
The next annex was used to make connection of our expectations and the cycle chosen as part of our methodology.

<table>
<thead>
<tr>
<th>Reflective Thinking</th>
<th>Above Expectations</th>
<th>Meets Expectations</th>
<th>Approaching Expectations</th>
<th>Below Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective Thinking</td>
<td>The reflection explains the student's own thinking and learning processes, as well as implications for future learning.</td>
<td>The reflection explains the student's thinking about his/her own learning processes.</td>
<td>The reflection attempts to demonstrate thinking about learning but is vague and/or unclear about the personal learning process.</td>
<td>The reflection does not address the student's thinking and/or learning.</td>
</tr>
<tr>
<td>Analysis</td>
<td>The reflection is an in-depth analysis of the learning experience, the value of the derived learning to self or others, and the enhancement of the student's appreciation for the discipline.</td>
<td>The reflection is an analysis of the learning experience and the value of the derived learning to self or others.</td>
<td>The reflection attempts to analyze the learning experience but the value of the learning to the student or others is vague and/or unclear.</td>
<td>The reflection does not move beyond a description of the learning experience.</td>
</tr>
<tr>
<td>Making Connections</td>
<td>The reflection articulates multiple connections between this learning experience and content from other courses, past learning, life experiences, and/or future goals.</td>
<td>The reflection articulates connections between this learning experience and content from other courses, past learning experiences, and/or future goals.</td>
<td>The reflection attempts to articulate connections between this learning experience and content from other courses, past learning experiences, or personal goals, but the connection is vague and/or unclear.</td>
<td>The reflection does not articulate any connection to other learning or experiences.</td>
</tr>
</tbody>
</table>
Consent form.

The sample size for this study is notify by an initial letter which is sent out to participants’ parents asking them if they would allow their children to participate in a study on Social Values Reflections through Storytelling Use. All prospects who respond will receive an explanatory letter which detailed the study and its general requirements for participation. Once participants’ parents respond to the introductory letter, another more detailed letter is sent with dates, consent forms, information about the questions to be asked, and the interview process that took place at the school where they study. One week after sending this email, each participant will be called to verbally review the process. The following aspects of participation are discussed in a meeting: comprehensive explanation of the research, consent, voluntary participation, expected duration of the participation, description of risks, confidentiality, anonymity, copyright, and contact information for questions.
Consentimiento Informado para Participantes.

El propósito de esta ficha de consentimiento es proveer a los participantes, con una clara explicación de la naturaleza de la misma, así como de su rol en ella como participantes.

La presente investigación es conducida por Lina Pinilla y Tatiana Castro Pasantes de la Universidad Distrital Francisco José de Caldas. La meta de este estudio es trabajar con los estudiantes de grado 10 para conocer por medio de una serie de actividades durante las clases de inglés como desarrollan la ética moral y la toma de decisiones con storytelling (Historias).

La participación en este estudio es estrictamente voluntaria. La información que se recoja será confidencial y no se usará para ningún otro propósito fuera de los de esta investigación, serán anónimas.

Desde ya le agradecemos su participación.

Acepto voluntariamente que mi hijo(a) ___________________ participe en esta investigación. He sido informado (a) de la meta de este estudio y lo acepto.
In this chapter we will show how the lesson plans were design according to our methodology and the activities developed in classes, some of them took extra time to be developed because of the type of task.

Mainly, we decided to work based on Task-based learning because through different tasks students were engaged not only to develop the activities in class but also to show their thoughts and conclusions from the activities worked within the lesson plan for example through posters presentation to sum up the content learnt during the classes.

These tasks included reading, searching on the internet, listening to videos, selecting important vocabulary related to the topics studied and knowledge they acquired.

---

**LESSON N.1**

<table>
<thead>
<tr>
<th><strong>PREPARATION</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LESSON:</strong> Introductory Class-Feelings</td>
<td><strong>PURPOSE OF THE LESSON:</strong> Through this first session, we will introduce ourselves to the students, and we will also know a little bit more about them. In the same way, in this first class we will carry out a needs analysis which will allow us to identify in an accurate way the needs and capacities of the children with whom we are going to develop our methodology.</td>
</tr>
<tr>
<td></td>
<td><strong>GOALS/OBJECTIVES:</strong> Identify correctly the needs and capacities with which students must plan and adjust in an appropriate way the methodology and subject to work with students.</td>
</tr>
</tbody>
</table>

**COMMUNICATIVE FOCUS:** Students will express through their own voice and experience the past experiences regarding the English language and the knowledge they consider have acquired so far.

**VOCABULARY:** Knowledge-learn-methodology-class-objective-purpose-goal.

<table>
<thead>
<tr>
<th><strong>PRESENTATION</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>STAGE</td>
<td>ACTIVI</td>
</tr>
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</table>

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<table>
<thead>
<tr>
<th></th>
<th>PROCEDIMIENTO Y LA DIDÁCTICA</th>
<th>AND MATERIALS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warm-up</strong></td>
<td><strong>Feelings mimes</strong></td>
<td>-Flashcards</td>
<td>20 min</td>
</tr>
<tr>
<td><strong>Introducti on</strong></td>
<td><strong>Contextualization</strong></td>
<td>-Board</td>
<td>10 min</td>
</tr>
<tr>
<td><strong>Presentati on</strong></td>
<td><strong>Allusive images</strong></td>
<td>-Markers</td>
<td>15 min</td>
</tr>
<tr>
<td><strong>Practice</strong></td>
<td><strong>Face-Feeling Construction</strong></td>
<td>-Images</td>
<td>20 min</td>
</tr>
</tbody>
</table>

In order to engage students in the first class, we will propose a “miming faces” activity which is a very good way of making the meaning of the words clear.

Students will pick up different flashcards with feelings (word and picture) and he/she will have to mime it for their classmates in order they can guess.

*For example, a student picks up a card and stombs their feet and shows their teeth until someone shouts out “angry”.

Teacher will establish a conversation with the children where they will talk about some past experiences and how they FEEL regarding the English language and the knowledge they consider have acquired so far.

The teacher will show illustrative images to students about the main vocabulary for first class (knowledge-happy-learn-sad-frustrated-methodology-lost-class-exahusted-understand-confident-objective-kind-purpose) in order they can recognize the words and faces with the corresponding meaning.

Individually students will draw and write things or situations which make them happy or sad, according to some guides given by the teachers.
<table>
<thead>
<tr>
<th><strong>Production</strong> (To encourage students to integrate language learned into larger structures)</th>
<th><strong>Posters</strong></th>
<th>Students will construct and decorate allusive posters with faces images, colors and information about different feelings taught during the class. (Team Work).</th>
<th>-Guides -Glue -Markets -Scissors -Colors</th>
<th>30 min</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Closure</strong> (To check students’ understanding)</td>
<td><strong>15 Topic Review</strong></td>
<td>Teachers will make a review about the topic with the aim students can share and mention aloud some of the words related to the vocabulary learned along the class.</td>
<td>-Internet Access -Paper -Pencil</td>
<td>15 min</td>
</tr>
</tbody>
</table>
LESSON N.2

**PREPARATION**

| LESSON: Uncovering reality | PURPOSE OF THE LESSON: To show students how even storytelling can hide an uncover meaning so through this, help them to understand real facts and discover values putting into context stories and real life experiences. | LOGROS/OBJETIVOS ESPECÍFICOS: Identify and learn:  
- What is the sense in the story?  
- Could this happen in real life?  
- What can we do to achieve a different ending? |

**COMMUNICATIVE FOCUS:** Students will express through a written paper their insights about the personification of the story in a local context and how this could have a different ending.

**VOCABULARY:** Guilty-Ashamed-Relief-Apologize.

**PRESENTATION**

<table>
<thead>
<tr>
<th>ETAPA</th>
<th>ACTIVIDAD</th>
<th>DESCRIPCIÓN DEL PROCEDIMIENTO Y LA DIDÁCTICA</th>
<th>RESOURCES AND MATERIALS</th>
<th>TIME</th>
</tr>
</thead>
</table>
| Warm-up | “Hot Potato” | Students will play “hot potato” the one who has the turn will give the name of a storytelling and say what the moral of it is.  
They will have 30sec to give a response if not, they will have a funny “punishment” in front of the class | -Laptop computer  
-Video  
-Markers | 15 min |
| Introduction | Contextualization | Teacher will talk about some world known storytelling while doing the comparison between the version we all know since little and the hidden meaning of them when thinking in society. | -Board  
-Markers | 10 min |
<table>
<thead>
<tr>
<th><strong>Presenta</strong>&lt;br&gt;tion (To include the main “meat” of the lesson”)</th>
<th><strong>Little Red Hood</strong></th>
<th>Teacher will hand in some photocopies about the tale “Little Red Hood” per groups, the tale has no ending, the instruction is to read it while looking for unknown vocabulary and think about the real meaning of the tale.</th>
<th>-Images&lt;br&gt;-Markers&lt;br&gt;-Board</th>
<th>15 min</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practice</strong> (To help the student focus on the main task and provide them with feedback - either by the**</td>
<td><strong>Reading</strong></td>
<td>Students will read the story and will share their insights with the rest of the class in order to elicit previous knowledge and build new concepts; every group will have a change to give their reasons about the “True meaning of the tale” Done this teacher will explain that In Little Red Hood, she was supposed to be a Teenager who is just like us (women) in her stage of menstruation and is raped by a man – wolf- and the first version of this tale has no happy ending.</td>
<td>-Guides&lt;br&gt;-Colors&lt;br&gt;-Markets&lt;br&gt;-Pencils&lt;br&gt;-Dictionary</td>
<td>30 min</td>
</tr>
<tr>
<td><strong>Product</strong>&lt;br&gt;ion (To encourag<strong>e student</strong></td>
<td><strong>Topic Review</strong></td>
<td>Students will rewrite the tale knowing that this beautiful girl could be sadly any of us, in some many settings, they will give a total different ending.</td>
<td>-Guides&lt;br&gt;-notebooks</td>
<td>30 min</td>
</tr>
<tr>
<td><strong>Closure</strong> (To check students’ understanding**</td>
<td><strong>Topic Review</strong></td>
<td>Students will read out loud all versions per group, we all are going to evaluate the situations and see what the values we could use for every interpretation are.</td>
<td>-Internet Access&lt;br&gt;-Paper&lt;br&gt;-Pencil</td>
<td>20 min</td>
</tr>
</tbody>
</table>
LESSON N.3

| PREPARATION |
|---------------------------------|---------------------------------|---------------------------------|
| LESSON: Discovering Values      | PURPOSE OF THE LESSON: To help students to discover stories not just in written form but also in songs, social values are also between lines. | LOGROS/OBJETIVOS ESPECÍFICOS: Identify and learn: |
|                                 |                                 | • Should a story necessarily be told in written form? |
|                                 |                                 | • Values are found in any setting? |
|                                 |                                 | • How lyrics have the power to make us reflect upon our realities? |
| COMMUNICATIVE FOCUS: Students will be able to discover values by inferring the lyrics of the song; simultaneously they will give sense to the meaning through a filling gaps exercise. | VOCABULARY: Friends- life. |

| PRESENTATION |
|---------------------------------|---------------------------------|---------------------------------|
| ETAPA                           | ACTIVIDAD                       | DESCRIPCION DEL PROCEDIMIENTO Y LA DIDÁCTICA | RESOURCES | TIEMPO |
| Warm-up                         | “Brainstorm”                    | Students will be asked to give as much information as they can about their favorite artists and how the lyrics interfere in their thinking. Elicit knowledge about “The Beatles” | -Laptop computer -Video -Markers | 15 min |
| Introduction                    | Contextualization               | Teacher will talk about the band, their members and their backgrounds. | -Board -Markers | 10 min |
| Presentation                    |                                 | Teacher will write down on the board the lyrics of the song with some gaps and the unknown vocabulary in the right side of the board. | -Images -Markers -Board | 15 min |
### LESSON N.4

<table>
<thead>
<tr>
<th>Practice (To help the student focus on the main task)</th>
<th>Reading</th>
<th>Guides</th>
<th>Colors</th>
<th>Markets</th>
<th>Pencils</th>
<th>Dictionary</th>
<th>30 min</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Done that, the teacher will give the instructions, which are; listen to the song the very first time just to follow the rhythm, second time start filing the gaps and from that time on start to complete the whole song to understand the lyrics and the sense of it.</td>
<td>-Guides</td>
<td>-Colors</td>
<td>-Markets</td>
<td>-Pencils</td>
<td>-Dictionary</td>
<td></td>
</tr>
<tr>
<td>Productio n (To encourage students to integrate language)</td>
<td>Posters</td>
<td>-Guides</td>
<td>-notebooks</td>
<td></td>
<td></td>
<td></td>
<td>30 min</td>
</tr>
<tr>
<td></td>
<td>When students had already given a personal meaning, the song will be played again and everyone will sing along.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Closure (To check students’ understand d)</td>
<td>Topic Review</td>
<td>-Internet Access</td>
<td>-Paper</td>
<td>-Pencil</td>
<td>20 min</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PREPARATION**

**LESSON: Say not to bullying**

**PURPOSE OF THE LESSON:** Through this lesson, students will learn that social values can help to build a better community environment and that we can all do something to help to stop bullying.

**LOGROS/OBJETIVOS ESPECÍFICOS:** Identify and learn:

- What is bullying?
- What is cyber bullying?
- What can we do to stop it?

**COMMUNICATIVE FOCUS:** Students will express through their own voice and experience what they consider is the most important fact about bullying, what schools can do to stop bullying, what's the best way to

**VOCABULARY:** Feel bad-laughing- worried-say sorry-cyber bullying-mean-hurt-apologize.
say sorry.

<table>
<thead>
<tr>
<th>STAGE</th>
<th>ACTIVITY</th>
<th>DESCRIPCION DEL PROCEDIMIENTO Y LA DIDÁCTICA</th>
<th>RESOURCES AND MATERIALS</th>
<th>TIME</th>
</tr>
</thead>
</table>
| Warm-up | “Don’t play with me” | Students will watch a video about bullying in order student can identify how this is present at school even sometimes without they notice about it. Then we will have a little discuss about reactions, opinions, comments or concerts they have about the video. | -Laptop computer  
-Video  
-Markers | 15 min |
| Introduction | Contextualization | Teacher will establish a conversation with the children where they will talk about some acts of bullying they have seen or lived and how they ACTED in this situation. | -Board  
-Markers | 10 min |
| Presentation (To include the main “meat” of the lesson”) | Allusive images | Teacher will show illustrative images to students about different kinds of bullying and main vocabulary about the topic (feeling bad-laughing- worried-say sorry-cyber bullying-mean-hurt-apologize). | -Images  
-Markers  
-Board | 15 min |
| Practice (To help the student focus on the main task and provide them with feedback - either) | Say no to bullying Guide | Teachers would hand students some guides related to the topic, in pairs they will solve it and after complete it, we will share their answers and opinions. | -Guides  
-Colors  
-Markets  
-Pencils  
-Dictionary | 30 min |
**LESSON N.5**

<table>
<thead>
<tr>
<th>PREPARATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LESSON:</strong> Super Heroes-Super Values</td>
</tr>
<tr>
<td><strong>COMMUNICATIVE FOCUS:</strong> Students will talk about different characteristics and behaviors about super heroes around them show as normal persons such as: doctors, firefighters, nurses, police officers, teachers and so on.</td>
</tr>
</tbody>
</table>
# PRESENTATION

<table>
<thead>
<tr>
<th>ETAPA</th>
<th>ACTIVIDAD</th>
<th>DESCRIPCION DEL PROCEDIMIENTO Y LA DIDÁCTICA</th>
<th>RESOURCE AND MATERIAL</th>
<th>TIME</th>
</tr>
</thead>
</table>
| Warm-up | “There’s a super hero inside of everyone” | Students will watch a video where they will identify that we can find heroes even next to us, inside of each person, each partner or teacher we have a great person who makes a wonderful feat every day. [https://www.youtube.com/watch?v=dmBO2QJIDIQ](https://www.youtube.com/watch?v=dmBO2QJIDIQ) | -Laptop computer  
-Video beam  
-Markers  
-Speakers | 15 min |
| Introduction | Contextualization  
“Look my Super Hero” | Teacher will share with students a picture from her “favorite super hero” and she will explain the reasons why she chose this hero, his/her characteristics and some feat this character has faced. | -Photos  
-Markers | 10 min |
| Presentation (To include the main “meat” of the lesson) | “Tell me about your super hero” | Teacher will establish a conversation with the children where they will talk about the person they consider who is a super hero in their lives and why. | -Images  
-Markers  
-Board | 15 min |
| Practice (To help the student focus on the main task and provide them with feedback - either by the teacher or other students) | Say no to bullying Guide | Teachers would hand students some guides related to the topic, in pairs they will solve it and after complete it, we will share their answers and opinions. | -Guides  
-Colors  
-Markers  
-Pencils  
-Dictionary | 30 min |
| Production (To encourage students to integrate language) | “Creating masks” | Students and teacher will create allusive mask to any favorite hero and will show their partners their superhero characteristics with the vocabulary learnt. | -Glue  
-Markers  
-Scissors  
-Colors  
-Cardboard | 30 min |
### LESSON N.6

**PREPARATION**

**LESSON:** Uncovering reality  
**PURPOSE OF THE LESSON:** To show students how even storytelling can hide an uncover meaning so through this, help them to understand real facts and discover values putting into context stories and real life experiences.  
**LOGROS/OBJETIVOS ESPECÍFICOS:** Identify and learn:  
- What is the sense in the story?  
- Could this happen in real life?  
- What can we do to achieve a different ending?  

**COMMUNICATIVE FOCUS:** Students will express through a written paper their insights about the personification of the story in a local context and how this could have a different ending.  
**VOCABULARY:** Guilty-Ashamed-Relief-Apologize.

### PRESENTATION

<table>
<thead>
<tr>
<th>ETAPA</th>
<th>ACTIVIDAD</th>
<th>DESCRIPCIÓN DEL PROCEDIMIENTO Y LA DIDÁCTICA</th>
<th>RESOURCES AND MATERIALS</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-up</td>
<td>“Brainstorming”</td>
<td>Teacher will elicit some previous knowledge about social values and how many of them are implicit in written language.</td>
<td>-Markers</td>
<td>15 min</td>
</tr>
<tr>
<td>Introduction</td>
<td>Contextualization</td>
<td>Teacher will talk about some of the worldwide known fairytale in a short-telling kind, taking</td>
<td>-Board -Markers</td>
<td>10</td>
</tr>
</tbody>
</table>
### LESSON 7.

<table>
<thead>
<tr>
<th>Present</th>
<th>Little Red hood</th>
<th>Description</th>
<th>Materials</th>
<th>Time</th>
</tr>
</thead>
</table>
|ation | (To include the main “meat” of the lesson) | Teacher will hand in some photocopies about three tales “Cinderella-Sleeping beauty –Little mermaid” students are supposed to make groups and talk about the sense of each story. | -Images  
-Markers  
-Board | 15 min |

<table>
<thead>
<tr>
<th>Practice</th>
<th>Reading</th>
<th>Description</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(To help the student focus on the main task)</td>
<td>Students will read the first published version (reality) of each story, which are pretty similar to real life and the reach of human beings when comparing to the characters in the tasks, every group will share their perceptions and Identify what social values could be associated to each.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Production</th>
<th>Topic Review</th>
<th>Description</th>
<th></th>
</tr>
</thead>
</table>
| (To encourag e students to integrate language) | Per groups students will rewrite a short story or create a new one that will be a sample of real life facts, in a contemporary context, having as result the use of social values, this will be the plot of the story they will present to the rest of the class in any artistic way.  
I.e.: Performance, role play, songs, paintings, etc…. | -Guides  
-notebooks |
| | Students will give constructive feedback among them, we all are going to evaluate the situations. | -Paper  
-Pencil |

<p>| | | | | |</p>
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<td></td>
<td></td>
<td>20 min</td>
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</tbody>
</table>
**PREPARATION**

<table>
<thead>
<tr>
<th>LESSON: Sharing my childhood memories.</th>
<th>PURPOSE OF THE LESSON:</th>
<th>LOGROS/OBJETIVOS ESPECÍFICOS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through this lesson, students will be engaged to respect others, their feelings and their belongings, also, students will learn that things can be enjoyed so much more when we treat them with care.</td>
<td>- To achieve students feel free to share their childhood memories and same as in the story their favorite toy when they were children.</td>
<td></td>
</tr>
</tbody>
</table>

**COMMUNICATIVE FOCUS:**
Students will express through their own voice and vocabulary what they think respect is, and different examples about it.

**VOCABULARY:** Grow up, adorable, town, finding, souvenirs, respect.

**PRESENTATION**

<table>
<thead>
<tr>
<th>ETAPA</th>
<th>ACTIVIDAD</th>
<th>DESCRIPCION DEL PROCEDIMIENTO Y LA DIDÁCTICA</th>
<th>RESOURCES AND MATERIALS</th>
<th>TIME</th>
</tr>
</thead>
</table>
| Warm-up | Toys’ memory game | Students will play a memory game with words related to the topic in order they can have a previous vocabulary context. | -Memory Game  
-Laptop computer  
-Video Beam | 15 min |
| Introduction | Contextualization | Teacher will establish a conversation with students, where they will talk about their favorite toy in their childhood. | -Board  
-Markers | 10 min |
| Presentation (To include) | Guide Presentation | Teacher will present students the guide about the main activity they will | -Images  
-Markers  
-Board | 15 min |
<table>
<thead>
<tr>
<th>the main “meat” of the lesson”</th>
<th>solve and together will answer questions about vocabulary or instructions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice (To help the student focus on the main task)</td>
<td>“Grandmother’s Favorite Doll” Re-write exercise</td>
<td></td>
</tr>
<tr>
<td>Teachers would hand students some guides with the reading “Grandmother’s Favorite Doll”, in pairs they will read it and look for unknown words.</td>
<td>-Guides -Markets -Pencils -Pens -Dictionary</td>
<td>30 min</td>
</tr>
<tr>
<td>Production (To encourage students to integrate language)</td>
<td>Posters</td>
<td></td>
</tr>
<tr>
<td>Students will construct their own story, trying to re-write details and context from the reading studied in class according to their own experiences. (Individually).</td>
<td>-Guides -Markets -Pencils -Pens -Dictionary</td>
<td>30 min</td>
</tr>
<tr>
<td>Closure (To check students’ understanding of the lesson topic,</td>
<td>Topic Review</td>
<td></td>
</tr>
<tr>
<td>Teachers will make a review about respect which was the main value to be learned in this lesson, about new words they could learn during the exercise and conclusions about the topic.</td>
<td>-Internet Access -Paper -Pencil</td>
<td>20 min</td>
</tr>
</tbody>
</table>
LESSON N.8

### PREPARATION

<table>
<thead>
<tr>
<th>LESSON: I can trust on people, I can trust on myself.</th>
<th>PURPOSE OF THE LESSON: Through this lesson, students will learn that the partners and people they have in their surroundings can be also an extra help for them to develop self-confidence and build good relationships.</th>
<th>LOGROS/OBJETIVOS ESPECÍFICOS: Students will recognize their partners as helpers and confidences among themselves.</th>
</tr>
</thead>
</table>

**HALLOWEEN ACTIVITY**

**COMMUNICATIVE FOCUS:** Students will use sentences in a proper way in order to express their support and help from and to their partners, such as “I can help you with that”, “Trust on me”, “You can do it”, etc.

**VOCABULARY:** Confidence, trust, brave, believe, understand, help, support.

### PRESENTATION

<table>
<thead>
<tr>
<th>ETAPA</th>
<th>ACTIVIDAD</th>
<th>DESCRIPCION DEL PROCEDIMIENTO Y LA DIDÁCTICA</th>
<th>RESOURCES AND MATERIALS</th>
<th>TIME</th>
</tr>
</thead>
</table>
| Warm-up | “Don’t play with me” | Students will play the game “Match the word to the picture “and through this they will recognize some vocabulary which will be used during the development of the lesson. | -Laptop computer  
-Video Beam  
-Markers | 15 min |
| Introduction | Contextualization | Teacher will establish a conversation with the students, talking about October and events occur in this month, to open the space to then present the activity to develop. | -Board  
-Markers | 10 min |
| Presentation (To include the main “meat” Video | “The haunted house” Video | Teacher will show students a video to have a graphic reference about the story which is going to be worked on class and then the teacher will explain the purpose and development of the main activity. | -Video  
-Video-Beam  
-Markers  
-Board | 15 min |
| Practice (To help the student) | “The haunted house” | Teachers would hand students some guides related to the topic, in pairs they will solve it and after complete it, we will share their answers and opinions. | -Guides  
-Colors  
-Markets  
-Pencils  
-Dictionary | 30 min |
|---|---|---|---|---|
| Product ion (To encourage) | Posters | Students will construct and decorate the classroom with “Halloween Decoration” and values learned during the lesson related to self-confidence and help to others. | -Guides  
-Glue  
-Markets  
-Scissors  
-Colors  
-Cardboard  
-Newspapers | 30 min |
| Closure (To check students) | Topic Review | Teachers will make a review about values identified during the video and some situation where we can apply them in order to help our partners or family. | -Internet Access  
-Paper  
-Pencil | 20 min |
CHAPTER IV

Conclusions

Throughout our internship implementation, students could express themselves in a better way, letting us know and understand their thoughts and context. We used different kinds of activities, songs, games and story-telling workshops to allow the students actively participate not only in the performances but in the selection of topics and class development.

Apart from involving children, we as teachers made these performances authentic by using real language and adapting it to the students’ context and interests. Active students’ participation and the use of their interests to plan performances which allowed them to enjoy the English class and to be motivated to really use English, which made from our internship also a contribution for the “Plan Nacional de Bilingüismo” and at the same time working with students’ moral-ethic decision-making was worthy enough because it helped teenagers to face real situations with courage and character, understanding facts in society and behavior according to social values.

Otherwise, to explore students’ understanding of social values and enhance students' English learning through the different activities we developed during the internship helped them to acquire new knowledge, not just about the English grammar. They bear out our thinking that education needs changes, putting student into context with real situations to improve and strengthen students’ human development.
Teacher’s journal

The first method for data collection we chose for our project was journals because these are documents which are written by teachers in order to keep a public register from their classes. They have many of the attributes of diaries, but the main difference is that they are written to be read, as public documents. They have to be edited in the process of composition like any other document that one knows will be read by somebody else.

<table>
<thead>
<tr>
<th>CONTEXT AND REFLECTION</th>
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<tr>
<td>Lesson #1</td>
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How do students associate feelings to social values in a local context such as; school, home, and neighborhood?

When developing the activity we first had to get to know students and how they feel about English in general, we wanted to see if they did recognize feelings and also empathy for them.

We knew that students had a very good English level so our main concern was not about vocabulary but conceptualization. According the class was taking place we had a discussion about real facts or events in which students has experienced this kind of feelings and how they faced them.

We first gave the real meaning and explain why social values are so important when recognizing feelings explaining that they are directly associated. At first they started mocking and teasing each other with the mimic activity but when giving context on facts in real life they focus and became aware of the topic.

Student’s local context is school where learners spent most of their time per week, we believe that help them to acknowledge that they are key part in this small society may guide them to get a bigger understatement of their role since now.
Are students able to recognize reality (values) from a world known story?

Little red riding hood has been for most of us a childhood tale that has always the same moral; be obedient and do not take different paths by your own. However it is a bit different from the hidden meaning it has. We wanted to take the same tale and elicit students previous knowledge, as we predict all of them gave us the same answers, Little red riding hood is supposed to be the example of a good girl who must do what their mom ask her to do, children and specially girls may not talk to strangers and of course there will be a happy ending.

After the reading we started to give them some clues about the hidden meaning of the story, some of them focus their attention on the “eating-murder part” they starting fooling around, referring to the scene with double sense, what they did not expect to do was confirm this part. Little red riding hood in the original tale was a very beautiful teenager, and one of the main features of the character was her red hood which had a symbol of sexuality and innocence that the “Wolf” wanted to take.

After we gave them the first explanation, they were asked to do the same with any other symbolism they consider in the story, it took a several minutes to discover them but they got really into it.

When we finally give sense to the story, they were supposed to see and reflect about it in a real context, we talked about cases in which children have been raped and also we wanted to uncover the stereotypes in society, they came with ideas in which girls can do whatever they want to, and it is not okay to feel ashamed when walking alone on the street, sexuality is something precious and worth to talk about with responsibility, and so on.

At the end of the class we ask them to find social values in the story, some of the students rewrite the end of the tale, some others put it into context, like if Little Red Riding Hood were a teenagers just like them in this age, we have to say that at first many of them agreed to revenge the “wolf” by their own but after talking they reconsider the idea of Justice.
How does the lyric of songs interfere in student’s recognition of social values?

Starting by the point that there is not just spoken but written language, we wanted to make this class a bit more dynamic, we all know that storytelling is a great way to get students attention, helping them to improve vocabulary and solve fossilizations but also make them know that stories can be told in some any different ways, like in this case a very popular song called “Yellow Submarine” by The Beatles.

To all of us who have listen to this, what first caught our attention was the funny rhythm and how simple the song seems to be, well the idea with it was try to help them to be more critic about social values without letting them know that it was the fcs of the class, we first started with a filling gaps game, We wrote the lyrics on the board and the unknown words on the right side, right after that we gave the instructions and played the song, when they fill the blanks we did the analysis.

We talked about the songs they use to listen to regularly, eliciting information about their likes in music and how critic are they regarding lyrics, if they interfere with their mood or thinking.

Students were asked to describe what are the things they value the most about the people that is around them; relatives, friends, neighbors, teachers, etc. They talked about their feeling and what they were supposed to find in people close to them, most of the students agreed that feeling Empathy, Respect, Justice/Fairness, Honesty, Service/Giving Back/, Contribution, Responsibility, Family and Community among others are social values they expect to received.
### CONTEXT AND REFLECTION

**Lesson #4**

<table>
<thead>
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<th>How will these this lesson plan (say no to bullying) help students to understand their context, their partners, and improve their relationships?</th>
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<td>Do students react to various situations in which bullying occur and know how to mitigate these actions?</td>
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<td>At the beginning of the class, as in the lesson plan is specified, the presentation of the topic began with a video referring to the topic where students could identify different aspects, behaviors and characteristics of bullying and its impact for the person who is offended, as the one who offends.</td>
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<td>With the development of the lesson plan, we could see that students, at the beginning of the class, were a little bit shy at the idea of showing themselves as victims or recognizing that on some occasions they had been victims of this type of abuse; However, with the step-by-step of each activity, students were more attentive to the topic's participation and more willing to share their stories with their classmates. In proportion with the proposed guide to the topic was developed, students were interested in the general content of the lesson plan and several of the words included inside of the lesson were unknown to them, for example: laughing- worried-mean-hurt and apologize.</td>
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<tr>
<td>After developing this lesson plan, students could understand their context, their partners, and improve their relationships due to in the next classes we could identify as teachers, that they were more willing to work in group with their partners without matter if they had a close relationship with them or not, they listened to them in a more respectful way and they were able to express their reaction about different situations in which bullying can occur.</td>
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| CONTEXT AND REFLECTION  
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<th>Lesson #5</th>
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Will this topic (super heroes-super values) engage my students to include good manners and good relationships with their partners inside and outside the classroom?

Through this lesson, students understood that everyone has a hero inside of themselves, that they can save lives when they take care about their partners and when they worry about people’s life.

Throughout the development of this lesson plan the students felt much identified with different characteristics of some characters-animated superheroes worked in class, they made comparisons of their powers and the powers that someone from the common can have, for example worrying about others and taking care of them too.

To contextualize the activity, inside the classroom, we watched the movie “The Incredibles 2” and through it, we referenced several topics to be discussed within the development of the topic of the class, such as the qualities and skills shown by each one of the characters.

In the application activity, which was focused on the creation of allusive masks to the super heroes, they shared and lived a different experience within the classroom, which led them and engaged them later to ask for these kind of activities to be done inside the classroom more frequently.
Are students able to rewrite or transform tales giving a switch in the story putting into practice social values?

When we first started the class, we wanted to elicit knowledge from students about tales that we all know since very little, it has the same dynamic than the second class but we expected deeper results, we wanted to know what were their insights about each tale and if they believe in a happy ending as the Disney version make us believe.

We hand in a sheet per groups with 3 tales on it “Cinderella” “Little mermaid” and “Sleeping beauty”, we asked 3 people as volunteers to read them out loud, after they had five minutes to underline and look for the meanings of the words they did not know, right after students were said that the group that had a wider understatement of the tale would win extra points, many of the students realized about the real facts and how the first version of the tale had been modified for Disney, most of them got surprised and started asking questions, to what we respond was a deeper analysis of each, all of us did the translation and had a conversation about it, some of the topics that touched us were; Raped, loyalty, cheating, harassment, and so on. Students were ask to made their minds and rewrite this stories bring them into a contemporary context, I.e. in tangled she loses her hair so they can attribute to it illness or any other circumstance that happens in real life, the idea was to give them the chance to create something new taking into account all the social values we had been working with.

Students task was to rewrite any tale or to write a brand new story, they first had to hand in s their plots and after present to the class in any kind of artistic way their work.

We were greatly surprised about all the stories and how remarkable the moral -ethic decision making was in each, they had some mistakes because of fossilizations and the wrong use of translator in some papers but the key point was successful!
Is this topic relevant to students’ interests? Is it amusing and memorable? Does it address to topics they enjoy to share?

Evidently, it was possible to recognize that thanks to this topic is related to different childhood memories of the students; the process of adaptation that they did to tell their stories and anecdotes was enjoyable.

As it was specified in the lesson plan, the main objective of the lesson was not only that the students remember some feelings and thoughts of their childhood, but also, they could make a retro-inspection of their memories so that in this way they could identify the sense of belonging that they had with different objects that belonged to them in this important stage in human’s lives: childhood.

After developing the different activities of the lesson plan, it was evident that the topic was relevant for the students since their participation in the class was very active and through their speech we could notice that the experiences they shared with their classmates in the classroom were meaningful to them since in this way they expressed it and at the same time they had fun doing it.
Throughout our internship implementation, students could express themselves in a better way, letting us know and understand their thoughts and context. We used different kinds of activities, songs, games and story-telling workshops to allow the students actively participate not only in the performances but in the selection of topics and class development.

Apart from involving children, we as teachers made these performances authentic by using real language and adapting it to the students’ context and interests. Active students’ participation and the use of their interests to plan performances which allowed them to enjoy the English class and
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**Farther recommendations**

For future studies we would like to suggest the self-confidence when talking to teenagers, in many cases this could be so challenging and make us lose track on the study. Moreover home room teachers have the experience they are always set to help us, take their advices and take advantages of it. It is always important to understand students’ background; they are not just empty bottles waiting to be filled with knowledge, being aware of this is always going to be helpful for you. Additionally there are some recommendations for the institutions because during our internship there was a lack of spaces and sources to work with disabled people, not allowing the rest of the students to be aware of them and to interact with them.
References


Annexes
VALUES

1. Which values can you relate to the most? Which values are most important to you? Why?
2. How would these values affect your decisions about end-of-life care?
3. What does quality of life mean to you?
5. What is most important to you?
Saying no to bullying

4. What do you think?

+ What was the most important fact about bullying?

**RITA:** The most important thing about bullying is that if you suffer of bullying or you know someone that suffers of bullying you don’t need to fight with the aggressor, just talk in a good way. And if the aggressor doesn’t want to talk, you could say it or talk to a teacher or an adult you can trust.

+ What can schools do to stop bullying?

**RITA:** They can do prevention activities about bullying in more didactic ways, be a lot more creative, so like that, the students will be more interested about the bullying and how to prevent it.

+ What’s the best way to say sorry?

**RITA:** We think that the best way to say sorry is saying it in the most honest way possible with honesty and sincerity.
Group 2.

"If you respect the others, they will respect you."

"Dialogue to solve or differences."
Caperucita Roja

Había una vez una niña llamada Daniela la cual vivía en Bogotá ella se la pasaba más que todo en la zona de Simón Bolívar allí ella iba a ayudar a sus abuelos los cuales vivían en lo más alto y ella iba a llevarlos al médico un día que estaba lloviendo ella fue con su caperuza que era de color amarilla y cuando estaba llegando vio a un perrito que tenía una barbilla que la atravesaba ella fue a auxiliarlo pero necesitaba ayuda así que empezo a gritar hasta que salto un niño al que apoyaban lobo y la ayuda y juntos rescataron al perrito pero la caperuza se volvió roja de la sangre y se la quito y se la
Do you respect yourself and the world around you?

RESPECT IS:
- Honoring another’s opinion, belief, or needs
- Being considerate and polite
- If I wait my turn, I will respect the turn of the rest
- If I am polite, I will respect my town
- If I obey the rules, I won’t have problems
What is Bullying?
The Bullying is physical, psychological and mistread verbal of a person.

What can we do to stop Bullying?
* Face to face
* Ignore them
* Talk to an adult
LET'S STOP THE BULLYING!

TOGETHER AGAINST BULLYING.

An inappropriate comment can affect the integrity of a person.
YOU HAVE TO HAVE EVIDENCE ABOUT ACTS OF BULLYING TO STOP.
Running Head: Social Values Reflections through Storytelling Use

STOP BULLYING

Protect yourself.

Privacy settings

Block and report

Get support from your friends

Saving videos/conversations

OUR VALUES

If you like this video, please subscribe to our channel.
Honesty

Do you try what to do is right?

Being sincere in both actions and words.
Doing what you know is right.
If I obey and report any illegal activities, I will be person honest.
If I am a coherent person, I will be a person for.
If I tell the truth, I will be sincere.