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Implementation of Storytelling and Songs as Source of Development of the Basic English
Components in 10th Grade Students at Bethlemitas Brighton High School in Pamplona: An
Action Research Design

July Andrea Villamizar Perez

University of Pamplona
Faculty of Education
Bachelor of Foreign Languages English-French
Integral Practicum
Pamplona 2020-2



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DEDICATORIA

Primero que todo, quiero darle gracias a Dios por permitirme llegar y guiarme hasta el final esta etapa de mi carrera para poder ejercer como una profesional. En segundo lugar, agradezco a mis padres Gladys Pérez y Helfin Villamizar, quienes me apoyaron en todo momento y siempre confiaron y estuvieron dispuestos a ayudarme a cumplir este sueño brindándome siempre la confianza y el ánimo para continuar y no caer durante el proceso. Así mismo, agradezco a mis hermanas Diana Carolina Villamizar y Francis Daniela Villamizar quienes me brindaban siempre las palabras necesarias para continuar este proceso hasta el día de hoy.

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ACREDITACIÓN INSTITUCIONAL CHAPTER I *Avanzamos... ¡Es nuestro objetivo!*



General Presentation of the Proposal

This following proposal is divided into six chapters: The first one is about the general presentation of the project in which it is found a brief summary of the process as a pre-service teacher in the Bethlemitas Brighton Institution.

The second chapter shows a presentation of the relevant aspects of the observation that allowed to develop the project: administrative, pedagogical, technology, population, among others.

Then, the third one consists of the pedagogical component in which the main objective is to present the readers the steps the teachers implement to teach English class through virtual resources due to the actual situation of Covid-19, showing some pedagogical strategies used by teachers in Bethlemitas Brighton Institution in order to carried out a class.

Moreover, in the fourth chapter it is found the research component which allows us to know how the reflection process is carried out with the use of different tools taking into account that teaching English has to be in a virtual way, how is the process to allow data collection, and how that help to improve the process of learning English as a foreign language in students. This research allows us to recognize how the reflection system is carried out with the use of one-of-a-kind tools that allow data collection, and how that assist to improve the language in students.

On the other hand, the fifth chapter is the community outreach component, which is primarily based on the procedure that pre-service teachers that is used to train the English



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language in predominant school to catch college students interest about English, as overseas language, in this section it is established an outreach which is done students of primary second grade.

Finally, the last and sixth chapter provides the administrative component, which has the information about the institution in which this proposal has been inspired to be developed. In addition, it suggests the role of the trainer in the school and in the educational day supporting school students to create and function special events.

These six elements grant data how a teacher works in the school context, and additionally helps the pre- service teacher to be in the real school environment in the last stage of training.



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Introduction

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Education is a process of personal, cultural, social and work formation, for this reason it is important the transmission of knowledge in students no matter the conditions teachers must contribute to the learning and development of students.

Due to the current crisis generated by the pandemic established by the Covid-19, traditional teaching methods have been forced to use the technological tools to enable the necessary communication to continue providing the education service to the country's young people, from this point of view the development of new skills and methods to reduce the technological and communication gaps in the entire affected population has been fundamental, then it is necessary to establish new systems, activities and strategies from the integral teaching that allow to motivate the student to not only the attendance to the classes, but also to the active participation of the same one, then it is necessary to emphasize that not all the subjects have the same facilitating character for their teaching in a remote way and it is here where the teachers must generate the strategies adapted to catch the attention of the public in this case young students.

For this reason, due to the established virtuality, it is necessary to generate new mechanisms that allow the academic population to maintain their attention in the development of their school activities. For this study, the subject of foreign languages focused on English is used as a source for the development of new systems that facilitate the understanding of grammar, reading, vocabulary and listening through the use of grammar games that are easy to understand and the use of listening easy ways such as lyrics or subtitles with the objective of promoting the development of English language learning in young people in 10th grade of the institution.



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It is important to mention that the non-participant observation in Bethlemitas Brighton School help to look for different strategies of learning English in a virtual way due to the pandemic Covid-19, that is why the implementation of songs and storytelling can motivate students of 10th grade to be more interested in the class and participate being this a different way of acquire knowledge and practice the basic components of English language.

In the same way, children in primary can feel more motivated to learn English through virtual games that increase their participation and comfortability to talk in English while they learn vocabulary and practice their communication skills.



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Learning a second language is fundamental in the new technological and modern era. It is not only a matter of knowing grammatical structures, or having basic notions for the understanding of another language, but also of establishing one's own knowledge that allows the development of the second language as an alternative source of communication, from the academic point of view, the implementation of a second language within the academic curriculum is increasingly frequent, denoting the trend towards the use of a second language that allows the extension of communication alternatives and opens new perspectives of work to the population. In this sense, schools have become the initial pillars for the development of second language skills and on which plan, and systems have been generated focused on the development of communication skills necessary for the use of a second language.

Due to the current conditions that the world is experiencing, providing education in a second language has become a challenge not only for the assigned teacher, but also for the students, therefore it is necessary to establish new models, measures and systems that allow to adequately stimulate the development of the necessary skills for the improvement in the use of a second language. Taking as a base the English language, it is necessary to establish new and better learning conditions that allow to overcome not only the traditional barrier but also to overcome the current conditions of isolation for the development, improvement and active participation in the learning of a second language.

The present analysis and development is born from the desire to contribute to the improvement and development of the basic English skills based on second language of the



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students of 10th grade of the institution Bethlemitas Brighton School of Pamplona. The idea of this project is to use storytelling and songs which have numerous unknown vocabulary that can help to improve the lexicon of the students, moreover these strategies can help to the improvement and development of the communicative skills taking into account that the students listen, read and learn how to pronounce words while they understand the meaning of those songs or stories.

Through the songs and storytelling activities the students develop their capacities of listening, reading, vocabulary and grammar considering that songs and stories provides new words and the students need to understand what these songs or stories want to communicate (Vega, 2010).

Moreover, Barrera (2010) assure that these strategies become resources which can help to increase the motivation and interest of students to learn a second language, talking about this the students of the institution can feel more security and autonomy to learn English seeing that it is a different way to increase their own knowledge in the new language.

On the other hand, considering that it is necessary to work in a virtual way due to the pandemic Covid-19, new strategies of virtual learning must be searched to increase the interest of students in the knowledge of English in primary, in this way the use of different technological tool must be used to share the knowledge in primary school in a dynamic and ludic way that catch the attention of children and at the same time contribute to their English skills.



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General objectives

- To implement the use of storytelling and songs as sources of development of basic communicative skills 10th grade students of the institution of Brighton Pamplona.
- To implement didactic virtual games to teach English in Second grades at Bethlemitas Brighton School.
- To analyze the pedagogical work in a real educational context.
- To integrate in the different administrative and extra-curricular activities in Bethlemitas Brighton Institution.



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General conclusions of the project

This project had the virtual strategies of implementation, it is due to the pandemic Covid-19. The pre-service teacher did not implement all the instruments for achieving the goals. However, in virtual classes the teacher adapted the project to the necessity of the students, that is why the pre-service teacher used other different virtual resources to poste the virtual material and workshops that students and participants had to work such as google drive, WhatsApp, Gmail.

The pre-service teacher also used other strategies to explain topics to the students do not have the opportunity to meet virtually, such as videos or audios explaining topics or activities to do.

Moreover, it was a difficult process taking into account that meeting was virtual and sometimes connection was not righteous, additionally time was not in off to do all the thought activities and applied the right instruments to collect the necessary information.



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CHAPTER II.

Institutional observation

In this section, it is found the information about the educational institution Bethlemitas Brighton in Pamplona in which was done the practicum stage as a pre-service teacher in the 7th, 10th and 11th grades, likewise the community outreach in primary with 2nd grade. On this wise, it is presented the important aspects of the institution, such as: the mission and vision, significant aspects of the coexistence manual topographical location, the educational authorities that represent the institution, the calendars, the distribution of the physical plant, the institutional educational project (IEP).

Topographical Brighton School's location

The institution Bethlemitas Brighton is located at str 4 N°6-84 in downtown area in Pamplona, Norte de Santander. On April 13, 1896, the first Bethlemitas Sisters arrived in Pamplona, and on the 17th of the same month they settled down and took care of the Institution under the name of "ASILO DE LA SAGRADA FAMILIA BRIGHTON". The school's foundation was officially known under the resolution N° 0011253 December 14th, 2004, which provided the community education in Pre-school.

Educative authorities

This educative institution is under the direction of the sister Flor Elba Torres Miranda. Additionally, there are two main school coordinators one in primary school Luz Dary Solano Villamizar and other in high school Maria Socorro Jauregui Torres and the psychologist Gladys



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Parada. The School Government in this educational establishment is composed of the following bodies: The managing board, with the participation of the community, educational, academic, and administrative orientation of the institution. The academic council, as a higher participation in the pedagogical orientation of the establishment. The principal, as representative of the establishment face to the educational authorities and he is the executive to make decisions in school government.

The representative bodies will be elected for annual periods; they must continue in their functions until they are replaced. On vacancy, its replacement will be chosen for the rest of the period. Educative Institutional Project - (EIP) The challenges of Globalization, including technological, scientific, social, and cultural advances, have led to a rediscovery and appreciation of the Bethlemitas education which are expressed in the following principles: The Bethlemitas education has as its main purpose the integral formation of students through a dynamic and coherent process, which develops all the potential at a personal, social and transcendent level and interdependence with the environment. The Bethlemitas education is based on the Christian anthropology that conceives the person as "being unique and unrepeatable". The academic education implies the use of reason, intelligence and appropriation of knowledge, conceptual rigor as well as the interaction between theory and practice: elements that Bethlemitas education invigorates from the curricular development so that students achieve the academic excellence.



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General Objective

- To guide the realization of various activities and / or actions within the framework of four components.

Specific Objectives

- To strengthen continuous improvement in each of the QMS processes aimed at seeking the satisfaction of parents and students as active and responsible members of society.
- To dynamize the educational vision of the institution through the pedagogical approach that allows students to achieve a technological, ecological, and inclusive, considering the dimensions, processes, performances, and competences.
- To strengthen the Pastoral Care of Human Development in each of its dimensions (corporal, communicative, sociopolitical, cognitive, aesthetic, affective, spiritual, and ethical) in accordance with the values of the Gospel.
- To determine the guidelines for making rational use of human resources, and economic for the well-being of the Educational Community.
- To establish the criteria for the adoption and implementation of the Pedagogical Holistic Model with the Collaborative, as well as the monitoring and evaluation of impact of this model.
- To make the Institutional Improvement Plan a tool that allows to improve the quality of education according to the needs and educational expectations of students.



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- To adequately manage conflict and participate in alternative solution to the problems that affect the environment and the educational community.
- To contribute to the construction of an inclusive, equitable, and just society peace.
- To strengthen continuous improvement in each of the GSC processes aimed at seeking the satisfaction of parents and students as active and responsible members of society.
- To train technical graduates in systems, in conjunction with the SENA to offer a greater possibility for entry into the world of work.
- To strengthen the conscience in the care of the environment to improve quality of life.
- To emphasize the formation of the students in the care and respect of public.

Institutional Horizon

Mission

We are an Educational Institution that in the light of the Bethlemitas philosophy seeks the participation, update, and the service in evangelization. We contribute to integral training providing education of quality, inclusive, based on ethical, scientific, technical, investigative, participatory, and environmental principles. We have the strength of God and the legacy of the Saint Founders, the policies of the state and the commitment of the educative community.

Vision

The Bethlemitas Educational Institution Brighton will be recognized in society as an entity with projection towards the leadership in educational innovation, investigative, pedagogical, and technical inclusive nature consolidated in its highly qualified training processes

people.



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The apostolic and educational legacy of our holy founders, strengthened by the norms emanating from the MEN and Secretary of Education strengthen our pedagogical practices building every day a quality education that leads to the dynamization of significant learning, based on the Holistic transformative model educating in love for service.

Principles and Foundations

Bethlemitas Brighton Educational Institution is based on excellence therefore its curriculum favors the right course of reason and intelligence: right judgment, knowledge, conceptual rigor, research, and artistic and cultural creation, as well as the interaction between theory and practice projecting in actions that strengthen the sensitivity, tenderness, affection, the commitment and solidarity with the neediest people.

Citizen education based on respect and love for the person and knowledge defense and promotion of human rights, commits to all members of the educational community in the formation of citizens honest, fair, democratic, supportive and peacebuilding. Education is part of a new global culture that favors defense and care of life in all its manifestations: the protection of environment the dignity and equality of people and the appreciation and respect for the cultural diversity of the peoples.

Bethlehem's institutional culture is strengthened by free, autonomous participation, reflective, critical, and democratic; the spiritual and professional human quality; the sense of belonging and the interaction between the different members of educational community expressed in the following principles:



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- The harmonious development of the person and integral human excellence.
- A solid academic and axiological quality
- Respect for difference and inclusion.
- Communion and construction of the social fabric.
- Institutional Identity.
- A ministry that has a positive impact on social transformation.
- Construction of justice, of a stable and lasting peace.
- Safeguarding human rights.
- Social projection from the knowledge of human values and applicability in diverse social spaces.
- Living the life testimony of our holy founders.
- Self-reflection, self-criticism within a social, political, and economic.
- Collaborative and cooperative work of the whole Educational Community.

Values

Following the example of Jesus Christ, Human-Christian values are assumed in the IEP and educational pastoral care is promoted:

LIFE, FAITH, LOVE, FREEDOM, JUSTICE, RESPECT, HONESTY, RESPONSIBILITY, DIGNITY, SOLIDARITY AND MERCY, SERVICE, FRIENDSHIP, TOLERANCE, SIMPLICITY, PEACE, FRATERNITY, REPARATION, EXCELLENCE.



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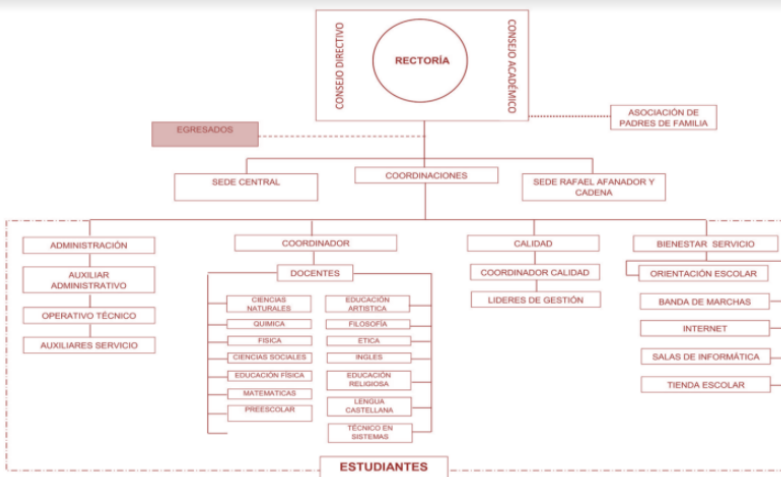


School Shield



**Institución Educativa
 Bethlemitas Brighthon**
 PAMPLONA

Organigram



The coexistence handbook

The coexistence handbook is a tool for the institution to determine rules, criteria, principles, and procedures to promote, to prevent, to monitor and to evaluate scholars. It guarantees and defends the human, sexual and reproductive rights of the educational population

to obtain a healthy coexistence



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Its principles are

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- ✓ Equality: recognition and appreciation of the others without distinction of ethnicity, sex, creed, age, sexual option, and social status.
- ✓ Equity: equitable participation among the genders, in the different activities that the Educational Institution develops.
- ✓ Democracy: Inclusion and participation of all members of the educational community, with equal conditions for making-decision.
- ✓ Dignity: recognition of human values as something inalienable to everyone.

Moreover, there are seven basic facts for social coexistence:

- Learn to take care of yourself.
- Do not attack the other
- Learn to communicate
- Learn to interact
- Learn to work in group
- Learn to take care of the environment
- Learn to value social knowledge.

Finally, we can find some aspects related to each chapter:

Chapter I. Generalities, justification, objectives, and legal basis

Chapter II. Philosophy and institutional symbols



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Chapter III. Obligations, duties, and responsibilities of the institution.

Chapter IV. Organizations of participation

Chapter V. Rules of personal hygiene and public health

Chapter VI. Student profile, rights and requirements of the students, stimuli for the students, procedures, and protocol

Chapter VII. Prevention, using and trafficking psychoactive substances, teenage pregnancy, and environment care.

Chapter VIII. Inclusion process

Chapter IX. Educational community, rights and parents' responsibilities, profile of graduates, rights, and requirements of graduates.

Chapter X. Rules for using laboratories, computer rooms, audio-visual, technical, artistic, and games room and chapel.

Institutional Policies

Inclusion policy:

The National Government's Education Revolution policy gives priority to education of vulnerable populations, and within them, those who present disability, that is why the Institution has the following inclusion policy, taking in account the resolution 2565 of 2003 " To welcome the student who is considered to be inclusion, assess it, request specialized diagnosis and in conjunction with managers, school counseling, teachers, parents, government agencies and



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others to make the respective curricular adaptations and others required by the student to achieve personal and academic fulfillment," and Decree 1421 of the 2017.

Physical distribution

The educational institution counts with two establishments; one of them is the main establishment located in the Brighton neighborhood where the primary school levels, from pre-scholar to fifth grade operate. In this establishment, every classroom has a Smart TV which is used for educational purposes, additionally, there are specific bathrooms for each academic level: for 1st, 2nd, 3rd, 4th 5th grade students and one for teachers. Likewise, regarding the secondary school headquarter, where the 6th, 7th, 8th, 9th, 10th and 11th grades operate, there are also a Smart TV for each classroom, however there are no specific bathrooms for the academic levels, except for the teachers. In the second establishment where the sixth to eleventh grades operate, they have different spaces in which they enjoy. This section has a sports center for students, in addition, there is a cafeteria that is open from the first hour of the day, there is a school chapel, a spacious library, a classroom adapted for teaching English and there is a computer room. There are two playgrounds, in which students can enjoy their leisure time.

Secondary and Technical Mean Values

Bethlemitas Brighton School, in its desire to teach and inculcate values in students proposes to work a monthly value that is linked to the holistic model of the institution; for this reason, the order in which these values are established per month is as follows: in February, faith; March, strength; April, goodness; May, authenticity; June, self-realization; July, Dialogue; August, reparation; September, comprehension; October, Critical sense; November, Compassion. It



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should be mentioned that English teachers must present these monthly values in English, and it is also presented in Spanish.

Schedule activities September

SEPTIEMBRE 2020				
Lu.	Ma.	Mi.	Ju.	Vi.
	1 VALOR: LA COMPRENSION ENTREGA GUIA DE REPASO 1	2 9:00 a.m. REUNION ADMINISTRATIVOS 2:00 ENTREGA KIT DEL PAE 2:30 p.m. ACTIVIDAD HOLISTICA.	3 8:00 REUNION VIRTUAL DIRECTIVAS. M.E.N. 2:30 p.m. ENCUENTRO DIRECTIVA CON S.E.D.	4 ENCUENTRO CON CRISTO GRADOS SEGUNDOS
7 2:30 P.M. CITACION PREVENTIVA DOCENTES -DOCENTES TITULARES. PADRES DE FAMILIA.	8 CUMPLEAÑOS DE LA NIÑA MARIA.	9 REUNION DE REPRESENTANTES PADRES DE FAMILIA PROGRAMA FACEBOOK LIVE	10 REUNION REPRESENTANTES DE GRUPO	11 ENCUENTRO CON CRISTO DECIMO 01 - 02 2:30 p.m. ENCUENTRO CON CRISTO PRIMEROS. ENTREGA DE SEGUIMIENTO TRABAJO EN CASA.
14 SEMANA DE REPASO 2:30 JORNADA PEDAGOGICA CONSEJO ACADEMICO	15 SEMANA DE REPASO 2:00 p.m. ENTREGA KIT DEL PAE.	16 SEMANA DE REPASO CONSEJO DIRECTIVO. PROGRAMA FACEBOOK LIVE	17 SEMANA DE REPASO 9:00 REUNION DOCENTES UTILIZACION DEL TIEMPO LIBRE.	18 SEMANA DE REPASO ENCUENTRO CON CRISTO GRADO ONCE
21 PRUEBAS ACUMULATIVAS 4:00 P.M. ESCUELA DE PADRES SECUNDARIA 6:00 p.m. ESCUELA DE PADRES	22 PRUEBAS ACUMULATIVAS ENTREGA GUIA 1 DEL 4TO. PERIODO 4:00 p.m. ESCUELA DE PADRES PRIMARIA 6:00 P.M. ESCUELA DE PADRE	23 PRUEBAS ACUMULATIVAS PROGRAMA FACEBOOK LIVE	24 PRUEBAS ACUMULATIVAS	25 PRUEBAS ACUMULATIVAS DIA DE REPARACION - JESUS AMIGO QUE NUNCA FALLA. CELEBRACION AMOR Y AMISTAD. FINALIZACION TERCER PERIODO ENTREGA DE SEGUIMIENTO TRABAJO EN CASA
28. INICIO 4TO. PERIOD. 2:30 p.m. CELEBRACION AMOR Y AMISTAD COMUNIDAD EDUCATIVA.	29 9:00 a.m. REUNION DOCENTES LEARNIG ENGLISH	30. 9:00 a.m. REUNION DOCENTES FERIA MICROEMPRESARIAL PROGRAMA FACEBOOK LIVE	1. LANZAMIENTO DEL VALOR: SENTIDO CRITICO. TALEN SHOW PRIMARIA	2. TALENT SHOW SECUNDARIA. ENCUENTRO CON CRISTO NOVENO 0-1 Y 02 RECESO ESTUDIANTIL.

Schedule English class

Teacher: Genis Emilse Dario Gomez

TABLE 1 SCHEDULE CLASS

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30		English 9	English 6	English 7	
8:30			English 9	English 11	English 10
9:30	English 7	English 10	English 9	English 11	
10:30	English 7	English 10	English 11		English 6
11:30					English 6



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Key pedagogical aspects observed



Taking into account two weeks of observation at the Bethlemitas Brighton institution in the 7th, 10th and 11th grades and with the aim of knowing how the classes are developed by the teacher Genis Dario which is the teacher in charge of these grades and what was her teaching method. The teacher uses different strategies to teach English to students, and also she implements the outstanding book, as a support material in the class, in addition, she uses a lecture book as a strategy to learn vocabulary and to have a good development of reading in each grade.

Students' behavior

It was observed that the students have a good behavior, specially 10th grade, the meetings are done virtually in the platform Microsoft teams. The students payed attention to all that the teacher said, even they ask about the topic which was the present continuous in affirmative, negative and interrogative form, also it is evident that the teacher solved the doubts of the students and used different exercises giving participation to all the students so that there was a better and clear knowledge of the subject.



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CHAPTER III.

Pedagogical Component

Implementation of Storytelling and Songs as Source of Development of the Basic Components of English in 10th Grade Students at Bethlemitas Brighton High School in Pamplona: An Action Research Design

Introduction

One of the main challenges at present for any teacher and student is the ability to properly assimilate the vocabulary and sounds related to the pronunciation of words and terms of a second language, from this point of view under normal conditions these activities are reinforced within the classroom by applying practical methodologies such as the use of listening, conversations and group grammar practices for the improvement and increase of these skills. However, under the new social context in which we live applying these work methodologies do not guarantee the adequate development for the improvement of these skills, it is at this point where it becomes necessary to generate new strategies and the use of better tools that allow for the management of the growth of basic listening skills, listening and writing in people who are starting their career to learn a second language or who are already learning a second language (Segura, 2011).

Taking into account this factor is just and necessary in the first instance to develop new strategies according to the new reality caused by the irruption of the covid-19 which has brought



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the modification of the academic system and the style of classes from a classroom system to a virtual mode.

Therefore, according to Nuñez (2009), it is necessary to adjust the method and form of English language teaching to allow students to acquire the necessary knowledge, for this reason in this project it is put it into practice in an efficient way through the use of songs and storytelling.



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Considering the observations which were carried out during two weeks at the Bethlemitas Brighton School in Pamplona, it is possible to notice that students need to reinforce their knowledge's and need to improve their level English established by the Ministry of Education in Colombia.

Moreover, it is observed that the students of 10 grade at Brighton need motivation to continue their learning in the foreign language taking into account also the real situation of Covid-19 we are living. The students learn in a mechanic way following the instructions and exercises of a book which is fulfill of activities that took place at home; also, during the virtual meetings it is just a feedback or explanation about the topic of the classes; for this reason, students have a perspective of English that can be very bored because they are working just in the grammar and structures competence presented in the book.

Zainol, Pour-Mohammadi, & Balbir (2011), establish in their study about “The effectiveness of using songs in Youtube to improve vocabulary competence among upper secondary school studies”, that the effects of this strategy are positives on the participant’s vocabulary competence, they went through the process of social interactions and discussions with their peers, in other words, the participants have more possibilities to work in an autonomous way the target language using songs in YouTube to increase their own vocabulary competence among, so, with proper planning and song selections, students are able to learn more new words effectively.



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In the same way, storytelling contributes to the basic components of students specially in the vocabulary, listening, grammar, reading and speaking taking into account that this strategy improves the learners' classroom activities and the quality of speaking performance. This method of learning also improves the learners' comprehension.

That is why the aim of this proposal is to continue working with the study book and reading book because it is required in the institution by adding storytelling and songs, and thus allow students to express themselves freely without fear of error, in addition, these strategies involve interactive classes.

Guiding questions

- ✓ Is it possible to improve basic English language communication skills using storytelling and songs in a digital learning environment?
- How the implementation of storytelling and songs can help to develop the basic English components in 10th grade student at the Bethlemitas Brighton?
- How songs and storytelling can motivate students to participate actively in the classroom?



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This paper focuses on presenting alternatives for the use of digital tools that allow the development of the basic skills (listening, writing, vocabulary, grammar) through the use of songs and storytelling in digital environments, this is due to the recent educational crisis generated by the irruption of covid-19 which forced the use of digital and virtual environments and spaces for the continuity of classes remotely, guaranteeing in this way the continuity of the academic development of the students of the institution, likewise it is necessary to clarify that the use of the digital tools allows to support the development of other cognitive abilities not only those related to the use of the language.

For the development of this project, a series of stories and songs are carried out to increase the knowledge of students in the different English components, specially vocabulary and the capacity to communicate understanding the different stories and songs. Moreover, these activities are developed in a virtual way where students work at home doing different kind of activities that then we share in the meetings, at the same time during the meetings the students work and share ideas with the teacher and their classmates.

On the other hand, it is known that the learning of a language should be in a quiet environment and similar to the process of learning the mother language because this is in an unconscious process and requires multiple strategies that help the student to train in a real context (Hernandez, 2015), for this reason numerous didactic activities will be presented to do this process of learning more motivating and enjoyable.



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General objective

- To implement storytelling and songs as a source of development of basic English components and skills such as grammar, vocabulary, listening and writing in the 10th grade students of the Bethlemitas Brighton Institution in Pamplona, Norte de Santander.

Specific objectives

- To motivate 10th grade students to participate actively in the classroom through stories and songs.
- To develop activities of narrative and listening that allow to improve their basic components and skills in the use of English as a second language.
- To attend the needs of improvement and development of a second language for the population belonging to the academic institution focused on the use of ICT tools 10th grade.
- To encourage the population belonging to the academic institution to develop and improve the basic components and skills in the English language based on the development of storytelling and songs as an auxiliary tool to provide such improvement.



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Storytelling

Storytelling is one of the traditional forms par excellence for the transmission of knowledge in all the different cultures worldwide, it is not recognized in the educative scope through the times it has gained importance for the motivation, use and improvement of the communication skills of those who are exposed to them and it is where authors such as Cassady (1990) mentions that Storytelling "is a form of spoken art that favors the means of preservation and transmission of ideas, images, motives and even emotions".

That is to say that the narrative, interpretation and drama of narrated stories or storytelling can positively influence the development of the skills of the participants who are users of these is at this point where the mixture of the diverse characteristics of narrative transform the use of this linguistic tool as a facilitating system to improve the understanding of a topic and that allows the development of factors such as creativity and imagination. Barrera (2010) states that storytelling story telling uses “meaningful learning” as students learn new vocabulary and grammatical structures from vocabulary and grammatical structures already known and in the meaningful context provided by the story, likewise, the students can listen the stories taking into advantage their improvement of communication skills.

Components and phases of storytelling:

1. Message:

It is the main factor of the narrative that indicates the main motive or ideas to be



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Story: the story and the message that will be transmitted.

Telling: the way that message is presented.

2. *Atmosphere:*

It refers to the exact place where the story is represented or comes to life. A better representation of the story will allow the development of skills such as imagination and creativity.

3. *Character or characters:*

Is or are the direct participants of the story, usually are those who suffer the transformation during the transmission of the narrated work and are those who learn the positive lesson or transmit the desired teaching.

4. *Conflict*

The problem situation that captures the attention of the public is usually of a dramatic nature with great emotional qualities to attract the desire to be part of the narrative.

Storytelling involves several phases for the execution, according to Philips (1997) the task should be inside their abilities: it needs to be achievable but at the same time sufficiently stimulating for them to feel satisfied with their work (p.5).

Therefore, these elements and the phases associated with the development of the story must be properly interwoven to generate the transmission of appropriate information and teachings to the public.



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Music

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The music from its origins, has been transformed into a natural character of the man has accompanied it directly from his origins and nowadays it has been transformed into a fundamental component inside our life, focusing it directly to the point of view of the teaching of a language we can find in its application improvements associated to:

Songs

Songs play an important role in early language development. They represent a flexible resource which allows teachers to use and adapt them in a variety of ways so as to suit the needs of their learners. It is basically the teachers who decide what or how to change the song, and it is always welcomed by the learners. In addition, we think that when students continuously repeat the same words, they easily learn new vocabulary and it contributes to improving their oral expression (Duarte, Tinjacá & Olivares, 2011).

Moreover, songs are a motivational way to explain English topics because students can feel more encouraged to participate individually. Teachers also need to vary the group dynamics and, in this way, support the development of social interaction within a group of learners (Delibegovic & Pejic, 2016). In order to maintain positive motivation, these techniques should be planned in advance for each lesson. Motivation of young foreign language learners needs to be built gradually, making sure that the target structures are introduced in an easily attainable order. For this reason, songs serve as a perfect medium for achieving motivation. By using songs, students can get the feeling of success on an individual level, but also as being part of a group.



In this part, there is presented previous studies carried out based on the implementation of storytelling and music to improve English basic skills.

Storytelling as A Tool for Teaching a Foreign Language:

There are several factors that motivate and allow a correct adoption of a second language, among which are the educational motivations of students or people, but it is also necessary to use external stimuli to improve these factors and motivate from the teacher-student point of view the learning relationship focused through the use of storytelling as a natural source of teaching.

So it is valid to make this context based on the fact that the learning of a second language does not only take place in a classroom, but also the experiences and real interactions of the users allow a development of the language in question, which is directly linked to the user's own motivation.

At this point it is valid to reaffirm the concept of motivation as the main factor for the desire to learn a second language. According to Solana (1993), motivation is what makes an individual act and behave in a certain way, considering it then as a combination of intellectual, psychological, and physiological processes. Gardner (1983), for example, states that "Motivation is a set of factors that includes the desire to achieve a goal, the effort directed at that achievement, and the reinforcement associated with the act of learning. Thus, taking into account the motivation, it is also necessary to relate this factor with the personal and academic



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development of the affected subject, thus determining that factors such as anxiety, motivation and self-confidence are fundamental at the time of learning.

However, it is necessary to establish that the subject's own condition is not always a guarantee for the development of the necessary skills for language learning and it is at this point where the teacher must provide the necessary assistance for the development of new strategies that allow the development not only of the factors mentioned above but also the desire for knowledge of a second language. It is at this point that storytelling functions as a bridge or link between the different worlds, since the application of the same allows:

- The use of contextualized and easy to understand vocabulary.
- Allows you to practice pronunciation and knowledge of word sounds.
- Encourages creativity and imagination.
- Focuses on group participation.
- Allows you to improve the development of the basic components of English.
- Multiple diversity of topics to teach.

The digital story:

It is the natural evolution of narrative applied to the context of the modern era according to (Xu, Park, & Baek, 2011). It is an art that is both personal and educational and the process of building a digital narrative can be difficult to define because it is not based on a single formula, and this is basically because the narrative arises from the personal vision, from how the creator is personally involved with the information and the story (Davidson & Porter, 2005). In the



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educational field. It is an art that allows students of all ages to enjoy the assembly of a multimedia product to share a story (Microsoft Corporation, 2010).

For Gregori (2007), the Digital Storytelling takes its structure and elements from the traditional storytelling, but it has considerably enriched its format, presentation and mode of distribution, with the inclusion of multimedia technology, which has increased its pragmatic dimension, therefore the use of digital stories allows the development of the key themes associated with storytelling with the application of technological tools.

Songs to improve English skills

Based on Duarte, Tinjaca & Carrero (2011) Songs are an integral part of everyday teaching practices. The combination of curricular activities with music not only allows students to learn voice, but also grammar; students, among other oral communication skills, can also internalize new vocabulary, improve pronunciation, and improve modulation. Besides, by exploring activities related to the songs, they can learn new vocabulary and appreciate the use of grammar objects in a real context.

Therefore, Surakarta (2017) assure in his research that English songs can increase the ability to listen, since songs can be media to boost the ability to listen. When anyone learns English, they should understand listening skills, since listening is one of the skills they need to understand when learning English. Listening to English songs will add vocabulary, enhance pronunciation and make listening skills understandable, and there is a way to develop listening skills. It is possible to acquire vocabulary since people generally listen individuals and it can introduce new vocabulary. Improving pronunciation can be obtained since the singer is usually



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native speaker of English when listening to English song, and they can pronounce English well. So that people can use the song in English to boost their ability.

An efficient method for learning vocabulary and developing pronunciation is using songs to learn English. In the teaching and learning of English language, songs should be introduced because it can allow amazing improvements in the language that students not only remember the meaning, but can also correctly pronounce and spell the words and phrases, it is what suggest Setia, Rahim, Sekharan & Mohd (2012) in their research “English Songs as Means of Aiding Students’ Proficiency Development”. Moreover, the findings in their study from the survey indicate that when songs are implemented in this initial research, students are interested and motivated to develop their level of English proficiency. Songs provide the students more comfortable and conducive learning experience and as a result, the students are more excited to use songs to learn English (Setia, Rahim, Sekharan & Mohd, 2012).



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To implement the use of songs and digital storytelling, the project was carried out in 3 residual phases. For the first phase, an analysis of the skills of students with the aim of measuring the levels of attention and their percentage of knowledge of English, evaluating their basic levels; after that, the evaluation phase, in which storytelling was used as the basic source of development of the skills; later, and finally questions were carried out to measure the satisfaction of the participants.

The present investigation was made in the students of degree 10 of the educational institution Bethlemitas Brighton, during the period of time of September to November of the present year, also tools like observations and questionnaires were used for the analysis of data and the development of evaluations to measure the initial and final yields when applying the present investigative work.

Research methodology

This study is a qualitative research design that seeks to explain how a teacher works in a real environment and to present multiple scenarios that can be perceived in an educational institution as pre-service teachers. Qualitative data collection is more than simply determining whether you are going to track or interview people. This method of gathering qualitative data comprises five phases. You need to classify the participants and locations, obtain access, decide the data types to be collected, establish ways of data collection, and ethically administer the process. Thus it helps us to connect with people and can also make significant use of all the

attitudes, relationships and perceptions that they can give us such as experiences, understandings, among others (Creswell, 2002).



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Furthermore, this study adopted an action research style. "Action researchers explore a practical issue in order to develop a solution to a problem." according to Creswell, J., (2002) Therefore, action study designs are structured procedures carried out people in an educational environment to collect information on the ways in which their specific educational setting works, their teaching, and ultimately strengthen them. It means that action research helps teachers to gather knowledge during the process of research in learning and teaching.

That is why this proposal includes an action research about the implementation of storytelling and songs as source of development of the basic English components in 10th grade students at Bethlemitas Brighton High School in Pamplona.

Participants

The participants of this study are five students of Bethlemitas Brighton School from 10 grade. They are around 14-16 years. Those students have a normal A2 English level, but they participate actively in class. The students belong to the Bethlemitas Brighton educational institution from Pamplona, Norte de Santander.



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Instruments

Instruments in this action research it is remarkable, then to define the data collection instruments that would be use as the way of gathering the data. Hence, the data collection instruments were:

Non-participant Observation



This instrument is selected since interaction with care- givers and children may influence behaviors (Williams, 2008). It allows to unobtrusively observe caregiver mediation of books: how caregivers choose books and read books with their children. (Williams, 2008). For this project two non-participant observations were carried out with the aim at identifying the atmosphere of the class.

Participant observation

Participant observation is a qualitative method with roots in traditional ethnographic research, whose objective is to help researchers learn the perspectives held by study populations. The researcher not only observes the research participants, but also actively engages in the activities of the research. (T. J., Gill, M. J., Stenger, S., Gill, D. J.,2017)

Questionnaire

Creswell, J. (2012) states that the questionnaire is a data collection instrument during the development of the study. It is composed of a series of questions that seek to elicit responses from

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participants where they can express their own views, describe situations, events and report on certain experiences that link the questions to the main research topic.

As researcher this instrument helps to collect descriptive and own information of the participants about their opinions of using storytelling and songs to develop and improve their abilities and skills in English in an anonymous way so as not to prevent free opinion.

Journals

According to Tuval-Mashiach R. (2017) states that self-reflective journals is a strategy that can facilitate reflexivity, thanks to this instrument the researchers can examine “personal assumptions and goals” and clarify “individual belief systems and subjectivities”. The pre-service teacher uses journals as an instrument to observe the relevant aspects in the class. This instrument offers the opportunity to write down all the facts that are consider important and necessities for the research.

Interview

Interview is an important data gathering technique involving verbal communication between the researcher and the subject. Interviews are commonly used in survey designs and in exploratory and descriptive studies. (Check & Schutt, 2012, p. 160).

Data analysis

Pre-service teachers can use a special approach to evaluate data in this process. Keeping in mind that the instructor understands the intent of the project, it is used the method of inductive analysis.



Hatch (2002) affirms that inductive analysis of data "consists of organizing the specific pieces of evidence in order to find relationships between them in order to arrive at analytical frameworks and generalization, which enables those phenomena under study to give meaning." Using this form of data analysis, the researcher underlines the relevant aspects of each instrument in this word, and use it to create those codes in order to create a potential outcome of the study.

Chronogram of instruments

TABLE 2 CHRONOGRAM OF INSTRUMENS

INSTRUMENT/ WEEK	1	2	3	4	5	6	7	8	9	10	11
<i>Non- Participant observation</i>	X	X									
<i>Participant observation</i>			X	X	X	X	X	X	X	X	
<i>Journals</i>	X	X	X	X	X	X	X	X	X	X	
<i>Questionnaire</i>										X	
<i>Interview</i>											X

Taking into consideration the lack of time and knowing that sometimes participants could not participate through virtual channels, these resources mentioned before the pre-service teacher did not introduce the interviews, and there were several activities planned of other subjects that students could not do related to the project.



The intervention as preservice-teacher at Bethlemitas Brighton School started on 12 September with the non-participant observation in which it was possible to see the way how the students worked and the strategies for learning English. Due to the recent situation of pandemic Covid-19, the tasks and activities for achieving the goals of the project were difficult to execute. Nevertheless, the pre-service teacher generated some activities to be introduced in the future by other teachers in a virtual network way or either inside the classroom. The teacher intended tasks followed the pedagogical methodology for exercises implementing songs or storytelling's.

On 26 September, it started the fourth period with the students, that day was the first intervention and class with the students, taking into account that the corresponding grades were 7°, 10° and 11°.

Therefore, considering that this project is focused in 10th grade students, this is the schedule in which the study was guided and took into account to develop the activities. In the schedule it is possible to see in purple the days and hours in which the was applied this project. In blue the extra hours to teach English to students of 7th grade and 11th grade.

TABLE 3 ENGLISH CLASSES BRIGHTON SCHOOL

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30		English 9	English 6	English 7	
8:30			English 9	English 11	English 10
9:30	English 7	English 10	English 9	English 11	

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10:30	English 7	English 10	English 11		English 6	
11:30					English 6	

It is relevant to say that the project was not created in its entirety since the time to develop it correctly was short, moreover it is taking into account the administrative extra activities and even the lack of Internet connection in some cases of participants about the implementation of storytelling and songs as a learning method to improve student basic English components and skills. In total, five workshops were planned to be implemented during the process of learning using these strategies: three were about storytelling and two were about songs in a virtual way, and the findings would be evaluated accordingly.

It is important to say that during this four period working with the students, it was worked the unit 4 of the book “Understanding” which contains 4 lessons and at the end the students have a review guide.

Moreover, while the developing of activities about this project centered in applying storytelling and song to improve the basic components of English in 10th grade students, it is relevant to highlight that time was not in off to develop all the activities planned taking into account that students must follow joining the project with the topics and school methodology, introducing activities about this project in the guides and having time to implement different kind of the project activities during the hours taking into account that not all the students can join the virtual classes.

The main idea of developing the project was to implement stories and songs during the meeting classes, due to connection problems and time it was necessary to change the idea and



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introduce it in the guides students must work at home. Taking it into considerations, it result being a great idea because students work in an autonomous way the exercises of storytelling, therefore, songs were worked during the time of meeting. In the same way, we worked in the time meeting the final activity in the guide of students of storytelling, but students must enter by themselves to the webpage and see the story in their computer due to the bad Internet connection.

The steps for the methodology of storytelling in the project were: In the first instance the teacher added it as a final activity of the guide, students must see, listen and reflect about the stories. First of all, students must listen a first time and look for the unknown words to better understand the stories, then they did different activities such as reflections using mixed conditionals, different ending for the stories, and sentences using mixed conditional taking into account the story watched.

Storytelling methodology

Then, in the first workshop and activity related to this project was included in the first guide of the fourth period, in this part as final activity student should watch a story called “Fisherman and His Wife”, it was added the link of the story which also had the subtitles to better understand the story, after seeing the story students must look for the unknown words and their meaning, then they had to write a reflection about this story in 10-15 lines, at the end of this reflection they must write what was the learning that this story left them.

In the second workshop and activity of the project that was included in the second guide of the fourth period, students should look for the unknown words and search their meaning in Spanish, then taking into account the story which was called “Pandora’s box” and create five sentences using mixed conditionals.



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On the other hand, taking into account the storytelling seen and having explained to the students what a comic is, the students had to create a comic in which they had to tell a story invented using the English conditionals, and at least one sentence in the third conditional. For this, the students had one hour in which it was divided in thirty minutes for the teacher to explain the platform in which the comic had to be made and another half hour for the students to create the comic and after finishing it, send it to the Gmail of Bethlemitas Brighton institution in which all the work was handled.

Finally, in the third workshop and activity related to the project and that was also included in the guide, students should listen the story “Three Headed Beast Story”, with this story, students must look for some unknown words in a word search, then they must create a different ending for this story in 10 lines but using the at least two mixed conditionals. It is important to say that in this last activity that was adapted in the guide was also developed during a virtual meeting with students, it was played the video but due to the bad connection students must enter to the link and watch and listen it by themselves during the section, after that the student worked in writing the different ending and sent this immediately when the meeting was finished. Therefore, the students that could not connected in this section, make the same work because it was included in the guide, while the other students advanced the work by carrying it out at the meeting.

Songs methodology

On the other hand, the steps for the methodology of songs in the project were: First of all, the teacher played a first time the song using at the same time the lyrics and telling students to write the unknown word they listened, in a second time teacher explain what is the meaning of



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these words doing also a game to better learn the words. Finally, teacher played again the song and students work on the song creating sentences, reflections and expressing their ideas about the song related with the seen topic of the book, conditionals (zero, first, second and third) and mixed conditionals.

In the first section worked with the first song: Students must listen the song “IF” by Red hot chili papers, taking into account that it was a meeting of one hour and Initially we were talking about the notes taken, we lost a little time and the time to perform the activity was short, so the teacher sent the link of the song to the students and highlighted the unknown words to understand the song, in the same way the shared link had the lyrics of the song to make it easier to understand. Then, the students had to look for the mixed conditionals in the song and write what kind of conditionals they were, in the same way the participants had to write sentences about the song in the four different conditionals (zero, first, second and third).

In the second section in which was worked the second song was also a meeting of one hour, during this hour was worked the song “One more night” by marron 5, this song was closely related to the theme of the lesson being discussed, which was of strong feelings, the song also related strong feelings for which it was found convenient, during this meeting the students heard the song for the first time, after this the teacher shared with them the unknown words and then the song was played again to hear it again more clearly, Here the students had to first identify the strong emotions shown by the song and then they had to make five sentences using the words they found identifying the strong feelings of the song and at the same time using mixed conditionals. related very closely to the theme of the lesson being discussed, which was of strong feelings, the song also related strong feelings for which it was found convenient, during this

meeting the students heard the song for the first time, after this the teacher shared with them the



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unknown words and then the song was played again to hear it again more clearly, Here the students had to first identify the strong emotions shown by the song and then they had to make five sentences using the words they found identifying the strong feelings of the song and at the same time using mixed conditionals.

Chronogram Activities

TABLE 4 TABLE OF ACTIVITIES

DATE	TOPIC
22 September 2020	Class observation non-participant
29 September 2020	Conditionals (Zero, first and second) Third conditional (Affirmative form) First guide: Storytelling reflection “The fisherman and his wife”
02/10/20	Conditionals (Zero, first and second) affirmative, negative and interrogative form Song “IF-Red hot Chili Papers”
05-09 /10/20	<i>BREAK WEEK</i>
13/10/20	Review conditionals (Zero, first, second) Third conditional (affirmative, negative and interrogative form)
16/10/20	Second guide: Storytelling “Pandora’s box”(Mixed conditionals)T
20/10/20	Make a story comic using Third conditional
23/10/20	Review Third conditional (Affirmative, negative and interrogative form)



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	Lesson 3: Strong feelings! Song “one more time” make sentences using mixed conditionals and feelings showed by the song. <i>Avanzamos... ¡Es nuestro objetivo!</i>
27/10/20	Topic: Mixed conditionals.
30/10/20	Artistic, scientific, business and technician fair event.
06/11/20	Second guide: Storytelling “Three headed best”(Mixed conditionals)

Activities and pedagogical files

Taking into account that this project was focuses on teaching 10th grade students applying stories and songs to them, these are the different activities that were developed, these activities are related to work with storytelling and songs to learn vocabulary and as a source to improve the basic components of the English as a foreign language.

Moreover, in the google drive file it is found the pedagogical files that were created every two weeks, in total there were 4 pedagogical files, the first one was developing taking into account the first and second lesson of the book “Understanding 10 grade”, the second guide was based on the third lesson, and the third guide based on lesson four and a review part at the end with all the fourth period topics.

TABLE 5 WORKSHOPS

Date- Workshop/Activity	Description
Workshop/Activity #1	The first workshop in which it was applied the project was under the guide 1, in which the students should work at home. In the guide was incorporated a final exercise about a storytelling called “The fisherman and his wife”; in this activity the students must





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29/09/20	<p>watch the video and listen the story, then they must look for the unknown words and their meaning and finally create a reflection about it in 10 lines telling the teaching that story left them. The aim of this activity and the reason to be incorporated in the guide was that it was a better way to work on the stories taking into account that during the meetings in class we work on explanation and activities about the book topics so they could work the stories at home in a more relaxing and calm way. The idea of this activity was also to implement the grammar topic in the reflection (third conditional in English).</p> <p>Google drive link: https://drive.google.com/file/d/14t-BiNGy_LiF6F5g2ODfOFi0wx4f_xyI/view?usp=sharing</p>
Workshop/Activity #2 02/10/20	<p>In this second workshop, students worked with a song called “If-Red hot chili papers”. On Fridays, the 10th grade students have one hour of class, that’s why students worked on a song, during this hour the students listened the song all together, then share a workshop through google teams. The aim of this activity with the song was to look for the conditionals phrases that the song had and identify which conditionals contained the same, then they must create sentences using the 4 different conditionals (zero, first, second and third).</p> <p>Google drive link:</p> <p>https://drive.google.com/file/d/1aJCblluBrTHoCsU7NvIIUGzADxIZDVJn/view?usp=sharing</p>
Workshop/Activity #3 16/10/20	<p>During this week, students still had the guide 2, in this guide the students had to work in a storytelling called “Pandora’s box”, to follow the process of learning tenth topics, improve the basic components and knowledge of students, the aim of this activity was to look for the unknown words giving them their meanings, then create three sentences using the book topic (mixed conditionals) but taking into account the topic of the story. That’s mean, students must create sentences about the story using mixed conditional.</p> <p>Google drive link:</p> <p>https://drive.google.com/file/d/1MEbSyUcigyX9kDE3DPaFazl_rw7N28nG/view?usp=sharing</p>



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<p>Activity/workshop #4 20/10/20</p>	<p>The aim of this activity was that students applied their knowledge about conditionals (zero, first, second and third), the idea was to have this topic clear and review especially the third conditional, that is why the activity consisted on creating an online comic story about anything using the virtual tool makebeliefscomix.com. The students developed this activity during an hour of class, also it was explained the use of this page and they had to use imagination to create the story. Google drive link: https://drive.google.com/file/d/1ed_FUTTEHLmR2km64PBq_AZ5XH8LrdekW/view?usp=sharing</p>
<p>Workshop/activity #5 23/10/20</p>	<p>During this hour students worked in another song called “One more Time-Marron 5”, the idea was to link the book topics with the activity, in the lesson 2 students must work on strong feelings, that is why the students have to listen the song and write down the strong feelings the song promoted, additionally taking into account that feelings the students must create five sentences using mixed conditionals. Google drive link: https://drive.google.com/file/d/13U6nr5hkwer5VSoi-vo28RcZhFEENgmy/view?usp=sharing</p>
<p>Workshop/ activity #6 6/11/20</p>	<p>As a final activity about this project, 10th students must work in the final activity which was about a story called “ Three headed beast”, the aim of this last activity which was included in the third and last guide, was to look for the unknown words in a word search, then create a different ending for the story also taking into account the mixed conditionals which were learned during all the fourth period.</p>

Materials for the class

TABLE 6 MATERIALS FOR THE CLASS

MATERIAL	TOPIC
<p>Kahoot (https://kahoot.it/), YouTube song If (https://www.youtube.com/watch?v=gjapUUffGE4) slides about the topic</p>	<p>Third conditional</p>



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https://drive.google.com/file/d/1u7ELNkKCmLRfDk4RGVd4QyFmjIHmSpG.../view?usp=sharing	
YouTube storytelling https://www.youtube.com/watch?v=1_BS7UGKZEo&t=10s , slides to play https://drive.google.com/file/d/1aNAFyHyfbj9VDvN187HEQzM37asqSZNA/view?usp=sharing	Third conditional (affirmative, negative and interrogative form)
Makebeliefscomix.com (https://www.makebeliefscomix.com/), slides about third conditional https://drive.google.com/file/d/1sAOoX-H-in9yj2JqdUPSs3qQECwa4Lnm/view?usp=sharing .	Conditionals, we focused on third conditional
Youtube song (https://www.youtube.com/watch?v=fwK7ggA3-bU), slides https://drive.google.com/file/d/1YHoabGJGLET69XAk02nVfcbLQ_QksMdP/view?usp=sharing) and random name picker https://www.classtools.net/random-name-picker/84_MLZWEf	Review conditionals Mixed conditionals

Results

Through the implementation of the workshops and activities about storytelling and songs, students can acquire and contribute to the improvement of their basic components and skill in the English language. For this reason, it is important to implement the tasks following by different steps and with different kind of activities proposed for having an increase in English abilities in students. Besides, with these strategies of using stories and songs for teaching students stimulate their motivation and autonomous work while the students enjoy their English classes learning in a different way.

The steps proposed in the workshops allow students to practice specific vocabulary during all the class, moreover students can learn grammar while they practice listening and reading comprehension, also they practice the writing competence with the topics of the lessons,



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even in some cases in which the activities were doing in the virtual real meeting students could practice their English speaking in a different way than the traditional one.

These objectives motivate students to create great educational environments inside the classroom and thus they participate actively in the activities, at the same time students could English songs seem to be a simple, enjoyable way to practice various aspects of English competences.

Moreover, having worked with the 10th grade students during the 10 weeks and carrying out the project “Implementation of storytelling and songs to improve the basic components of the English in the Brighton School”, the study provides that storytelling and song can improve the basic components or skills of students especially focuses on learning vocabulary, listening and reading stories. Moreover, the students can listen the correct pronunciations of words and at the same time we, as teachers can create link between the songs and storytelling’s creating a better environment and different activities to students than can result more interesting for them and more enjoyable at the moment to practice English as a foreign language.

On the other hand, even if the environment in we are now, it means a virtual learning is a bit demotivating and some of the students do not show interest about doing the activities or participate, there are some of them that still feel interest to participate at the moment of doing different dynamic or ludic activities.

Furthermore, it can be seen that thought stories and songs students can work better at home, taking into account that the 10th grade students are teenagers, they feel a special interest by music and stories, that’s why working at home in these two as strategies to improve English skills can



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result more motivated and effective, because they take their time to see, listen and analyze the song or the story.

Conclusions

The purpose of this study is to implement storytelling and songs as a method to improve the basic components and skills of students in tenth grade where a lack of English learning and acquisition exists. Through these tasks, activities and workshops students display positive attitudes to the activities because it stimulates their participation.

Moreover, storytelling and songs have a huge influence on improving the ability of students to understand the texts they listen to. Teachers should use this opportunity in our modern world, where every has easy access to music, songs, stories, to enhance their classes and to have more attentive and more active students. Songs, stories and some worksheets can be prepared and implemented in EFL environments so that learners can access authentic resources.

By implementing storytelling and songs students accept it and feel interest about English class due to the fact they will feel involved in their classes, moreover, it helps to gain knowledge in all the competences and to develop their English skill because they are listening, reading and seeing the grammar competence, then according to the activities students can speak, write and practice the vocabulary.

It is therefore suggested that future teachers use storytelling and songs with an effective approach to achieve the objectives of this project, taking into account that the behavior and attitudes of learners are relevant during the teaching and learning phase. At the same time, it is important to understand that students need to learn in less stressed settings in which they can

actively engage in each class's proposed activities



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This pedagogical component aims to foster students' listening, reading and writing through stories and songs as a method to practice the basic components of English. It is a strategy in which students can participate actively, and they involve their physical responses inside the classroom.

Based on González (2009), in order to make learning enjoyable and meaningful for students, educators should choose the suitable approach and didactics. The use of stories and the ludic technique around them made the process of language learning meaningful and enjoyable. Students displayed a lot of enthusiasm for learning during the implementation of the lessons; first because they liked playing the games, and second, because the stories were attractive and interesting to them.

The introduction of the storytelling and songs workshops and activities added to the student activities guides and carried out during the meetings is planned with a proper order and clear technique that promotes basic skills and abilities such as listening, reading, writing and sometimes speaking of the participant while improving English learning motivation and interest.



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CHAPTER IV:

Research component

Introduction

The research on the same axis presented in the present project is focused on the identification of how storytelling and music can be used for the application and improvement of the basic components of English as a second language in the academic institution BETHLEMITAS BRIGHTON, therefore the present research work will have as function the analysis, understanding and development of the abilities in the students of 10th grade of the present institution.

It is also focused on a qualitative methodology and practices, highlighting the value of the research itself, hoping for a potential improvement on students and results to measure the impact of songs and storytelling in the new digital environment for the improvement of communication skills.

In this section, it is described how the process of data collection was and the procedures to do it in the correct way. Additionally, the personal point of view about the application and experiences or reflections of the pre-service teacher during all the process of implementation of songs and storytelling as a source to improve the basic components in 10th grade students in the Bethlehemitas Institution in Pamplona.



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Problem question

Some core aspects of the constitution of subjects are presumed at school, and they are seen as imprints, stable and unchanging characteristics that are part of identity and school culture for institutional life without doubt. The teacher risks being embedded in a logic of action that does not allow the pedagogical growth and regeneration of school culture when events occur without significant disruption. The lack of reflective practice does not contribute to the emergence of problematic situations; they are overlooked, invisible, these truths. Seen in this way, pedagogical practice is believed to create a barrier to the rise of new practices to produce transformations of thought and awareness to meet social needs from reproductive codes installed by teachers in a conventional making of cultural reproduction.

Because of this situation, which affects teachers to a greater or lesser degree, it is important for the teacher education process to inspire teachers in training, potential teachers, a critical and reflective spirit that helps to enhance their teaching practices, so that you in turn, are vital elements that influence and change their work and their future professional work.

Reflection is seen as a fundamental exercise for students doing their systematic practice in the case of the Degree in Foreign Languages at the University of Pamplona, and they assess themselves from a critical and positive look at their work in the role of teacher. To begin with the following questions are asked to direct this research:



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Is it possible to improve basic English language communication skills using storytelling and music in a digital learning environment?

Justification

This paper focuses on presenting alternatives for the use of digital tools that allow the development of communication skills (listening, writing, speaking) through the use of music and storytelling in digital environments, this is due to the recent educational crisis generated by the irruption of covid-19 which forced the use of digital and virtual environments and spaces for the continuity of classes remotely, guaranteeing in this way the continuity of the academic development of the students of the institution, likewise it is necessary to clarify that the use of the digital tools allows to support the development of other cognitive abilities not only those related to the use of the language.



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General objectives

- To meet the needs of improvement and development of a second language for the population belonging to the academic institution focused on the use of ICT tools for grade 10.
- To analyze the status of students in grade 10 in the handling of a second language (English)

Specific objectives

- Socialize requirements, exchange ideas and recommendations in order to follow their teaching style in the Brighton Institution, essentially inserted.
- Implement workshops to represent and build teaching units to direct pre-service teachers to reflect.
- Analyze the opinions of teachers and students on the job.



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There are several types of methodologies to conduct research associated with the field within which their approach can provide a range of associated results. It is also necessary to clearly identify the type of methodology suitable for this research, we can identify types and characteristics of research associated with:

1. Pure or theoretical research development of theories and research based on discovery functionality without regard to its application
2. Applied research: it is focused according to the objective to be achieved with this usually related to obtaining results or in the search to prove the effectiveness of methods, it is normally used for testing and development of drugs.
3. Research is focused on analyzing and investigating specific aspects of reality that have not yet been analyzed in depth.
4. Descriptive: the objective of this type of research is to provide a description of situations or elements.
5. Explanatory focuses: It tries to explain the causes and results of the phenomena or products.
6. Qualitative is based on obtaining non-quantifiable data in principle, based on observation.
7. Quantitative is based on the study and analysis of reality through different procedures based on measurement.



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8. Mixed: it is the research resulting from the combination of two or more associated research methodologies.

Research Methodology

For the present investigation it is developed by means of investigation applying qualitative methodology, additional of a practical component for the development of the proposed activities, the present investigation is made in the students of degree 10 of the educational institution Bethlemitas Brighton, during the period of time of September to November of the present year, also tools like the observations (non-participant and participant), journal experience as pre-service teacher and questionnaires were used for the analysis of data and the development of evaluations to measure the final yields when applying the present investigative work.

Chronogram

For the accomplishment of the present investigation the following structure of work appears, a phase of analysis of level of the basic components were made by means of the accomplishment of an examination of general English to evaluate the abilities of communication associated with the language, later and once reviewed the analyses the application of storytelling and songs in the following text:

During the first session the associated storytelling and songs is presented, 30 minutes of activity time, later evaluation of 30 minutes online by using the Google Forms platform, to measure the grammar associated with it and the listening skills of the participants. The session was started by listening to a general information for everyone and finally be evaluated online by



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using workshops and writing exercises to measure the grammar associated with it and the listening skills of the students.

The following was the expected work schedule with an estimated duration of 8 weeks of application once it is approved:

Table 7 First table of activities of the project

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
Surveys										
STORYTELLING										
SONGS										
FINAL TEST										
RESULTS										

The following was the work schedule with an estimated duration of 10 weeks of application:

TABLE 8 TABLE OF ACTIVITIES DONE OF THE PROJECT

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
Observations										
STORYTELLING										
SONGS										
FINAL TEST										
RESULTS										



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Self-observation:

It has as fundamental objective to direct the understudy instructor towards a claim viewpoint from their proficient action as educator; and from their part within the classroom and within the instructive community environment to which they have a place.

Class video recordings

To have proven of what educator understudies do within the classroom, will permit to reflect upon distinctive viewpoints within the outside languages teaching/learning handle that have been taken under consideration or not by the pre-service teacher in her/his reflection handle. These video recordings permit having an outside and useful see of their educational hones. In this prepare, practicum students got to record a lesson of themselves in arrange to analyze and reflect almost how was the method of educating.

Socialization role

This can be around how youth learn around values; rules; behaviors; states of mind or aptitudes focus on the overwhelming social culture within the political a temperate setting that they have a place. This part incorporates all the socialization forms in which the individuals of the school participate.

Educational role



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This part requires a community that incorporates life, law based cooperation, mental looking, discourse and learning. An instructive community that breaks down obstructions between school and society a social environment where they learn concepts, specialized devices and codes of the culture of mankind. As result of this dynamic interest a trade of implications, wishes and behaviors with their classmates and grown-ups (Vizcaino, 2010).

Population

The total population of this study is constituted by students of tenth semester, practitioners of the Program of Foreign Languages French-English of the University of Pamplona.

Institutional units linked to the Project

- Foreign Language Program
- Department of Languages and Communication
- Education Faculty

External institutions linked to the Project.

- Bethlemitas Brighton School

Methodology

The idea to implement this project was to create a new environment to students and make the classes in a different way, a way that is not monotonous and students feel interest for having the English classes.



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That is why it was necessary to start the classes with an explanation of topics, giving students participation and points for that, also with examples read by the same students to practice and correct prononciacion, after that work on some exercises to verify if the students understood or what are the common mistakes to be solved. The exercises are also companied by a dynamic game or exercise where students feel comfortable and they enjoy learning the topic.

Talking about the way to present and carry out my project, it is important to say that time is not in off to correctly carry out it, to apply storytelling in the guides where students can work at home in deep way where they can take their time to see, listen and search the new works and of course the story, in total there were three guides so these are three stories from YouTube in which students will work. Moreover, considering the songs, one hour was in off to work on this, the idea was to look for the unknown words and listen the song, heard the student's questions or doubts about the song and then work on a subject related with the song and the grammar topic, that's why it is important to look for adequate songs that complement the knowledge of students. The idea is to apply the grammar topics with the song chose while students feel interest to the song and can listen different rhythms then they can listen English music or song and learn about them with autonomy.

Chronogram data collection

TABLE 9 CHRONOGRAM DATA COLLECTION

INSTRUMENT/ WEEK	1	2	3	4	5	6	7	8	9	10	11
<i>Non- Participant observation</i>	X	X									



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<i>Participant observation</i>			X	X	X	X	X	X	X	X	
<i>Journals</i>	X	X	X	X	X	X	X	X	X	X	
<i>Questionnaire</i>										X	
<i>Interview</i>											X

Week reflections

TABLE 10 REFLECTIONS

WEEK	REFLECTION
WEEK 1 21 TO 25 SEPTEMBER	<p>During this week at Brighton College the students were on “TESTS”, it means week I did not have the opportunity to work or see the students as the tests were performed virtually from the school platform and only the tests. However, this week I focused on realizing the emerging plans for the 7, 10 and 11 and also the preparation of the guides of the 10th and 11th grades of the topics to be worked on during this fourth period, however the teacher told me that she would only need the ones from the first two weeks, they were sent and the necessary corrections were made to them. This the same week I also worked on the guidance of a student named Miguel who has special conditions and must work differently but I have not obtained corrections from this. On the other hand, I was talking with the second grade teachers with whom it was very difficult get communication since I didn't get an answer from the WhatsApp or the cell phone, just a teacher, with it I squared the classes and two second guides that were sent and duly corrected. During this week I was also able to have contact with the parents of the second year students who welcomed me and we were talking a bit about the participation of the students at the event that will be held on the "Talent show". During the process of making the guides, I did a lot of research on how to realize my project in a creative way and I was reading in a deeper way the studies research that resembled my own in order to conduct the week's classes that was approaching. I must also say that during this week I didn't have much communication with the supervisor anymore who was a little busy with student tests and grades, however I called to answer some questions about the guides and the emerging plans that were performed. I also told him that anything he needed help with, he should tell me to be able to help her.</p>





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	<p>As a reflection of this week, I must take into account that I lack more communication with the students which I hope to take this week in which we will work closer to them, since the last week I couldn't work very well with them or communicate much because of the tests.</p>
<p>WEEK 2 28 SEPTEMBER TO 03 OCTOBER</p>	<p>During this week we worked a lot, conducting workshops and preparing classes with students, it was a week in which the materials were prepared and the classes correctly taking into account the hours. Initially we worked with 10 grade in which we saw the subject that were the conditionals and doubts were clarified, also an exercise was made on a song to begin to put into practice the project that is being carried out. On the other hand, we also worked with 11th grade, with them we did a review and exercises on the subject that were synonyms, antonyms, homophones and homograms, the students worked during the class a guide which they had to send to be qualified, in this same meeting we reinforced topics seen and studied for the ICFES, thanks to the Helmer Pardo page we could work as ICFES test in which students also solved in class and sent the answers to be graded, after sending the answers were given some tips for these same tests, some tips to keep in mind along with the answers to the questions to have as guidance when solving the tests. In the same way, we worked with all the second grade students, with whom we developing the community outreach project, with the students we reviewed of present simple taking into account the affirmative, negative and interrogative form. In this class doubts about the subject and about the guide were also made known, to further reinforce the subject with students did online exercises in which all students participated and explained the subject more briefly so that everything would be clear, during the development of this class, we took into account the games and didactic and recreational materials such as slides, the hangman's game, and Kahoot. It should be noted that according to what was done during this class, good comments were given by the students' parents and by the teachers of the three seconds. This week was a week of hard work, what is great is that there was a greater communication with all students, i.e., 10th, 11th, and 2nd graders. In addition to this can already be noticed a better trust between all of us and I as a teacher in training I feel very confident at the moment of the classes, I feel comfortable. In the same way, I feel very well supported by my supervisor and the second grade teachers, I feel that we have a very good communication and that any doubt, comment and/or suggestion is welcome make known in the best way and taking into account their experiences in teaching English.</p>
<p>WEEK 3</p>	<p>Taking into account that this week the students were on vacation, I can say that it was a bit of a quiet week, in which I carried out the student</p>



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<p>05 TO 09 OCTOBER</p>	<p>guides and tried to advance the work by preparing the classes and carrying out the emerging plans of the classes.</p> <p><i>Avanzamos... ¡Es nuestro objetivo!</i></p> <p>This week I was also looking at various studies and reading to keep them in mind in my project as well as virtual materials that I could use for the implementation of my projects to the students, I was also thinking about different strategies that could help me make a more dynamic and different class so that the students would feel comfortable during the English class.</p> <p>This week, even though it was a week of recess, I always kept in touch with my supervisor who guided me and advised me on how to carry out the classes and how to reach the students taking into account that she knows them better. I feel that the relationship between my supervisor and I is very good as we have a very good communication.</p>
<p>WEEK 4 12 TO 16 OCTOBER</p>	<p>This week there were several activities in each course, with the seventh topics were addressed and the topics of the guide 2 were seen. In addition, doubts about guide number 1 were clarified. With the students of the 10th grade, workshops were held on my project in which songs were taken into account and work was done linking it with the class themes. This week having already reviewed the results of guide one and taking into account that several of the students did not work it completely and others did not deliver it the teacher Genis had to intervene very strongly, scolding them and advising them to perform them in order to finish the fourth period correctly, in this part I also intervened a little giving them my opinion and advice as students and teacher in training.</p> <p>With the students of 11 we continue working on the themes of the book and the ICFES drills. With the sophomore students we carried out an activity in which they used little colored papers taking into account that my connection didn't work very well.</p>
<p>WEEK 5 19 TO 23 OCTOBER</p>	<p>This week I was doing the last class guide, which also introduced a review workshop for the cumulative tests.</p> <p>At the same time, we had all the classes with all the courses, and it was a week in which we got a lot of grades with the students so we also had to grade and prepare classes for them.</p> <p>I can say that this week was a week of a lot of work in which several factors were also taken into account to prepare the students and the Talent Show event. Therefore, a lot of work was done with each one of the courses, we also went over topics in which we still had doubts or mistakes.</p> <p>With the second year students, different activities were taken into account and a review of the present simple was made, and we also saw vocabulary such as the months of the year and the days of the week.</p> <p>With the tenth grade students we also worked on a song taking into account my project and the union with the theme that we were seeing that are the conditionals, we continued working on this topic taking into</p>



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	<p>account that the book Understanding requires it and there were still doubts about it.</p> <p>With the students of 11, we have been working on ICFES and the Brown Helmer simulations to prepare them for these simulations. Personally, being that there is a little bit of saturation for the students as well as for me in terms of grades, since each class is graded and there are too many students, sometimes it is very tedious to grade, besides that many times the students feel frustrated to know that everything is a grade, they feel obliged to do activities that many times are not to their liking.</p>
<p>WEEK 6</p> <p>26 TO 30</p> <p>OCTOBER</p>	<p>This week was a cultural week in Bethlehem Brighton School, therefore, we continued working in the mornings and at night I was present at the activities that took place, Monday was the "Bicentennial Mother Incarnation Rosal", Tuesday was the "Festival of Values", Wednesday the "Talent show", Thursday "Dancing at home" and finally on Friday morning "the IX Microenterprise Fair", so we missed class with 10 grade from 8:30am to 9:30am.</p> <p>However, during this week we worked with the seventh graders in which I was as a companion, taking into account that the seventh grade course corresponds to my partner Carlos Vargas and me, we were dealing with the theme of "Object pronouns and Phrasal verbs" and we carried out a listening activity.</p> <p>On Tuesday I was in class with 10 grade for 2 hours in which we worked on the conditionals again taking into account that there are still doubts with the mime, we also dealt a little with the topic of mixed conditionals.</p> <p>On Wednesday morning I worked with 11th grade on an activity of Helmer Pardo as a preparation for ICFES, on Thursday with the same grade I dealt with the topic of USED TO, of which there was an explanation and an activity, and during the second hour I took a test of Helmer Pardo. On Friday, taking into account the cultural activity of the school, I participated in it and was aware of the participation of the students.</p> <p>On the other hand, I worked on Thursday afternoon with the second grade students, in which we dealt with the subject of the Present continuous, we played and learned verbs, it was a very dynamic class and many expressed that they liked it.</p> <p>Personally, I feel that it was a very good week, full of work and planning of classes, also taking into account that apart from I have to make classes to all these grades, each class must get a note which must be qualified, this is also a little tedious considering the amount of students I have, however it is done in a responsible way.</p>
<p>WEEK 7</p>	<p>During these week, students did a review about all the topics, it was worked with seventh, tenth and eleventh grade. We worked in the same topics and with eleventh grade we worked on Helmer Pardo to continue with the preparation for the ICFES.</p>

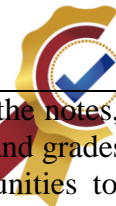


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<p>02 TO 06 NOVEMBER</p>	<p>This week also was to prepare and have ready all the notes, I worked on califications and the organization of the dates and grades to all the students, we wrote them and gave them opportunities to send the assessments they did not have.</p> <p>I also worked on grading the third guides for the last fourth period.</p>
<p>WEEK 8 09 TO 13 NOVEMBER</p>	<p>During this week I was checking very well the notes of the students, I insisted the students for the notes and wrote in each WhatsApp group asking the students the notes in all my correspondent grades: Second, seventh, tenth and eleventh.</p> <p>I corrected the final fourth period exam on Monday and finally it was also applied during that week by the platform webcolegios.</p>
<p>WEEK 9 16 TO 20 NOVEMBER</p>	<p>This week was a little bit tedious for me, because I was checking grades all time to upload it in the platform, taking into account that I have many grades (second, seven, tenth and eleventh), I felt pressured because there were a lot of grades in each grade and still some students were sending grades and asking for their califications. Moreover, I was sitting all afternoon and evening with my supervisor to upload notes in the platform, we were all week from Monday to Friday. On Friday, I have an important meeting of working with my boss then I had to leave the teacher, when I told her she felt upset. That was a bad moment for me because she told me many things like that she was disappointed in me and all this made me feel a little sad and more frustrated, when I arrived home after the meeting she did not answer my messages, I told her that I was sorry because of that, because she finished that work alone, but she was with a bad attitude toward me. That week, we also knew which students lost the course and which one have to do a recovery.</p>
<p>WEEK 10 23 TO 27 NOVEMBER</p>	<p>I think this week I was free to finish my project, but unfortunately teacher told me that these week was to do classes too, I was confused and talked with the teacher, students would not enter to the meeting because they already knew they passed to the next course, then teacher agreed with me, that is why I created some online activities for each grade to practice all that they saw during the fourth period.</p> <p>On the other hand, I created a guide for a seventh grade student who had to recovery to pass to the next course.</p> <p>Finally, during this week I was also working on my project, trying to collect the necessary information to finish it, unfortunately it was hard to contact the students to interview them, then I created a questionnaire to know their perspectives about their participation in the project.</p>



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At the beginning of the project, it was planned to do an interview with the participants to express their knowledge's and perspectives of stories and songs as a strategy to learn and improve their basic components and skill in English; having into account the lack of time and the situation of Covid 19, it was changed the strategy to collect this last information. Then, instead of carrying out an interview, it was done a questionnaire by google classroom, the idea of this questionnaire was that students express their experience participating in the study, it was done in an open way in which students could express openly and anonymously all their feelings and opinions about the project.

Results

In this component, the collection of the information had a critical part in pre-service teachers due to the reality professionals can express through their individual reflection their instructing encounters, additionally, they can progress their aptitudes in schools having a contact in genuine setting as educator.

First of all, there were implemented the observations to start the implementation of the project, the non-participant observation allowed the researcher to get an idea of how to implement the project and about the functionality and strategies used by the institution and the teacher in order to share the knowledge with the students, this non-participating observation had a duration of two weeks in which the pre-service teacher focused on the most relevant aspects of learning in the tenth grade in which this project was applied.



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Taking into account the process of this study, it was difficult to collect the information provided. Considering the time available to do the study, it was not in off time to do the activities planned, in the same way, it was necessary to change the final way to collect the information. In the first line, it was seen that interviews were the best way to know if the objectives were achieved, but it was relevant to use the questionnaire at the end of the study seeing that time was not in off and students were not available to answer the question in the interview form.

Finally, thanks to the journal it is seen in a better way the perspective of the pre-service teacher during her process as a researcher and the implementation of the project, in addition, in this instrument is also known the way the teacher work and her personal opinions about the activities in each work week in which are related not only the experiences in the implementation of the project with songs and stories in the tenth grades but also their other activities which were carried out in this process with the other courses such as seventh and eleventh and all their corresponding activities which were also important since the necessary time was taken to develop the exercises correctly for each grade.

Therefore, thanks to the collected date it was possible to identify that storytelling and songs can improve the basic components and skills in the participants of 10th grade, considering that their experiences and answers were positive to this strategy. Thus, students could improve in different ways their English such as listening, reading, writing and grammar aspects as well as their interest of English learning because they can use this method as an autonomous way to learn this second language in a different, ludic and more enjoyable form taking into account that the participants are conscious of the importance of English nowadays.



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This component is done with the aim to do a handle of reflection is made of the hone that's being carried out in an institution, it permits the specialist to think and analyze each viewpoint that has created and utilized in the classroom. Additionally, this permits the pre-service teacher to move forward a few of his methods and techniques to form a more reasonable space for understudies.

For this reason, the pre-service teacher must take after an exhaustive reflection prepare that makes a difference him to prepare as a capable professional in all areas. Within the first occasion, it is vital to reflect from the primary day in which he/she is part of the institution where he/she will create the proficient hones, since it could be a to begin with contact with a genuine setting of an institution along more teachers and understudies.

It is vital to say that reflection has made a difference the preparing of each teacher, since there are more individuals included and fascinated by knowing the emotions and dissatisfactions that some practitioners are living and this spurs each of them to take after the method of practice and preparing as a teacher.



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CHAPTER V:

Community Outreach Component

Didactic Virtual Games as Strategies to Learn Vocabulary in Second Grade Students of Brighton School

Introduction

In this chapter it is presented one of the headquarters of the Bethlemitas Bridgton School with the objective of adding the use of didactic games to teach English in second grade students in order to learn vocabulary and motivate students to learn English in a different and enjoyable way. Unfortunately, the pandemic Covid-19 does not help to do this project appropriately so it must be in the virtual way using technological resources but doing the learning of English more dynamic.

To learn a foreign language and communicate we must take into account all the linguistic skills, one of the most important aspect for communication is vocabulary because we need have a rich vocabulary to communicate with other people. That's why learning vocabulary plays an essential role when communication happens, this is due to vocabulary links to the four communicative competences, speaking, listening, reading, and writing all together. (Thanh and Thu, 2003).

This project aims at implementing didactic games in the virtual class as a strategy to teach elementary vocabulary to second grade students, then using a variety of games promotes



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the use of the language in different contexts before, during and after the activity (Wright, Betteridge, & Buckby, 2005).

Justification

This project will carry out didactic virtual games as a strategy to teach elementary English vocabulary, a method that allows the acquisition of new knowledge through ludic resources in an academic context.

This proposal proves how games can help teaching vocabulary also facilitating the students' interactive skills, likewise, providing a new educating and studying approach to inspire them to practice English as a target language. That's why the aim of this project pursuits to implement and analyze the influence of applying didactic games as a strategy in a school for learning elementary English vocabulary.



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Problem

In primary schools, the process of learning, the students know the importance of English in a passive way but there is sometimes a lack of interest to learn a new language considering that children can perceive the English class bored and even sometimes unnecessary; even learning vocabulary can become a process of just memorize words.

In Bethlemitas Brighton School located in Pamplona and taking into account the situation about Covid-19, teaching English can become tedious not only for these new conditions of learning a foreign language but also because there is only a teacher in charged in teaching not all the subject in the academic curriculum. For those reasons, this outreach project focuses mainly on the implementation of didactic virtual games as a strategy to teach elementary English vocabulary giving at the same time the students more possibilities to create abilities that are linked to the vocabulary acquisition process.



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Objectives

General objective

- To implement didactic virtual games to teach English vocabulary in Second grades at Bethlemitas Brighton School.

Specific objectives

- To use virtual games and strategies to practice English vocabulary
- To create eye-catching and colorful material to encourage children to practice English.

Questions

- ✓ How does the implementation of didactic virtual games help students to acquire new vocabulary?
- What are the best didactic virtual games to teach/learn vocabulary?
- What are the outcomes of using didactic virtual games to learn new vocabulary?



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To develop this project of outreach, the participants in this project are the students of second grade of Bethlemitas Brighton primary institution, the activities will be developed at Bethlemitas Brighton school in a virtual way.

Methodology

A set of activities will be conducted throughout this outreach project the second primary courses of the Bethlemitas Brighton School. The teacher will create these activities will guide to the students using different kind of virtual material.

It is relevant to highlight that the activities will be focus on the improvement of English vocabulary through didactic virtual games such as: puzzles, crosswords, word search, hangman, and other activities. A large part of the activities is also suggested by the teacher in charge of the course because these teacher uses different ways to teach English to the students in a way that they can feel motivation and interest for the language. The teacher tries also to create didactic material such us slides and use music to show the students the topics to learn and engage students with the learning. However, the teacher had a contact with students all the time to motivate them to continue this learning process.



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Pre-service intervention in Second grade as community outreach

The intervention as a preservice-teacher at Bethlemitas Brighton School in second grade primary stated on 08 October after the non-participant observation in which I could see the way how the teacher worked and the strategies for learning English.

The methodology used in primary to developed classes is a guide by week, during the four period we take into account different topics. There were five topics worksheets in total and one review worksheet.

Each week I have a meeting with students in which I explain the topic, teach new vocabulary and practice English pronunciation and topics taking into account didactic and dynamic strategies in which students feel motivated and excited on having the English class.



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To develop the worksheets and do the classes I had into account the following topics which are organized by the Bethlemitas Brighton Institution regarding the topics and abilities and taken from the CEFR (Common European framework for languages):

DERECHOS BASICOS DE APRENDIZAJE (D.B.A)	ESTANDARES	COMPONENTE / EJES TEMATICOS	DIMENSIONES	INDICADORES DE DESMPENO Y/O COMPETENCIAS	TRANSVERSALIDAD	CRITERIOS DE EVALUACION
Expresa ideas sencillas sobre temas estudiados, usando palabras y frases.	Reconocer cuando me hablan en inglés y reacciono de manera verbal y no verbal.	Vocabulario para repasar Cultura y celebraciones, Meses del año, Palabras pregunta.	COGNITIVA	CONCEPTUAL (Saber) Identifica palabras en inglés relacionadas con actividades culturales, celebraciones y tradiciones.	Educación en Participación Ciudadana. Promoción del Respeto a las diferencias culturales y trabaja fácilmente con sus compañeros aun cuando pertenezcan a culturas diferentes.	Se aplican distintos modelos de evaluación : - Evaluación Diagnostica - Auto-Evaluación - Co-Evaluación - Cualitativa - Cuantitativa
Comprende la secuencia de una historia corta y sencilla sobre temas familiares, y la cuenta nuevamente a partir de ilustraciones y palabras conocidas.	Recitar y cantar rimas, poemas y canciones que comprende, con ritmo y entonación adecuados.	Vocabulario relacionado con celebraciones. (candles, kite, cake, food, Sun, Moon, music, dance, parade, costume, music festival, go to churches, Visit religious monuments, etc.)	COMUNICATIVA	Identifica palabras que le permiten describir en inglés diferencias físicas entre diversas comunidades.	Educación Cívica. Promueve el Interés por preservar las tradiciones de las diversas comunidades en nuestro país. Se reconocen otras culturas con el principio de igualdad.	
Intercambia información personal como su nombre, edad y procedencia con compañeros y profesores, usando frases sencillas, siguiendo modelos provistos por el docente.	Copio o asocio el nombre de lugares y elementos que reconozco en una ilustración.	Palabra pregunta When.	AXIOLOGICA	PROCEDIMENTAL (Hacer) Elabora una lista en inglés con base en las tradiciones de los diversos grupos culturales.	Proyecto: Talent Show.	
Menciona aspectos culturales propios de su entorno, usando vocabulario y expresiones conocidas.	Participar activamente en juegos de palabras y rondas.	Celebraciones o festivales en Colombia. (Christmas, New Year, Easter / holy week, Flowers Festival, Barranquilla's Carnival, etc)	FORMATIVA	Expresa en inglés que le gusta y lo que no le gusta de los grupos estudiados.		
	Seguir la secuencia de una historia sencilla, a partir de imágenes.	Adjetivos (happy, excited, sad, etc.)	ESPIRITUAL	Describe en inglés imágenes, a través de palabras sencillas, contando lo que está sucediendo.		
		Meses y fechas (January – December, My birthday is in November.)		ACTITUDINAL (Ser) Respeta y valora las manifestaciones de los		

Activities and pedagogical files

Taking into account that my community outreach based on students of second grade taking into account dynamic virtual games to learn vocabulary and improve English skills, I focus on doing different kind of activities during each class, using different virtual material as well as games that are not virtual but that can help to do the classes more enjoyable and funnies.

Moreover, in the google drive file we can find the pedagogical files that are created every two weeks and which are worked one per week.



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The following table is the schedule I meet with students, in which we can find also the hour and estimated meeting time (2 hours).

TABLE 11 SCHEDULE SECOND GRADE ENGLISH CLASS

Hour/Day	Monday	Tuesday	Wednesday	Thursday	Friday
2:30					
3:30					
4:30					

In the first instant, we carried out an observation of the classroom to know the methodology, the knowledge and topics of the students. The first intervention in which I teach a class, all the meetings with the students we worked in the guides, explaining and teaching the vocabulary and grammar topics. During the meetings, I carried out different kind of dynamic virtual activities to motivate and create the interest of the students of learning english.

Talking about the guides, it is important to highlight that every two weeks the guides were sent out on time, in total there were 5 guides and a final review guide on all the topics of the fourth period.

In the following table, we will find a description of the classes with the google drive link about the guide topics we worked about.

TABLE 12 SECOND GRADE ACTIVITIES



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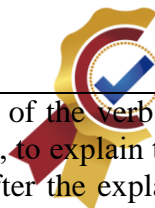


Date- Guide	Description
<p>Guide #1 08/10/20</p>	<p>This date started the first intervention with the students, students and teacher introduced themselves and did an activity to know us better. Moreover, in this class there was an explanation of the topic with some different activities about vocabulary. In this section we saw celebrations of the year and present simple. During this class, it was developed different kind of activities talking into account material as a slides and a Kahoot play which was good received and liked the students.</p> <p>Google drive link guide: https://drive.google.com/file/d/1NPNhSQ6RSA7S12TFmMn8B52ARW3FA2/view?usp=sharing</p>
<p>Guide #2 15/10/20</p>	<p>The aim of this meeting was to practice for a second time the present simple topic, the students learnt the months and days of the week through an activity with colors papers, the idea of these activity was to pronounce correctly and to know the order of them. Moreover, we focused on practice the WH taking into account the present simple to create the questions. For learning this, a game called “Get the start” was played, in which we selected different students to get a star which contained a questions about the seen topics, they answered and we clarified some doubts.</p> <p>Google drive link guide: https://drive.google.com/file/d/1Pt6fN5PYQ4DXj9jHJUYI8uNzsUJgWAJ/view?usp=sharing</p>
<p>Guide #3 22/10/20</p>	<p>Grading the number two guide, it was seen that there were different mistakes about the present simple tense, that is why it was decided to reinforce this topic using a better and dynamic methodology. First of all, students practice the Colombian celebrations, additionally they saw a video about emotions and adjectives to learn this vocabulary, after this, the final activity which consisted in answering fifteen different questions about the seen topics, in this part we used a random name picker in which were written the number from 1 to 15, this page selected one number then students were asked a question, they must respond it and had a point if the answer was correct. The idea of this activity was to do a review about all the topics we already had studied such as celebrations, WH, adjectives and present simple.</p> <p>Google drive link guide: https://drive.google.com/file/d/1q42OjLoHwzNLBnB4VjOw1Npf9e6L346/view?usp=sharing</p>
<p>Guide #4</p>	<p>Taking into account that children already have the present simple learnt, it was passed to the following grammar topic which was present continuous tense. The class started by reviewing some different verbs (walk, buy, wait, jump, paint, sing, listen, clean, eat, play, drink, smile, sit, drive, etc) in colorful papers. Then, it was played the game Simon’s says</p>





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29/10/20	<p>in which I said a verb and the students had to do the action of the verb. After that, we continued with the grammar topic "Present continuous tense", to explain this topic it was used slides with examples that students read, in addition, after the explanation a video about this topic was saw to have it more clear. After have seen the video about present continuous, the students must do a sentence taking into account the verbs already reviewed and using the present continuous, after some minutes there was an activity called "Charades", the students must interpret the sentence they wrote, and the classmates must guess what is the sentences, for example, she is eating, she is playing football, he is sleeping, he is listening to music, etc. This was an interesting activity because a lot of students participated and most of them used real tools.</p> <p>Google drive link guide:</p> <p>https://drive.google.com/file/d/1cNgyUfoML_pGUuQ8lxceHVRLc--GspRe/view?usp=sharing</p>
Guide #5	<p>It was not possible the meeting because of a section of parents and directors this afternoon.</p> <p>Google drive link guide:</p> <p>https://drive.google.com/file/d/1ZpwPjarP9VoqqIk4nJXe6khQaUN71kwu/view?usp=sharing</p>
05/22/20	<p>Google drive link review:</p> <p>https://drive.google.com/file/d/1ZL3lvFUwt9hmOrcQrrCznGlmsZrRhYk/view?usp=sharing</p>

Materials for the class

TABLE 13 SECOND GRADE MATERIALS

MATERIAL	TOPIC
Kahoot (https://kahoot.it/), slides.	Present simple Celebrations of the world
Colorful papers, slides exercise "Present simple" (https://drive.google.com/file/d/1noTtUJbktsg586JJWVh8vD1-d5eCzvoI/view?usp=sharing).	Days of the week Months of the year



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	Present simple
Random name picker (https://www.classtools.net/random-name-picker/index.php), Youtube video “Emotions and adjectives” (https://www.youtube.com/watch?v=eMOnyPxE_w8), Color papers, Slides “Topic explanation” (“Questions” (https://drive.google.com/file/d/1g3JG68CzcQARkfp9WIIaXZePTjYrSfx/view?usp=sharing))	Colombian’s celebrations Adjectives WH present simple
Slides “Present continuous tense” (https://drive.google.com/file/d/1SddL2jDrQpbGemvVKPDhEZVbc7p2rHie/view?usp=sharing).	Expressions of preference Present continuous tense

Conclusions

Considering that the second grade students are in an epoch in which they are very active and energetic and seeing the actual situation caused by Covid- 19 and virtual classes, it is important to create different kind of activities to maintain the students concentrated and interested in the classes. Each meeting is worked in a different way in which students feels happy and want to participate, during the classes some virtual recourses as Kahoot, games online and random name picker were used to catch the student’s attention.

On the other hand, some other games such as Simo’s says and charades were applying to increase the motivation and participation of students. It was seen during the meetings that these kind of activities make children happy and with a desire of participate even they do not care about mistakes; they want to be part of the classes.

Therefore, the pre-service teacher built up that the work done with the child populace within virtual classes has started to bear noteworthy comes about since the understudies start to utilize all the lexicon worked in the virtual classes and exercises. In turn, it is gathered that the work is being carried out legitimately since, both instructors and understudies, have been pending

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sessions and with the enthusiasm to memorize more. Moreover, the primary teachers and parents expresses their appreciation and its alleviation since the concern on the portion of the principal's considerations around the reality that they did not have sufficient English instructors in essential school to back the understudies amid this widespread of covid-19.

This widespread permitted to the pre-service teacher to be arranged in virtual classroom. This setting was a technique that teachers and students adjusted to proceed with the instructing and learning preparation.



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CHAPTER VI:

Administrative Component

Introduction

Bethlemitas Brighton is an educational institution located in Pamplona Norte de Santander, has the current legal permits to operate by the Ministry of National Education (MEN) and the Secretary of Education. The institution is governed by ethical and moral principles guided by its religious character, an over the years has stood out as a quality institution that educates children and young people of primary and secondary school leaving in them the apostolic legal of the parents founders.

The institution counts on the development and application of the different instruments and means that are restructured and updated annually, and that also guide the proper functioning of their processes, these are: The Manual of coexistence, the Institutional Educational Project and the Evaluation System, as well as a correct chronogram of activities that monthly guides the development of the processes institutional. Consequently, the principles that govern the relationships of all members of the educational community and that are stipulated in the Institutional coexistence is equality, equity, democracy, and dignity.

On the other hand, the great change implemented at the beginning of this year by consequence of the global pandemic by COVID-19 which has led the institution to an adaptation and a transition towards the use of technological means, all of which Restructuring and rethinking were satisfactorily addressed in the Manuals and corresponding documents.



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- Knowledge and appropriation of the institutional philosophy, principles, and values.
- Adaptation and recognition of the methodologies and institutional principles.
- Knowledge and exploration of the educational instruments, Manual of Coexistence, System of Evaluation and Educational Project in the Institute.
- Participation in the chronogram of programmed activities.
- Understanding of the institutional organization chart and follow-up of the regular process: teacher, head, coordinator, and rector.
- Adaptation to the changes and protocols established because of the global Pandemic by COVID-19.



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Methodology

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- Reading and appropriation of the main institutional instruments in force, Manual of Coexistence, Institutional Educational Project, and Evaluation System.
- Reading and understanding of the different updates to educational instruments because of the global pandemic by COVID-19.
- Knowledge of the different communications, minutes and circulars pertaining to the professional practices to be developed, to be up to date with current material.
- Knowledge and appropriation of the different technological means to be used as technological platforms, zoom, Microsoft Teams, WhatsApp, "e-mail, institutional web platform; as well as presential communication means such as "MULTITRABAJOS" stationery.
- Presentation and start of communication and relations with the different members of the educational community, rector, coordinator, headmaster and teachers.
- Presentation with the students, communication, participation and understanding of opinions, questions, and suggestions.
- Knowledge and participation of the calendar of activities to be developed during the school semester, as well as appropriation of them, that is, understanding what each of these activities is about and what their objectives are.



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Pre-service teacher responsibilities'

The instructor taken part effectively in numerous authoritative and scholastic exercises that were connected with the school. A few of the exercises were during the virtual classes that teacher had to require the duty with the understudies. Activities like evaluating quality tests, planning of worksheets, workshops, among others. Creation of frameworks and rubrics for reviewing the understudies and persuading them to proceed the learning process.

Schedule of Activities

TABLE 14 SCHEDULE ACTIVITIES SCHOOL

Activity	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
Reading and appropriation of Institutional Instruments	Yellow	Yellow	Yellow							
Update of Educational tools following pandemic COVID-19	Blue	Blue	Blue							
To know the different communications, minutes and circulars pertinent to the professional practices to be developed	Red	Red	Red							



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Appropriation of technological means and stationery									
Presentation with students, communication, participation and understanding of opinions, questions, and suggestions									
To know and participate of the calendar of activities to be developed during the school semester									

Students day

The student's day there were an online meeting in which all the members of the institution participate and connect.

Meetings english teacher

English teachers of Brighton school and pre-service english teacher had a meeting with teacher Mayeini of the University of Pamplona, in order to give feedbacks and prepare different kind of activities stipulated in the calendar of the institution such as the Talent Show.

Talent show



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All pre-service english teacher of Brighton School participated and contributed to the event “Talent Show” preparing the students and presenting them in their performances. In the same way, pre- service teachers were changed to create the video and introduce each Bethlemitas Brighton participant.

Conclusion

In this segment, the pre-service teacher realized that the errands to preserve the right working of an instructive institution are a few in arrange to have a harmonious environment.

Essentially, the professional recognized that students and directors in some cases did not recognize the give up that teachers must make to fulfill their obligations and regulation occasions and most precisely in this period where the covid-19 is influencing the instructive settings and populace. And talking almost this final figure, the specialist, much appreciated to the duality that it has as a coordinate and indirect on-screen character within the handle, realized that parents ought to get more included with their children since on the off chance that they don't do it themselves, at that point they will begin to fault instructors.



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