Enhancing the Speaking Skill by Mythical Stories in Sixth-Graders at the Institución Educativa Brighton Bethlemitas Pamplona, Norte de Santander Colombia: Action Research

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Table of Content

Chapter I 9

General Presentation 9

Introduction 9

Justification 10

Objectives 12

General Objective 12

Specific Objectives 12

Conclusions 12

Chapter II 14

Administrative Level 14

a. P.E.I of the Institution 14

Geographical Context 15

Mission 15

Vision 15

Philosophy 15

b. Educational Institution Organization chart 16

c. School Coexistence Students Handbook 16

d. School Journey 17

e. Institutional schedule and programming 17

Pedagogical Level 18

a. English Area Planning 18

a. Knowledge Of Available Pedagogical Resources 19

b. Syllabus 19

d. Teaching methodology in the Foreign Language Class 20

e. Modalities of Learning Accompaniment 20

f. Design of guides and materials 21

g. Basic Learning Rights in The Institution and Standards 21

h. Courses 21

i. Schedule 21

Technological Level of The Institution 22

a. Connectivity level 22

b. Access and Use of The Platforms 22

c. Description of The Digital Resources Used 23

Population Level and Subject Information 23

a. Number of students 23

b. Administrative staff 23

c. Parent Community 24

Chapter III 25

Introduction 25

Problem 26

Leading questions: 26

Justification 27

Objectives 27

General Objective: 27

Specific Objectives: 28

Theoretical framework 28
Speaking Skill 28
Sociocultural theory 29
Authentic Materials 31
Myths and their social function 31
Literature review 32
The use of Myths in Foreign Language Teaching 32
Theoretical Perspectives on Speaking. 34
Methodology Of the Implementation of The Pedagogical Proposal 35
Project-Based Learning 35
Communicative Approach 36
Proposed Activities 37
Research Methodology 40
Approach 41
Design 42
The population 43
The sample 43
Data collection instruments 43
Methodology of the Analysis 45
Results 49
Speaking Skill Enhance 50
Pronunciation. 51
Students' Perceptions of Their Speaking Abilities 55

Engagement with English Language Learning 57
Conclusions 61
Recommendations 62
Chapter IV 64
Introduction 64
Justification 65
Objectives 66
General Objective: 66
Specific Objectives: 66
Methodology 66
Conclusions 68
Recommendations 69
Chapter V 71
Intra-institutional Activities Component 71
Introduction 71
Justification 71
Objectives 72
General objective: 72
Specific Objectives: 72
Methodology 72
Conclusions 75
Chapter VI 76
Objective 76

Reflective approach 76

General Conclusions 77

References 79

Annexes 98

List of Figures

Figure 1 Organization chart of Bethlemitas Brighton Educational Institution ……16

Figure 2 Institutional Month Schedule For March ……17

Figure 3 The English Area Approach …..…….18

Figure 4 The Structure of a Productive Skill Class…….……...37

Figure 5 First Questionnaire Analysis Format ……..……....46

Figure 6 Averages Scores Form the Myths Speaking Skills Assessments 50

Figure 7 Percentage Of Confidence Related To Pronunciation In English 51

Figure 8 Spoken English Comprehension Graphic 52

Figure 9 Student 3 Chart From The Assessments In The Three Implementations 53

Figure 11 Confidence At Talking In English In Class 59

Figure 10 Participation Levels 60

List of Tables

Table 1 Supervisor Schedule for the English area 21

Table 2 Development and Collection of Data Chronogram 48

Table 3 Chronogram of Activities in Primary School 67

Table 4 Chronogram of activities programmed for the Educational Institution 73

List of Appendices

Appendix number 1: Workshop about the first myth 84

Appendix number 2: Workshop about the second myth implementation..... 86

Appendix number 3: Planner about the first pedagogical sequence 88

Appendix number 4: Planning of the second myth..... 89

Appendix 5 : Final implementation planning 90

Appendix number 6 : Interview Body 91

Appendix number 7: Reflective Journal 92

Appendix number 8 : First Questionary about the students' preferences for myths and other fantastic stories, as well as their perceptions of indigenous Colombian culture 92

Appendix number 9: Data Analysis..... 94

Appendix number 10: Second questionnaire about the students English-speaking skill perceptions 94

Appendix number 11: Second Questionnaire data analysis..... 95

Appendix number 12: Field with the Interview recordings and transcriptions 95

Appendix number 13: Interviews data Analysis..... 95

Appendix number 14: Data analysis speaking skill assessments..... 95

Appendix number 15: Worksheet Good morning..... 96

Appendix number 16: Good morning/ buenos días song..... 96

Appendix number 17: Finger Family..... 96

Appendix number 18: Colors, fruits and body parts worksheets..... 96

Appendix number 19: What is your favorite color? 96

Appendix number 20: Song Head shoulders Knees and toes 96

Appendix number 21: Class planning worksheets “I like I don’t like” 96

Appendix number 22: First 03 "I like I don’t like"..... 96

Appendix number 23: Preschool: " My Family members “..... 96

Appendix number 24: Class planning worksheets..... 96

Appendix number 25: First 03 "big and small, short and tall" 97

Appendix number 26: Worksheet fruits..... 97

Appendix number 27: Preschool: “Fruits are yummy”..... 97

Appendix number 28: worksheets sixth song 97

Appendix number 29: Preescholar song 97

Appendix number 30: Didactic material..... 97

Appendix number 31: Quality test first 03 97

Chapter I

General Presentation

As the main aspect to respect, once analyzed the context and a problematic presented in this document it is described the teaching-learning process carry out all along the Integrated practice as the last component in the Bachelor degree of foreign languages. In order to achieve the integral goals, this project is composed of three main components as described below:

Concerning the pedagogical and research component the Educational Institution this project is aimed to implement a strategy to enhance speaking skills in sixth-graders students at Bethlemitas Educational Institution in Pamplona, N.S. Colombia

Following with the Community outreach component, the project embraces primary school oriented to include and bring a positive impact in the community by means of the inclusion and equity.

Finally, the activities the institution require to implement as a complement of the teaching-learning process includes some tasks such as the support to the area supervisor, cultural activities, cross-cutting projects, among others, all these aspects are presented in the Intra-institutional Activities Component.

Introduction

Learning a second language can be a challenging task, particularly for young learners who may struggle with confidence and feel intimidated by the prospect of speaking in front of their peers. This is particularly evident in sixth-graders, who often have limited exposure to English outside of the classroom and may lack the confidence necessary to use the language in everyday situations. The low speaking skills of these students can have a significant impact on

their academic success and future prospects, as English is an increasingly important language in the globalized world.

Recognizing this challenge, through the use of mythical stories as a tool for language learning, this project provides an innovative and comprehensive approach that addresses the root causes of low speaking skills by building students' confidence and encouraging active participation and collaboration in the classroom.

The project includes a range of pedagogical and research components, outreach projects, and intra-institutional activities, all of which are designed to create a more engaging and interactive classroom environment. By fostering stronger relationships between teachers and students and creating opportunities for peer-to-peer interaction, the project aims to build a supportive and inclusive learning community that empowers young learners to take ownership of their language learning and succeed in the globalized world. Enhancing their English-speaking abilities and building their confidence, we believe that we can develop a better ambience for the students in the foreign language learning process and help them to achieve their potential.

Justification

This project aimed at enhancing the English-speaking skills of sixth-graders at the Institución Educativa Bethlemitas, Pamplona, N.S. Colombia. This project was designed to be a comprehensive and innovative approach to language learning that included a pedagogical and research component, an outreach project, and an intra-institutional one. By incorporating these three components, it was hoped to benefit the students but also to contribute to the wider community and supports the English area in the secondary school setting.

In the pedagogical and research component, it was used mythical stories as a tool to enhance students' English-speaking skills. It provided engaging and memorable content that is both fun and educational, creating a supportive and interactive classroom environment that encourages students to practice the English language and hoping to enhance the speaking abilities in the students.

Equally important, in the intra-institutional activities' component, some activities were developed as a pre service teacher by supporting the supervisor of this project. The activities that undertook this project were such as make accompany and maintain the discipline in the flag hoists, during the mass celebrations, reflections and also the accompaniment made each afternoon at the English room.

By combining these three components, it was developed a project that not only benefited the sixth-graders at the Bethlemitas Educational Institution both in the English area and in the part of accompaniment and maintenance of the discipline but in the primary school as well. On the other hand, myths are found to be an innovative method for enhancing speaking skills, the English language teachers could incorporate this strategy into their teaching methods to improve language learning outcomes. Moreover, learners could benefit from by improving their vocabulary skills and enhancing their overall language proficiency. The findings of this research project could contribute to the educational goals of the Institución Educativa Bethlemitas Brigthon, by providin quality education to its students by adopting innovative and effective teaching strategies.

Objectives

General Objective

To enhance the speaking skill with Colombian native mythical stories in sixth-graders at the Institución Educativa Bethlemitas of Pamplona, Norte de Santander, Colombia

Specific Objectives

To evaluate the effectiveness of using mythical stories as a tool to enhance the English-speaking skills of sixth-graders at the Bethlemitas Educational Institution of Pamplona, N.S. Colombia.

To contribute to the Educational Institution by supporting the English area in the primary school scenery.

To participate actively in the role as teacher by cooperating in the extra-activities the Institution attend.

Conclusions

Students perceived the inclusion of Colombian myths in their English classes as beneficial for their language learning. It expanded their vocabulary and enhanced their pronunciation skills. The use of myths raised their motivation and commitment to learning English, making the language learning process more engaging and dynamic. Moreover, myths have had a positive impact on their oral expression skills, boosting their comfort and confidence when speaking English. Overall, the integration of Colombian myths in English classes has proven to be a valuable strategy for enhancing students' cultural understanding, speaking skills, and interest in the English language. It offered opportunities for meaningful engagement and language acquisition, contributing to a more comprehensive and engaging learning experience.

Regarding the outreach component, the project effectively achieved the goal of creating a more captivating and enjoyable English learning environment for students in grades one 03 and transition 01 at the primary site. This accomplishment was made possible by the incorporation of music and songs during English classes. The use of call-and-response activities encouraged active participation among students, a vital aspect of the interactive learning approach. Through the implementation of engaging games, worksheets, and the audiovisual aid of children's songs, each class was effectively staged, ultimately fulfilling the objectives of enhancing the learning environment and boosting student motivation in English classes.

Finally in the intra-institutional component, the teacher's active involvement in extracurricular activities had a positive influence on her. Through these activities, she gained valuable firsthand experience of the everyday challenges faced by teachers in public institutions across the country. Additionally, it enabled her to acquire and apply effective strategies for maintaining discipline among students and fostering collaboration not only with her supervisor but also with other teachers in the school. Moreover, this aspect of the project significantly contributed to building stronger connections with the students. By participating in these activities, the teacher created additional opportunities for interaction, allowing the students to see a different side of her and establishing a sense of trust and confidence in their relationship.

Chapter II

Institutional Observation and Diagnostic Report

In this part of the project, it is presented a complete diagnosis that it was made to the institution where the project took place. In this way, four aspects were taken into consideration being the administrative level the first one, the pedagogical level a second, the institution's technology resources as the third one and finally it will be addressed the population and subject information.

Administrative Level

a. P.E.I of the Institution

On April 13, 1896, the first Bethlemitas group of Sisters arrived in Pamplona and took over an institution called "ASILO DE LA SAGRADA FAMILIA BRIGHTON," donated by Father Numa Julián Calderón. The institution aimed to provide apostolic and educational work for underprivileged girls and began with 20 orphans who were taught domestic skills as well as religious and intellectual instruction.

The first superior was Mother Concepción Rubiano. The name of the institution changed to the Sagrada Familia School, and in 1900, it started offering education in the first elementary school classes. The school expanded in 1953 to include primary, secondary, and technical secondary levels, with the construction of new classrooms and athletic facilities. Today, the Bethlemitas Brighton Educational Institution has two headquarters one for primary and the other setting is integrated with the technical secondary grades and are approved by the Ministry of Education with articulation with SENA in the Technical High School (10th and 11th).

Geographical Context

The Bethlemitas Brighton Educational Institution is located in the Norte de Santander Department, southeast of the urban perimeter of the city of Pamplona, in course 1 N³ 5-90, Barrio Brighton and the seat RAFAEL AFANADOR Y CADENA, course 4 No. 6 -84.

Mission

It is an Educational Institution that, in the light of the Bethlemitas Philosophy, seeks participation, actualization and service in evangelization. It contributes to integral formation by offering a quality and inclusive education, based on ethical, scientific, technical, research, environmental and participatory principles. It has the strength of God and the legacy of the Holy Founders, the policies of the State and the commitment of the educational community.

Vision

By 2030, the Bethlemitas Educational Institution Brighton aims to establish itself as a leading entity in education, research, pedagogical and technical innovation, and earn recognition from society. The institution will prioritize an inclusive and respectful environment for the public, and focus on comprehensive development to produce highly qualified individuals.

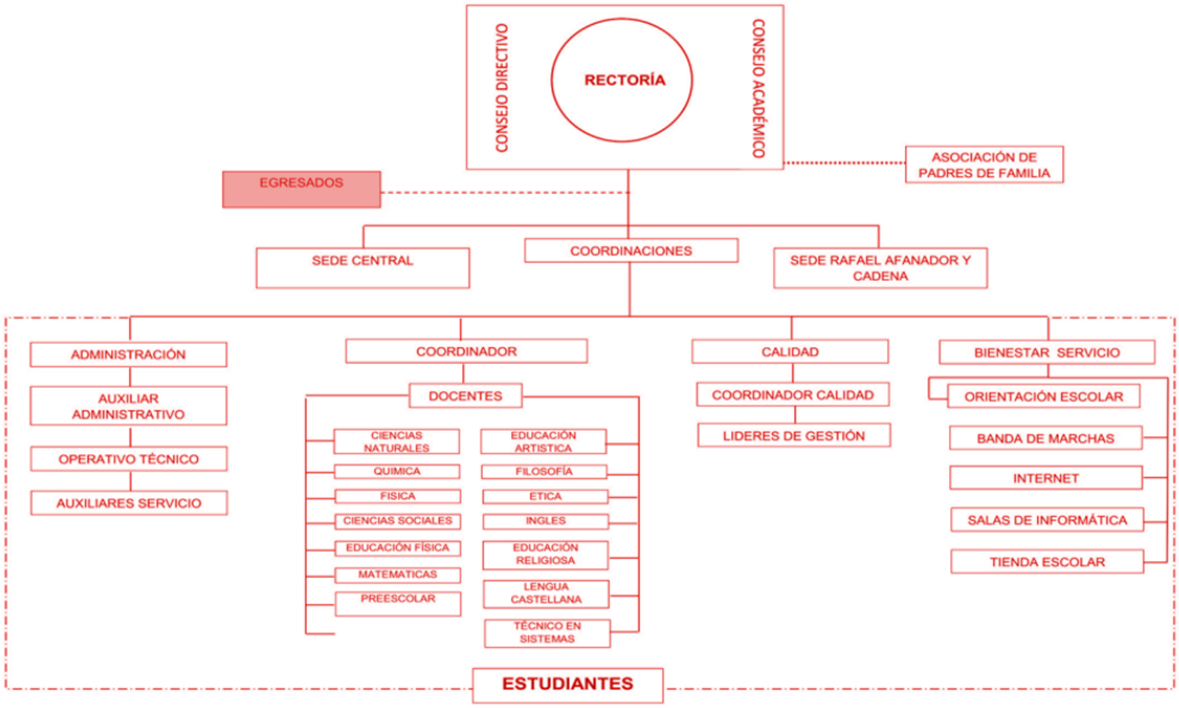
Philosophy

The educational and apostolic legacy left by our founders, combined with guidelines from MEN and the Secretariat of Education, bolsters our pedagogical methods to deliver a high-quality education that fosters meaningful learning. Our approach is based on a transformative holistic model that emphasizes educating individuals to love and serve others, helping to build a better society.

b. Educational Institution Organization chart

Figure 1

Organization chart of Bethlemitas Brighton Educational Institution



Note. This organization chart explains the structure of the Educational Institution and how it works efficiently.

c. School Coexistence Students Handbook

The Ministry of National Education has established educational policies in accordance with General Law 116/94 and Article 87, Articles 2, 3, 3.1, 4, and 4 of Decree 1075/15. These policies require educational institutions to have a regulation or students handbook, which outlines the rights and duties of students, families, and caregivers who sign the registration of representation of their children. Additionally, other laws and decrees such as Law 1620/2013, regulatory decree 1965, Law 1098/2006, Decree 2383/2015, and decisions of the Constitutional Court are complementary to these policies.

d. School Journey

The Bethlemitas Brighton Educational Institution starts its labors at 7:00 o'clock in the morning and has a schedule where six hours are divided into periods of time of 55 minutes each. The journey for the class (start and ends) is demarcated by the ringing of the school bell, which is managed by the School Coordinator. The institution students count on a thirty-minutes break from 10:00 a.m. to 10:30 a.m. Finally, the last hour goes from 12:10 p.m. to 01:00 p.m. at that time the labors finishes and everyone is free to go home. The Institution also counts on a headquarter dedicated just to the primary school where the classes start at 7:00 a.m. and finish at 12: 30 p.m.

e. Institutional schedule and programming

Figure 2

Institutional Month Schedule for March



Marzo 2023

VALOR: EQUIDAD

◄ Febrero | Abril ►

Do.	Lu.	Ma.	Mi.	Ju.	Vi.	Sá.
			1 IZADA DE BANDERA POSESION GOBIERNO ESCOLAR SECUNDARIA	2 IZADA DE BANDERA PRIMARIA CONSEJO DIRECTIVO	3 ENCUENTRO CON CRISTO QUINTO 01	4
5 EUCARISTIA FAMILIAR BETHLEMITA 10-02	6 CITACION PREVENTIVA CONSEJO DE DOCENTES	7 CITACION PREVENTIVA	8 Día Intl. de la Mujer CITACION PREVENTIVA	9 CITACION PREVENTIVA	10 ENCUENTRO CON CRISTO QUINTO 02 CITACION PREVENTIVA	11
12 EUCARISTIA FAMILIAR BETHLEMITA 5-01	13	14	15	16	17	18
19	20 Día de San José	21 ESTRATEGIAS DE REFUERZO	22 IZADA DE BANDERA Once 02 DÍA MUNDIAL DEL AGUA ESTRATEGIAS DE REFUERZO	23 IZADA DE BANDERA Transición y segundo 02 ESTRATEGIAS DE REFUERZO	24 ENCUENTRO CON CRISTO QUINTO 03 ESTRATEGIAS DE REFUERZO	25
26 EUCARISTIA FAMILIAR BETHLEMITA 5-02	27 PRUEBA DE CALIDAD MATEMATICAS CONSEJO DE DOCENTES COMITE DE CONVIVENCIA	28 PRUEBA DE CALIDAD LENGUAJE	29 PRUEBA DE CALIDAD INGLES	30 PRUEBA DE CALIDAD CIENCIAS NATURALES (INCLUYE QUIMICA Y FISICA) SIMULACRO ONCE GRADO	31 PREUBA DE CALIDAD CIENCIAS SOCIALES (FILOSOFIA) JEAN DAY	

Note. This chart contains the activities to carry out for the March month

Pedagogical Level

a. English Area Planning

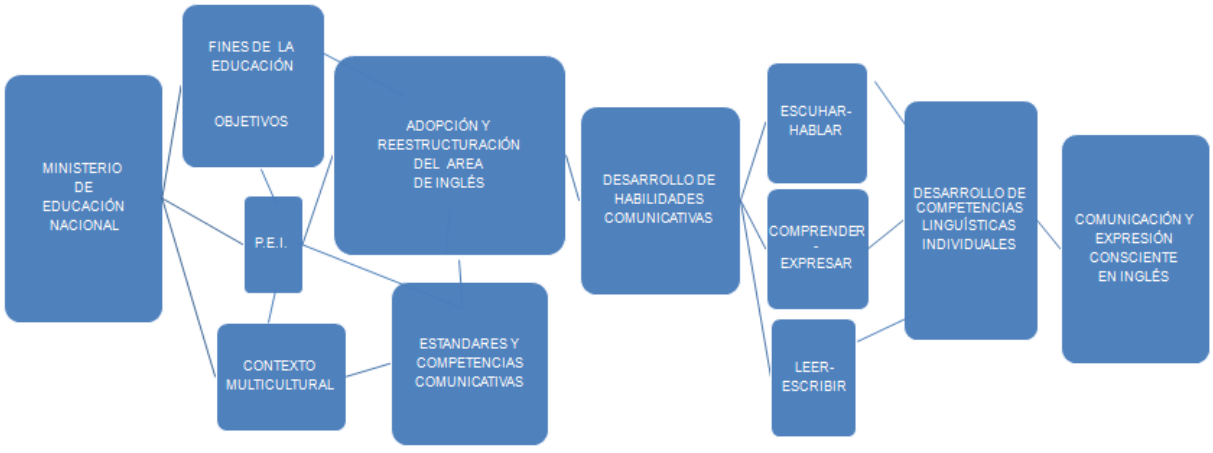
Learning a foreign language as English, is a highly valuable and facilitates knowledge and experience exchange with other countries whose official language is this. The English language curriculum is determined by the General Education Law, Law 115 of 1994, Decree 0230 of February 2002, the curricular guidelines of FOREIGN LANGUAGES, and the Basic Standards of English competencies based on the Common European Framework.

Therefore, the foreign language curriculum aims to develop communication skills with different languages' speakers, to relate knowledge, interpret the surrounding reality, and share ideas, feelings, and opinions. Learning a foreign language broadens intellectual horizons by providing access to cultural, scientific, and technological aspects communicated through English. The learning process should be planned to build on the student's mother tongue and take into account cognitive development to advance and increase complexity levels.

Approach.

Figure 3

The English Area Approach



Note: This figure explains the main points the teachers used to create the area planning, based mainly in the P.E.I., the context, the standards and the Education ministry.

a. Knowledge Of Available Pedagogical Resources

Bethlemitas Brighton Educational Institution has implemented a technical modality in their systems which has resulted in the computer equipment acquisition. This enables students to have access to various technological tools such as visual, auditory, audiovisual, text, and internet resources, as well as televisions, video, multimedia, video beam, digital board, recorders, and players. The institution has ensured that every classroom is equipped with televisions and video beams.

Talking specifically about the English area, there is a special classroom equipped with a television for presenting the audio-visual material, and each table contains a laptop for every student. Additionally, the educational institution has its own content management system based on the book "Light Up," which is a mandatory acquisition for every student. The teachers can access its digital presentation through their individual user accounts on the Pearson editorial platform. Furthermore, the teachers insist that students use a dictionary during each class.

b. Syllabus

The syllabus for the foreign language course was developed by two experienced professionals in the field, and it covers a comprehensive range of topics that students will study throughout the year. The syllabus is aligned with the educational standards for each grade level and is divided into four terms, with specific content for each period. The syllabus is structured in two parts: lexical objectives and grammatical objectives. For example, in the second term of the year, students will learn about everyday objects, colors, among others and other lexical items, as well as nouns (singular and plural), have got, and possessive case as grammatical topics.

d. Teaching methodology in the Foreign Language Class

The English course employs an eclectic communicative and holistic approach to teaching English as a foreign language, drawing on successful methodological practices from the past. This approach aims to foster the students' all-round development and enable them to communicate effectively in English. The course also provides a range of stimulating activities that cater to students' diverse preferences, learning styles, and needs, thereby motivating them to explore and unleash their potential. Two key elements of this approach are the cultivation of multiple intelligences and the use of learning strategies, which enhance and promote innovative approaches to learning English.

e. Modalities of Learning Accompaniment

The teacher manages their classes by following the activities outlined in the textbook. During their lessons, they use the whiteboard to explain the topics, with a particular emphasis on grammar. To do this, they follow the guide's explanations and ask students to write down the topic's characteristics in their personal notebooks. Once this is done, the teacher moves on to explaining the activities presented in the textbook.

After each grammar lesson, the teacher enhances learning by providing hands-on exercises such as interactive videos or online activities. These activities require students to arrange sentences and assess their comprehension by marking answers as correct or incorrect. It's worth noting that the teacher leverages the technological tools available in the classroom, such as video projectors, laptops, and other resources.

On the other hand, when they evaluate, they recognize the weaknesses from the students and do feedback, also, they prepare a language assessment remediation in order to bring new opportunities to the students that failed in the first attempt. Furthermore55, it is important to

mention that the English area is provided with an especial classroom that is equipped with laptops and a video beam where the students that want to reinforce their knowledge assist two hours in the afternoon and practice the topic addressed in the classroom.

f. Design of guides and materials

Bethlemitas Brighton School provides a variety of resources and physical materials, including the Light up English book. Classroom teachers reinforce lessons by conducting mechanization exercises using this book. They also supplement their classes by projecting slides and/or videos in the classroom.

g. Basic Learning Rights in The Institution and Standards

The Bethlemitas Educational Institution and the English Foreign Language Area base its guidelines in the Basic Learning Rights and Standards provided by the Ministry of national education and the "Colombia Bilingüe". This Program established the standards for every grade and Institution in the country. This document is allowed to the public by acceding to the web a searching for them (Estándares básicos de Competencias & derechos básicos de Aprendizaje)

h. Courses

Gennis Navarro Gomez is the teacher in charge of the sixth, seventh, and eighth grades at the Institution. In the sixth grade, she oversees three courses, while in the seventh and eighth grades, she has three and two courses under her responsibility

i. Schedule

Table 1

Supervisor S*chedule* for the English area

N°	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	07:15 a.m. – 08:10 a.m.	6-02	8-01	8-02	7-02	7-03

2	08:10 a.m. – 09:05 a.m.	6-02	Parents. Attn.	8-02	7-02	7-03
3	09:05 a.m.- 10:00 a.m.	6-01	7-03			Parents. Attn
Break	10:00 a.m.- 10:30 a.m.					
4	10:30 a.m.- 11:20 a.m.	6-01	7-02	6-01	7-01	8-02
5	11:20 a.m.- 12:10 p.m.		6-03	8-01	7-01	
6	12:10 p.m.- 01:00 p.m.	7-01	6-03	8-01	6-02	6-03

Note. In this chat is appreciated the organization and administration of the grades for the supervisor of the English area for the grades: sixth, seventh and eighth but considering the sixth-graders who were focus of this project.

Technological Level of The Institution

a. ***Connectivity level***

The Bethlemitas Brighton Institution counts on different Wi-Fi networks which provide internet connection to the whole space. These networks are around seven, besides there is a special one for the English Classroom and another for the Sena special room.

b. Access and Use of The Platforms

The school offers a platform that allows parents to keep track of their children's academic progress. This platform gives parents control over their child's performance by providing access to the notes and observations sent by the teacher in charge. The notes are updated weekly, allowing parents to monitor their child's progress closely.

c. Description of The Digital Resources Used

To enable digital resources in class, or in the case of the English language area, to facilitate the development of effective listening skills, every classroom in the Institution is equipped with a television. Teachers can share digital content with their students and play audio that they consider suitable for the class.

Population Level and Subject Information

a. Number of students

This Educational Institution has a student population of around 1,011. Each class has about 30 to 40 students. In this way, the sixth-graders this project was developed counts on 30 students.

- Gender.

The Educational Institution operates a mixed community, meaning that there are students, both men and women.

- Age.

Students in the Institution and specifically in the sixth grade have ages around 10 and 12 years old.

- Language level.

Based on the observation it's possible to mention that students in this grade have A1 level as per the CEFR.

b. Administrative staff

The personnel responsible for administrative tasks and specialized services should possess certain characteristics such as physical fitness, dedication, respect for the public, a love for nature, a spiritual outlook, and the ability to carry out their duties with proficiency. They are

three people in charge in the Institution: the administrative assistant, the technical operative and the service assistant.

c. Parent Community

The school has a parent-teacher association that is overseen by an executive committee. This committee appoints representatives for each class who are responsible for facilitating communication and engagement between parents, teachers, and students. These representatives play a key role in the students' educational process by providing mediation and promoting participation. Twice a year, the Parent Association meets to assess and discuss any issues that may arise within the school environment.

Chapter III: Pedagogical and Research Component

Enhancing the Speaking Skill with Colombian Native Mythical Stories in Sixth-Graders at the Institución Educativa Bethlemitas of Pamplona, Norte de Santander, Colombia

Introduction

Effective communication in various languages is essential for navigating different cultures and connecting with others. However, sixth-graders students at the Bethlemitas Educational Institution of Pamplona, N.S. Colombia are facing a challenge when it comes to speaking skills. Many students struggle with speaking fluently in English due to a lack of confidence and vocabulary. This can hinder their ability to communicate effectively and participate fully in class and social settings. In addition, the traditional approach to vocabulary acquisition has proven to be insufficient for many students, as they struggle to learn and retain new words. As a result, many students face difficulties in developing their speaking abilities.

In response to these issues, this project aims to enhance the speaking skills of sixth-grade students by means of a didactic approach to vocabulary acquisition using mythical stories. By incorporating mythical tales into the learning process, students will be able to engage with the material in a fun and interactive way, while also developing a deeper understanding of vocabulary and improving their speaking skills. The project is being conducted at the Bethlemitas Educational Institution of Pamplona, N.S. Colombia and is focus on sixth-grader students.

The goal of this project is to provide a solution to the problematic faced by sixth-graders students when it comes to speaking skills and vocabulary acquisition. By using mythical stories

as a teaching tool, this project seeks to improve the students' speaking abilities, increase their confidence, and expand their vocabulary in a way that is engaging and effective. The project aims to create a fun and supportive learning environment for students, where they can develop their language skills and achieve their full potential.

Problem

During the institutional observation, the sixth-graders students were analyzed in the classroom and it was noted that traditional methods of vocabulary acquisition have proven to be insufficient, leaving students with inadequate speaking abilities. According to Al- Eiadeh (2016), speaking skills are essential for effective communication in the English language, yet many students struggle to develop these skills due to a lack of confidence and limited vocabulary. The purpose of this research was to explore the potential of using mythical stories to enhance the speaking skills of sixth-grade students at the Bethlemitas Educational Institution of Pamplona, N.S. Colombia. By examining students' perceptions of their own speaking abilities, the benefits and limitations of using mythical stories, and effective strategies for incorporating these stories into English language teaching, this research was aimed at addressing the challenges faced by these students and improve their English-speaking abilities.

Leading questions:

1. In what ways do mythical stories enhance the speaking skills of sixth-grade students at the Bethlemitas Educational Institution of Pamplona, N.S. Colombia?

2. How do students' perceptions of their own speaking abilities impact their engagement with English language learning in the classroom?

Justification

Nowadays there is little interest in using myths as a tool for language learning. But in this project the aim was to innovate and to employ this cultural instrument as they offer a rich and engaging source of language input that can be used to develop learners' speaking skills (Nhung, 2016). Myths have unique characteristics that make them particularly suitable for language teaching, including their cultural significance, their, narrative structure and their ability to convey abstract ideas and values. Equally important to mention is that myths can also be used to develop learners' critical thinking skills, as they often contain complex themes and multiple perspectives that require interpretation and analysis (Yao, 2021).

By incorporating myths into English language teaching for sixth-graders at the Bethlemitas Educational Institution was an effective way to improve their speaking skills. By providing a culturally relevant context for language learning, myths increased students' motivation to engage with the language and develop their speaking abilities. Additionally, the complex themes and multiple perspectives found in myths created opportunities for critical thinking and discussion in the classroom, further enhancing students' language and speaking skills.

Objectives

General Objective:

To enhance the speaking skill with Colombian native mythical stories in sixth-graders at the Institución Educativa Bethlemitas of Pamplona, Norte de Santander, Colombia

Specific Objectives:

To implement two Colombian myths that prepare students to develop the speaking skill.

To contextualize student's preferences Regarding the cultural significance of the Colombian myths

To foster the students the interest for the English language using Colombian indigenous myths

Theoretical framework

Speaking Skill

Skill.

"Skill" refers to the extent of a person's expertise in particular tasks. It denotes an individual's acquired ability to achieve their desired performance goals as noted by Schuelke et al (2012) referring to Fleishman (1972). Consequently, skills can be enhanced through instruction and practical application. While there are variations in skills, they can be categorized based on their level of complexity. The complexity of a task can be defined in terms of the different components involved, the coordination required, and the dynamic nature of the task. Even though skills can vary in numerous aspects, their complexity can be classified based on certain significant factors. Task complexity can be characterized by variations in component complexity, coordinative complexity, and dynamic complexity (Wood, 1986).

Oral Production.

Regarding oral production, on one hand, Brown and Yule (1983) define it as an interactive and cooperative process where meaning is constructed, encompassing both production and reception. The way it is produced and the meaning attributed to it depend on the context in which the interaction takes place, including the participants, their experiences, the

environment, and the communication objective. In line with this, O'Maley and Valdez (1996) view oral expression as the ability to negotiate meanings between two or more people, which is context-dependent.

On the other hand, according to Berrabeh (2017), the primary objective of learning a new language is communication, which is why oral expression is considered the most essential among the four key language skills. The author emphasizes that it needs to be constantly practiced in order to be mastered and to develop effective communication.

Sociocultural theory

Sociocultural theory emphasizes the importance of social and cultural contexts in shaping individuals' learning and development, particularly in the area of language learning. Here is a brief explanation of sociocultural theory and its application to language learning, along with some prominent authors in the field:

Sociocultural theory is based on the work of Soviet psychologist Lev Vygotsky, who proposed that learning is a social activity that occurs through interactions with others and the larger cultural context. According to sociocultural theory, language learning is not solely an individual activity, but rather a social and cultural activity that is shaped by interactions with others and the larger cultural context. This means that language learners not only learn through exposure to language, but also through interactions with others who speak the language and the cultural practices and values associated with that language. Panhwar et al. (2016) in their study following the sociocultural theory has the possibility to create novel language teaching and learning pedagogies that take into account specific contexts, which can assist teachers in enhancing their teaching methods and the learning outcomes of their students. Additionally, the

analysis indicates that language pedagogies and activities derived from Vygotsky's sociocultural theory may not only enhance students' language abilities, but also foster the cognitive development of learners.

In the same way, James P. Lantolf, a prominent scholar in the field of applied linguistics and is known for his work on sociocultural theory and second language acquisition. In his book "Sociocultural Theory and the Teaching of Second Languages" (2015), Lantolf et al explore the potential of sociocultural theory for informing language teaching practices. According to Lantolf (2015), sociocultural theory provides a framework for understanding the social and cultural dimensions of language learning and the role that context plays in shaping individuals' learning experiences. He argues that language learning is not solely an individual activity, but rather a social and cultural activity that is shaped by interactions with others and the larger cultural context. Equally important, they stablished the Private speech, which refers to the use of language as a cognitive tool for self-regulation, is a concept introduced in the works of Lantolf and Thorne (2006). As we acquire language for social communication, we internalize its patterns and meanings, and utilize it as a means of mediating our mental processes.

Overall, Lantolf’s work on sociocultural theory highlights the importance of considering social and cultural contexts in language teaching and learning, and the potential for mediation to support learners' understanding and development. His insights have informed language teaching practices and research, and have contributed to a better understanding of the complex and dynamic nature of language learning.

In summary, sociocultural theory is a theoretical framework that emphasizes the importance of social and cultural contexts in shaping individuals' learning and development, particularly in the area of language learning.

Authentic Materials

Authentic materials are an important aspect of teaching foreign languages, as they provide learners with exposure to real-world language use and help them develop authentic language skills. (Akbari & Razavi, 2015) In the classroom, authentic materials can include anything from newspaper articles and advertisements to songs and videos. In particular, the use of authentic materials created by recognized authors can be highly effective in engaging students and promoting deeper understanding of the language and culture being studied. For example, reading a novel written by a well-known author in the target language can not only help students develop reading skills, but also provide valuable insights into the cultural context and perspectives that shaped the author's work. Similarly, watching a film or listening to a podcast by a renowned speaker in the target language can help learners develop listening and comprehension skills while also gaining exposure to different accents and dialects. Overall, incorporating authentic materials by recognized authors in the foreign language classroom can greatly enhance the learning experience and help students develop the skills and knowledge they need to communicate effectively in real-world situations.

Myths and their social function

Winter (2010) defines mythology as a body of interconnected stories, told by a specific cultural group to explain the world consistent with a people’s experience of the world in which they live. According to that, myths are born from the collective experience acquired by many generations in order to explain supernatural facts about the origin of something or someone. Furthermore, myths introduce a valuable system that supports the beliefs and customs of a particular community.

Barriga (2012) affirms that the most essential issue of myths is their social function since they integrate and merge the historical, principles, and customs traditions. That is why myths strengthen cultural identity. In the words of Halyna & Tetyana (2018) myths are the living genre of the culture because significant value-laden sentiments can be found in them, besides those myths give meaning and purpose to all the elements of culture such as values, purposes, objectives, customs, and philosophies, which motivate us and shape our reality. Myth can definitely be considered the core of culture. Its value and role within a community generate the beliefs and origins that are rarely explained, and that allows us to interpret the world around us, thus shaping the structure of the personality and culture of the group.

Literature review

In language teaching, students can improve their vocabulary, comprehension, and communicative skills. Additionally, myths can be used to teach critical thinking and analysis, as students must decipher the meanings and themes within the stories. The use of myths in language teaching can also make learning more engaging and interesting, which can motivate students to improve their language skills. Overall, folklore, and myths, in particular, can be a valuable resource for foreign language teachers seeking to create engaging and effective language-learning experiences.

The Use of Myths in Foreign Language Teaching

Myths can be a valuable tool for teaching a second language for several reasons. Firstly, incorporating native myths into language learning can introduce students to cultural studies, enabling them to better understand the origins of proverbs and sayings. Secondly, myths often contain vocabulary and themes relevant to everyday life, which can help students to improve

their communicative skills and expand their vocabulary. Thirdly, by studying myths, students not only learn language but also gain insight into the customs and traditions of the people associated with those myths. In this regard the authors of this article “Usage of Folklore (Myths) In Foreign Language Teaching” (G. Fassakhova et al. 2020) have experience using Slavic myths to teach Russian as a second language, and they have found that myths are easy to remember and develop students' thinking and colligation abilities. Additionally, myths have educational value, as they provide a window into the history, national character, and mentality of a country and its people.

Another study conducted by two Colombian students (Cifuentes & Edixon, 2018) at the “Universidad Tecnológica De Pereira” had shown that the project was aimed to teach English vocabulary to elderly residents of a retirement home using myths and legends, and to evaluate if the objectives were achieved. The myths and legends used were familiar to the participants, and the vocabulary was adapted for better comprehension. The use of Spanish was necessary for reinforcement and to make the classes more appealing. The participants demonstrated concentration, memorization, and creativity in response to the storytelling. They used strategies such as translation, pointing, selecting, and painting to identify the English vocabulary and main characters and events. However, they had difficulties with pronunciation and using the English vocabulary in oral production, preferring to use Spanish or point to objects instead. Participants made progress in the early production stage, but remained in the receptive stage in terms of language acquisition.

Addressing now a study from de department of Caquetá, it was revealed that the use of myths and legends from the students' region was effective in enhancing their communication skills in ninth grade. These stories, which are already familiar to them and part of their imagination, served as an engaging and enjoyable learning tool both inside and outside the

classroom. In this order, using project-based learning as a strategy to enhance communication skills enriched the daily teaching and learning processes in the classroom. This innovative teaching approach also provided a solution to the challenges encountered in teaching language skills, specifically communication skills, to the students.

Theoretical Perspectives on Speaking.

Main articles in the field of foreign languages make focus on areas of research such as reading, writing, or listening while the ability to speak has not been recognized in a more recognized way. Considering to Bygate, M. (1998). Theoretical Perspectives on Speaking. Annual Review of Applied Linguistics, in his article is mentioned that this could be due to certain assumptions, such as the belief that second language acquisition studies already encompass oral language production.

On the other hand, J., & Yan, X. (2020) I their book Assessing Speaking Proficiency: A Narrative Review of Speaking Assessment Research Within the Argument-Based Validation Framework remarked the speaking skill making an emphasis in the assessments for this skill. The mentioned that speaking is an essential language skill that we utilize on a daily basis to communicate, express opinions, and convey our identity. Furthermore, in today's interconnected world, speaking skills are widely acknowledged as vital for international mobility, admission to higher education, and employment opportunities (Fulcher, 2015a; Isaacs, 2016). As a result, they have become a significant component in both local and international language examinations, largely influenced by the communicative approach in language teaching and assessment (Fulcher, 2000). However, despite its central role in language education and evaluation, speaking

has been regarded as an elusive concept that presents challenges in terms of conceptualization and reliable assessment.

Methodology Of the Implementation of The Pedagogical Proposal

Project-Based Learning

Strobel and Barneveldis (2009) define PBL as a pedagogical approach that allows students to develop problem-solving processes, disciplinary knowledge, and research in a real context.

In accordance with the authors, this type of approach is crucial in the development of students' critical and creative thinking because of its quality of generating their own learning strategies, where the student uses them to solve problems from situated perspectives in real contexts. In addition, it allowed the evaluation of comprehension and not memorization.

In line with this progression, the initial pedagogical sequence was executed according to the predefined schedule of activities. The first workshop, focused on the myth "Bachué" and centered around the Muisca culture, was successfully implemented. The entire process was conducted over the course of two sessions: the first session aimed to provide students with the necessary contextual background on the Muisca tribe, while the second session focused on fostering students' oral production within the classroom.

The second workshop followed a similar structure to the previous one, starting with the contextualization of the Yurutí culture and concluding with the students' oral production. The purpose of this entire process was to guide students on how to develop the final workshop, which consisted of a presentation as part of the Problem-Based Learning (PBL) approach. In this final stage, students were instructed to select a character from a Colombian myth, dress up

accordingly, and present a representation. To accomplish this, students initially received guidance on producing their work within the classroom, and ultimately, they carried out the myth representations.

Communicative Approach

Since the 1960s, “the field of second language education has undergone a significant transformation in teaching methodologies, transitioning from a structural approach to a communicative approach (as was cited by Peng, Y., & Xiong, T. 2018)” from Richards & Rogers, 2014. The communicative approach is a method used for learning a second or foreign language that emphasizes the improvement of communicative ability. According to Nguyen (2022) this refers to "the ability to apply the language principle in order to produce grammatical sentences and understand 'when, where, and to whom' the sentences used." This approach focuses on language as a medium of communication and recognizes that communication has a social purpose.

The project was designed to address communicative skills in two main ways. Firstly, participants were required to produce an oral presentation of the myth, which requires effective communication skills such as speaking clearly and engaging an audience. Secondly, the creation of a cosplay involves expressing creative ideas in a communicative manner, which also contributes to the development of communication skills.

Considering the communicative approach, and the importance of the authentic material in the development of it in the classes for the students to apply the language with more sense of the context and its relevance in what they are communicating. Thus, this project promoted an intercultural communication skill by introducing the cultural context of the indigenous culture from which the myth originates. Following this regard, the implementation of the workshops

"the moon and sun origins" and the "Bachué myth" the project applied this communication approach by means of the questions about the context of each one. This approach encourages a deeper understanding of the story and its cultural significance, which is an essential aspect of intercultural communication and the promotion of oral communication.

Proposed Activities

Overall, this methodology sought to engage students in a culturally immersive experience, where they could learn about the beliefs and traditions of indigenous people in Colombia through the study of myths. It provided a structured approach that allowed for a thorough analysis and understanding of the myths, while also encouraging students to express their own thoughts and perspectives. In order to develop a good sequence of tasks during the process of the implementation of this project, it was necessary to following the next organization for each class, according to Harmer, J. (2015) The steps to implement a class for the student's production:

Figure 4

The Structure of a Productive Skill Class

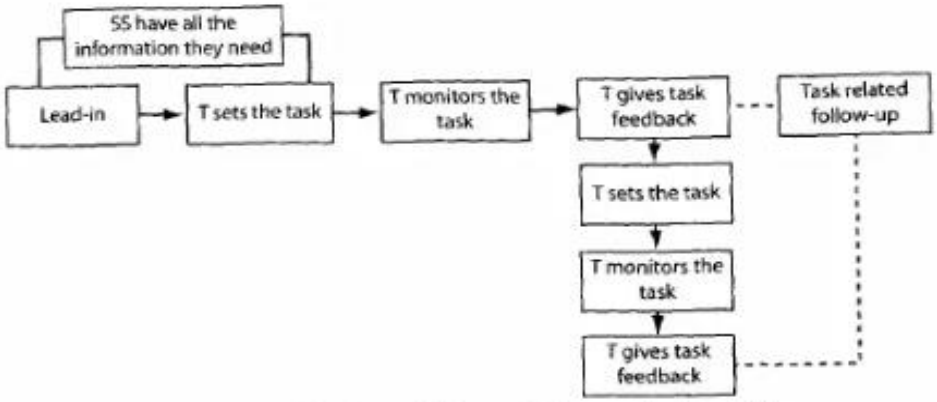


FIGURE 3: A basic model for teaching productive skills

Note: In this image it is shown in a graphic way, the steps to follow for a production class.

- Led in stage or Preparation: Here the teacher introduced the topic to students in an engaging way, asking them if they know something about the topic. For this stage it it was followed these steps:

1. Introduction of the Colombian indigenous myth to the class.
2. Brief background about the culture and beliefs of the indigenous population addressed each class, and how myths are an important part of their traditions by means of a worksheet.
3. Short presentation of a video about the Colombian native culture was presented for each class.
4. Ask students if they have had any prior knowledge or experience with indigenous myths or with these indigenous cultures, and encourage them to share their thoughts.

Set the task or Presentation: In this part the teacher showed and stablished the task to develop in the course of the class. It was divided in three parts:

1. Presentation of the myth to the class, making sure to speak clearly and slowly. The use of visual aids such as pictures was taken into account too.
2. The encourage of the students to ask questions and clarify any doubts they may have about the myth.
3. Finally, the explanation of the workshop to the students about the myth.

Monitor the task or Correction: The teacher had to go around and verify if each student was developing in good way the worksheet, clarifying and correcting the exercises. For this part the teacher had to:

1. Review the main elements of the myth, such as the setting, characters, and plot.
2. Correct any misconceptions or misunderstandings that students may have about the story.
3. Use examples or scenarios to illustrate the correct interpretation of the myth.

Furthermore, this part it also included these additional steps:

Teacher guidance.

1. Provide additional information about the culture and beliefs of indigenous people in Colombia, and how myths play a role in their traditions.
2. Encourage students to analyze the myth and its themes, such as the values and beliefs that are reflected in the story.
3. Guide students in identifying the cultural context of the myth, and how it relates to the indigenous culture of Colombia.

Learner response.

1. Encourage students to share their thoughts and opinions about the myth, and how it relates to their own experiences or beliefs.
2. Ask students to write a short reflection about the myth, focusing on what they learned and how it connects to the culture and beliefs of indigenous people in Colombia.

3. Facilitate a class discussion where students can share their reflections and insights about the myth.

And finally, the last part of the structure of the class is:

The task feedback: Here the students received the correction about their productions and become aware about their own process. For this step the teacher:

1. Shared to each student the feedback about their productions
2. To set the corrections they have to practice to improve their speaking productions.

Considering this statement, the implementation of each session (four sessions, each on of one hour) was developed following the stages were presented above. The process respected the structure of the theoretical framework implementing a preparation: questions and answers about the Colombian tribe to tackle in both didactic sequences (Muiscas tribe, **appendix 1** and Yuruti tribe **appendix 2**), following the planning presented for each myth to the good development and organization of them (**appendix 3** first myth planning and **appendix 4** second myth planning). And finally implementing the final project where the students prepared their abstracts in the class, sharing their ideas about what they investigate and finally receive feedback about their productions. (**Appendix 5** final implementation planning)

Research Methodology

This stage focuses on outlining the process used to develop the project, using specific definitions to understand its inherent nature. It's important to take into account the approach, design, population, data collection instruments and analysis and the schedule.

Approach

The qualitative design is a research method that focuses on understanding and interpreting the subjective experiences and meanings of individuals in their natural settings. This approach is used to investigate complex social phenomena and seeks to answer questions related to the "what," "why," and "how" of a given phenomenon. It involves collecting data through open-ended interviews, observations, and other non-standardized methods, with an emphasis on the context and perspectives of the participants. According to Creswell (2014), qualitative research involves exploring the richness and complexity of human experiences, behaviors, and perspectives. It is a flexible method that allows for the exploration of multiple perspectives, the discovery of new and unexpected findings, and the development of in-depth understanding.

Denzin & Lincoln (2006) have also contributed to the development of the qualitative approach by emphasizing the importance of social context and culture in research. He argues that research should be conducted in a way that is sensitive to the cultural, social, and historical context of the participants. This involves acknowledging the multiple perspectives and experiences of the participants, and being reflexive about the researcher's own positionality and biases. Denzin also highlights the importance of engaging in ongoing dialogue with participants to deepen understanding and build trust. Overall, the qualitative approach provides a way to explore and understand complex social phenomena in a way that is sensitive to context, perspective, and meaning.

Design

Action research is a research methodology that emphasizes collaboration and problem-solving with the aim of creating positive change within a specific context or organization. This approach involves a cyclical process of planning, action, observation, and reflection, which is repeated until the desired outcome is achieved. The emphasis is on working closely with stakeholders, such as employees or community members, to identify problems and develop solutions that are tailored to their needs. According to Kemmis & McTaggart (2005), action research is a participatory and democratic process that seeks to empower individuals and communities. It involves the generation of new knowledge through the process of problem-solving and the development of practical solutions that are grounded in the context in which they are implemented.

Reason and Bradbury (2008) have also contributed to the development of the action research design by emphasizing the importance of reflexivity and critical reflection. They argue that action research should involve ongoing critical reflection on the researcher's own assumptions, biases, and values, as well as those of the stakeholders involved. This involves questioning taken-for-granted assumptions and challenging power imbalances within the research process. Reason and Bradbury suggest that action research should be seen as a transformative process that seeks to create positive change at multiple levels, from the individual to the community or organization. Overall, the action research design provides a way to engage with stakeholders and create positive change in a participatory and democratic way, while also promoting critical reflection and reflexivity. Considering the above, this project addressed the different aspects of linguistics and the context to be an action-oriented approach where the

students at the Brighton Bethlemitas Educational Institution developed specific tasks to achieve as social and active actors in the learning process.

The population

This project was focused on sixth-graders who were enrolled at Bethlemitas Brighton School in Pamplona, Norte de Santander. These students received 3 hours of English language instruction per week.

The sample

Regarding a good development of the research component, the sample was took from 5 students that belong to the second group of sixth-graders that showed an interest to develop the project.

Data collection instruments

Interviews.

The use of interviews to explore students' perceptions of using myths to enhance their speaking ability. According to Creswell (2014), they are a common tool used in qualitative research to gather in-depth information and explore participants' experiences and perspectives. In the context of this research, it was developed a set of interview questions that explore topics such as students' familiarity with myths, their attitudes towards using myths as a teaching tool, their experiences with speaking English, and their perceptions of the effectiveness of using myths for language learning.

The first interview (**appendix 6)** was taken at the end of the project in order to achieve the objective about the analysis and the knowledge of the impact of students' perceptions of their

own speaking abilities on their engagement with English language learning in the classroom at the end of the implementation of this project

Reflective journal.

In the words of Paulo Freire, "reflection and action must be inseparable" in order to achieve transformative learning. As a Brazilian philosopher and educator, Freire emphasized the importance of reflection in the process of learning. In this research on enhancing speaking ability through the use of myths, it was used a reflective journal to encourage the researcher to engage a critical reflection about the process that took place with the students in the classroom.

During the study aimed at improving speaking skills through the utilization of myths, a reflective journal was utilized to prompt the researcher to engage in critical self-reflection regarding the ongoing process within the classroom. The gathered data was then subjected to qualitative analysis, which enabled the project to make informed conclusions about the efficacy of employing myths in language learning. Furthermore, the analysis helped in shaping the development of effective teaching strategies based on the insights gained. (**appendix 7)**

Questionaries.

According to John W. Creswell, a leading expert in qualitative research, "questionnaires are used to collect information from participants in a standardized manner that can be quantified and analyzed statistically" (Creswell, 2014, p. 186). As such, questionnaires can be a valuable instrument in this research study aimed at enhancing speaking ability through the use of myths.

Overall, the questionnaires were designed to provide a clear and concise method for collecting quantitative data on the students' perceptions. This approach enabled the study to fulfill its objectives of determining the students' perceptions of their English-speaking skills. The data collected through the questionnaires was later compared with the implementation of the

final instrument, which was the interview. The interview aimed to analyze whether the students' thoughts about their speaking skills had changed throughout the study.

Methodology of the Analysis

According to Creswell (2013) grounded theory is a valuable methodology for analyzing qualitative data because it involves developing a theoretical framework based on the data itself. This approach can help researchers uncover new and unexpected findings and gain a deeper understanding of the research topic. Equally important, Krippendorff (2013) also explains that content analysis is a versatile and widely-used method for analyzing qualitative data, particularly when dealing with large amounts of data from various sources. This approach was used to identify patterns and themes in the data and quantify the frequency of specific response.

Interpretive analysis is a qualitative research methodology that aims to understand how people interpret and make sense of their experiences. According to Smith and Osborn (2003) this approach involves a process of analyzing data that is iterative, reflexive, and contextual. Researchers using interpretive analysis are typically interested in exploring the meanings that individuals or groups ascribe to their experiences, and they often use techniques such as thematic analysis, narrative analysis, and discourse analysis to identify patterns and themes within the data. Furthermore, based on this theory the data was analyzed first to stablish the categories and then to analyze the questionnaires and the reflective journal.

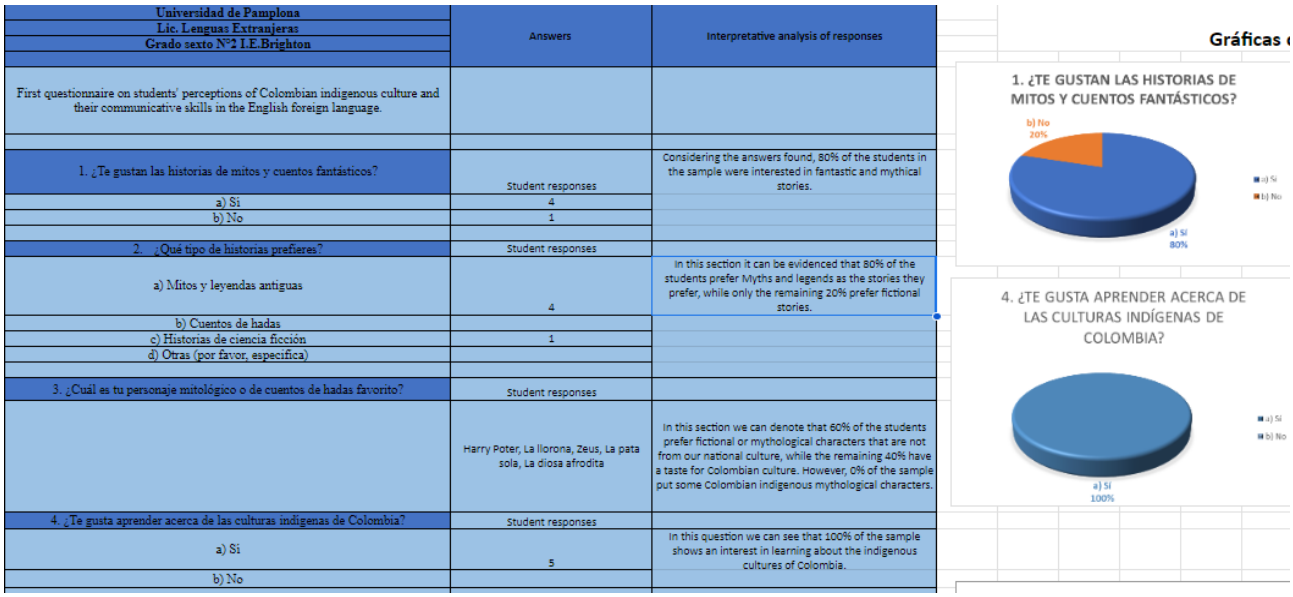
Questionnaires.

To implement the first questionnaire designed for this study, a combination of open-ended and close-ended questions was used. The open-ended questions were designed to capture rich and detailed responses from sixth-graders regarding their preferences for myths and other

fantastic stories, as well as their perceptions of indigenous Colombian culture. The close-ended questions were used to obtain quantitative data that could be analyzed statistically (**appendix 8**). The results of the questionnaire were analyzed thanks to a chart made in Excel in order to better understand the results by means of graphics and statistics of the answers from the students. (**Figure 5**) It provided valuable insights into the students' interests in myths and their knowledge and curiosity about indigenous Colombian culture (**appendix 9**).

Figure 5

First Questionnaire Analysis Format



Universidad de Pamplona Lic. Lenguas Extranjeras Grado sexto N°2 I.E.Brighton	Answers	Interpretative analysis of responses
First questionnaire on students' perceptions of Colombian indigenous culture and their communicative skills in the English foreign language.		
1. ¿Te gustan las historias de mitos y cuentos fantásticos?	Student responses	Considering the answers found, 80% of the students in the sample were interested in fantastic and mythical stories.
a) Si	4	
b) No	1	
2. ¿Qué tipo de historias prefieres?	Student responses	
a) Mitos y leyendas antiguas	4	In this section it can be evidenced that 80% of the students prefer Myths and legends as the stories they prefer, while only the remaining 20% prefer fictional stories.
b) Cuentos de hadas		
c) Historias de ciencia ficción	1	
d) Otras (por favor, especifica)		
3. ¿Cuál es tu personaje mitológico o de cuentos de hadas favorito?	Student responses	
	Harry Poter, La llorona, Zeus, La pata sola, La diosa afrodita	In this section we can denote that 60% of the students prefer fictional or mythological characters that are not from our national culture, while the remaining 40% have a taste for Colombian culture. However, 0% of the sample put some Colombian indigenous mythological characters.
4. ¿Te gusta aprender acerca de las culturas indígenas de Colombia?	Student responses	
a) Si	5	In this question we can see that 100% of the sample shows an interest in learning about the indigenous cultures of Colombia.
b) No		

Note. This is a part of the chart where it was analyzed the first questionnaire**.**

To create the second questionnaire, the objective of determining the perceptions of sixth-graders at the Bethlemitas Educational Institution of Pamplona, N.S. Colombia regarding their own speaking abilities in English was considered. A Likert scale was used as the response format to enable participants to provide a quantitative rating of their perceptions.

The questionnaire consisted of five close-ended questions, designed to capture information about the students' confidence levels, frequency of English speaking outside of the classroom, ability to pronounce English words, comprehension of spoken English, and comfort

level when speaking English with their classmates. The use of a Likert scale allowed for easy quantification of the data, which could then be analyzed statistically to draw meaningful conclusions about the students' perceptions of their English-speaking abilities. (**Appendix 10)**

In addition, the questionnaire responses were meticulously analyzed. The data was organized and visualized using other Excel chart, facilitating a comprehensive examination of the students' feedback in terms of graphics and statistical representation as it was used in the first questionnaire. Thanks to the analysis it was able to know about the students' confidence levels, frequency of English speaking outside the classroom, pronunciation skills, comprehension of spoken English, and comfort when conversing in English with their peers. These findings shed light on the students' perceptions of their English-speaking abilities, offering a deeper understanding of their strengths, areas for improvement, and overall enthusiasm for engaging in English communication. (**Appendix 11)**

Interviews.

For the analysis of the unique interview of this project it was necessary to cite the students for a meeting where they answered to the questions. This interview was taken at the Institución Educativa in the English classroom. The semi-structured interview consisted of seven open questions aimed at knowing their perceptions about the implementation of this project and how it could impact them. They were informed with some time that they will be recorded but just their voices. Once the voices were saved, it was imperative to make the process of transcription of the data for the further analysis. (**Appendix 12**) The program used in this process was “Transkriptor”. Finally, it was analyzed the data according to the categories were stablished thanks to a chart in word. (**Appendix 13**)

Reflective journal.

This reflective journal was written during the project implementation aimed at improving the speaking skills of students through the study of myths related to Colombian indigenous tribes.

In order to make a deep analysis of this document these steps were followed: It was transcribed and organized the data into a digital format, highlighting relevant dates or themes. Then, it was necessary to analyze the information in chart together with the information of the interviews analysis in order to looking for broader patterns, and reflected on the implications they could have for the research. (**Appendix 13)**

Assessment Speaking Skill Grid.

In order to evaluate the effectiveness of the implementation of the project it was required to analyzed the speaking production of the participants of the project. To analyze these grids, it was necessary to create an excel chart where the data was organized in order to better understand how the students' progress in their speaking skills during the three implementations of the Colombian natives' myths. Furthermore, the aspects that were evaluated in each grid were: participation, fluency, vocabulary, accuracy and use of vocabulary. (**Appendix 14**)

Table 2

Development and Collection of Data Chronogram

N°	Week	Description of the activity
1	From the 6th March to 10h March	-Institutional Observation - Identification of the Context and familiarizing with the population - Definition of the problematic to address
2	From the 13th March to 17th March	- Institutional Observation -Proposal presentation to the university

3	From the 21th March to 24th March	- Project corrections - Exposition of the project to the students - Beginning of the teacher practicum by giving the reinforcement planned for the institution in this week just for secondary.
4	From the 27th March to 31th March	- Classes in the primary school - Presentation of the project to the students - Selection of the project sample - Delivering of the second term planning and beginning with the topics of this period.
5	From the 3rd April to 7th April	- Saint week
6	From the 10th April to 14th April	- Socialization to the teacher and students about the Project
7	From the 17th April to 21th April	- Implementation of the first questionary about their Colombian indigenous perceptions
8	From the 24th April to 28th April	- No implementation
9	From the 1st May to 5th May	- Implementation second questionary about the perceptions students have about their speaking skills
10	From the 8th May to 12th May	- Implementation first myth workshop
11	From the 15th May to 19th May	- Implementation of the second myth workshop
12	From the 22th May to 26th May	- Implementation of the final project, the presentation of one myth to their partners by an oral presentation
13	From the 29th May to 2nd June	- Interviews about the students' conceptions about the effectiveness of the project

Note. This is the schedule that was implemented in the project.

Results

To start this section, the first question was analyzed depending on the category related to speaking skill enhance divided into four subcategories: overall performance, pronunciation, comprehension of spoken English, fluency and accuracy and vocabulary. The instruments that were analyzed to answer this first question were the assessment grid of speaking skill and the questionnaires. The first question to answer was related to the specific ways in which the Colombian native mythical stories could enhance the speaking skills of sixth-graders students at the Institución Educativa Bethlemitas of Pamplona, N.S. Colombia.

Speaking Skill Enhance

Overall Performance.

The first point in the analysis process was the overall performance. This aspect in terms of average scores, suffered some variations across the three implementations. However, there is a general trend of improvement in the speaking skills of the students as seen in the increasing average scores over time. (**Figure 6**) In this figure it could be notice the changes in the scores the student's accomplished implementation by implementation in ascendent order. The score in the first chart correspond the average obtained in the Bachué myth implementation and continuing with the second chart corresponding to the moon's origin myth and finishing with the final project average score results.

Figure 6

Averages Scores Form the Myths Speaking Skills Assessments

Averages
2,8
2,7
3,1
2,9
3,3

Averages
2,8
2,8
3,2
3,3
3,8

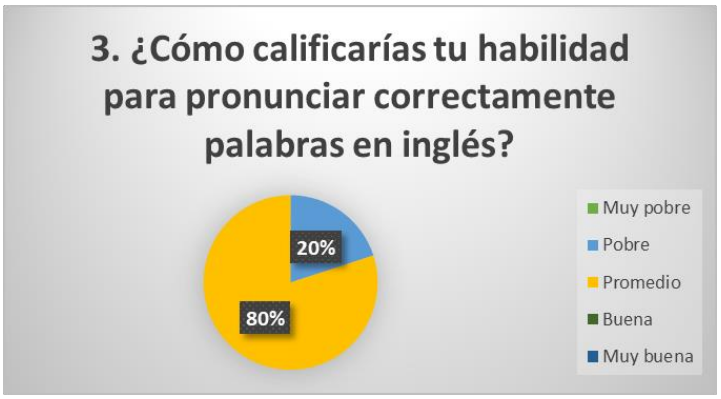
Averages
3,4
3,5
4
3,8
4,6

Note. In this chart it is noticed the numerical values in which students were ascending in the grade since the first implementation (the fisrt chart) until the final project (last chart).

Pronunciation.

Regarding pronunciation skills, the majority of students rated their ability as good, indicating a sense of confidence in their pronunciation. This positive perception could contribute to their engagement as they are more likely to actively participate without the fear of being misunderstood or judged. However, it is noteworthy that a small percentage of students expressed a lack of confidence in their pronunciation, suggesting a need for additional support and practice in this area to enhance their engagement and overall speaking skills.

Figure 7 *Percentage of confidence related to pronunciation in English*



Note: In this graphic it showed that the students feel confident with 80% pronunciation in English.

In addition, making a comparison between the tables it is notable that in both Chart 1 and Chart 2, students had specific words with pronunciation challenges. In Chart 1, words like course, stresses, good, and became were mentioned, while in Chart 2, words like lagoon, carrying, married, and populated had pronunciation issues. However, some improvements can be observed in Chart 2, where students worked on pronouncing words like lagoon, myth, people, today and carrying.

Comprehension of spoken English.

In terms of comprehension of spoken English, the results from the second questionary indicated that a significant portion of students expressed limited comprehension. This finding suggested that students could face challenges in understanding spoken English, which can impact their engagement and confidence in participating in listening and speaking activities.

Figure 8

Spoken English comprehension graphic



Note: Percentage's representations of the answers from the first questionary about the oral comprehension

Fluency and accuracy.

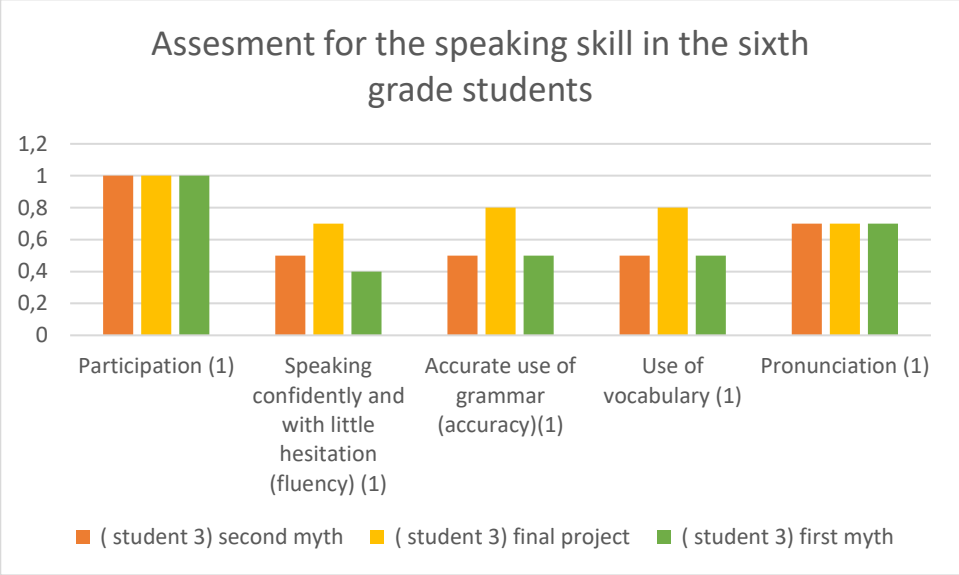
Following the above, the scores for fluency and accuracy varied across the charts, with different students showing strengths and weaknesses in these areas. It's worth noting that Student 3 consistently demonstrated relatively higher scores in fluency, accuracy, and pronunciation across all three charts.

The overall trend shows an improvement in fluency across the assessments. Students demonstrated increased confidence and spoke with fewer hesitations as the implementations progressed. Students 3, 4, and 5 consistently showed higher levels of fluency compared to students 1 and 2, who exhibited more hesitations and pauses in their speech. Student 3

consistently scored the highest in terms of fluency, indicating their ability to speak smoothly and without significant interruptions. (**Figure 7**)

Figure 9

Student 3 Chart From The Assessments In The Three Implementations



Note: In this chart you can notice how the student 3 maintain high levels of fluency and accuracy in three myths implementations

Vocabulary.

Continuing with the vocabulary subcategory in general, the students showed improvement in vocabulary usage over the assessments. Students 4 and 5 consistently demonstrated relatively higher vocabulary scores. In other hand, this aspect was the most difficult aspect to handle of the process as the students 1, 2 and 3 answered in the second questionary:

> *Student 1:" Primero, hacer el resumen de e las 60 palabras, se me dificultó un poquito porque no tenía mucho conocimiento y el vocabulario eso me dificulta un poquito más para las palabras."*
> *Student 1:" First, to do the summary of the 60 words, I had a little difficulty because I didn't have much knowledge and the vocabulary makes it a little more difficult for the*

words."

Student 2: "Pues la dificultad no es tanta porque solo es la parte de lo que es el vocabulario y el habla en inglés."
Student 2: "Well, the difficulty is not so much because it is only part of what is the vocabulary and speech in English."

Student 3: "En algunos casos fue difícil el vocabulario y la pronunciación en inglés."

Student 3: "In some cases English vocabulary and pronunciation were difficult."

Participation.

In the aspect of participation all students received a full score of 1 for participation, indicating their active involvement in speaking activities. This could be evidenced from the very begging when was applied the socialization of the project to the student and also in the first myth implementation as the reflective journal could be cited.

Week 1: "Los estudiantes fueron bastante receptivos en cuanto a la temática a abordar, cosa que no me estaba esperando por parte de ellos... Siempre me ha parecido un tema bien interesante y parece que a ellos les llamó la atención con este primer acercamiento."

Week 1: "The students were quite receptive about the subject to be addressed, which I wasn't expecting from them... I have always found it a very interesting topic and it seems that they caught their attention with this first approach."

Overall, the data suggests that the students made progress in their speaking skills over the course of the assessments, with improvements in pronunciation, vocabulary, and overall performance. However, there were some areas where individual students can focus on further development, such as fluency and accuracy.

In order to analyze the second question, the last categories related to students' perceptions of their speaking abilities divided into the subcategories; contribution to the development of students' speaking skills and the preferences and perceptions regarding the cultural significance of Colombian myths. And the other subcategory, the engagement with English language learning including the subcategories of Colombian indigenous myths in the promotion of students' interest in the English language, difficulties with English language and motivation. All aimed at answering the how the students' perceptions of their own speaking abilities impacted their engagement with English language learning in the classroom.

Students' Perceptions of Their Speaking Abilities

Contribution To the Development of Students' Speaking Skills.

To start this part the contribution to the development of students' speaking skills is in first place as a subcategory form the students' perceptions of their speaking abilities. Thus, the analysis of the responses regarding the contribution of Colombian myths to the development of students' speaking skills reveals a positive impact through the second questionnaire. The inclusion of myths, such as the origin of the moon and Bachué, in English classes is perceived as beneficial for language learning. Students recognized the benefits of myths in improving vocabulary and pronunciation, which in turn enhances their motivation and commitment to learning English as the student four mentioned it.

Student 4: "con estos mitos hemos avanzado en el aprendizaje de la pronunciación y puede afectar mi motivación y compromiso con el idioma."

Student 4: "With these myths we have advanced in learning pronunciation and can affect my motivation and commitment to language."

Furthermore, discussing myths as conversation topics positively influenced students' oral expression skills, making them feel more confident and secure while speaking English.

Student 2:" Pues afecta de manera positiva porque como digo es un aprendizaje. Y, pues se siente uno más seguro con un tema que moldea más fácil."

Student 2:" Well, it has a positive effect because, as I say, it's learning. And, well, you feel safer with a subject that shapes easier."

These findings highlight the significant contribution of myths in fostering speaking skills, including vocabulary acquisition, pronunciation improvement, and increased confidence in English language communication. Thus, incorporating myths into language learning proves to be an effective strategy for the development of students' speaking abilities.

Student 2: "Sí, porque nos ayuda con el vocabulario y nosotros como estudiantes nos dan mal, nos da más motivación para seguir aprendiendo inglés."

Student 2: "Yes, because it helps us with vocabulary and we as students give us bad, it gives us more motivation to continue learning English."

Preferences And Perceptions Regarding the Cultural Significance of Colombian Myths.

The analysis of the responses regarding preferences and perceptions regarding the cultural significance of Colombian myths reveals a positive reception among the students. The inclusion of these myths in English classes is seen as beneficial, enhancing understanding and knowledge.

Student 1: "las clases de inglés nos complementaron un poquito más de los mitos y nos ayudaron mucho porque nosotros no teníamos conocimiento de algunas tribus."

Student 1: "The English classes complemented us a little bit more of the myths and helped us a lot because we had no knowledge of some tribes."

The study of myths has also led to a change in students' perception of the culture and customs of the Yuruti and Muisca tribes, indicating an increased cultural awareness.

Student 2:" Pues es un cambio porque conoce su cultura y costumbres."

Student 2:" It is a change because it knows its culture and customs."

In addition, some suggestions for improvement included incorporating more dynamic elements, such as videos, to enhance the learning experience, as well as providing interactive and engaging activities. These recommendations were made despite the project implemented this kind of strategies, but all these recommendations have the space to be analyze for improving. As was mentioned in the first implementation week

Week 1: Por lo que los estudiantes son más visuales, y más afines a temas como videojuegos o cosas que incluya más la tecnología.

Week 1: So students are more visual, and more related to topics like video games or things that include more technology.

Overall, the answers highlight the potential of Colombian myths to contribute to students' cultural understanding and motivation in English language learning, emphasizing the importance of diverse and interactive teaching strategies.

Engagement with English Language Learning

Colombian Indigenous Myths in The Promotion of Students' Interest in The English Language.

The analysis of the responses revealed that the inclusion of Colombian indigenous myths, such as the origin of the moon and Bachué, in English classes positively influenced students'

interest in the language. The students perceived that learning other languages enriches their lives and exposes them to new ideas and cultural diversity. The use of myths in the classroom enhanced their motivation and commitment to learning English, providing a refreshing alternative to traditional textbook-based approaches.

Student 4:" Yo creo que sí puede ser beneficioso porque el aprendizaje de otros idiomas permite enriquecer la vida, experimentar nuevas ideas, ejercitar la mente, beneficiarse de la diversidad cultural mundial"

Student 4: "I believe that it can be beneficial because learning other languages allows you to enrich your life, experience new ideas, exercise your mind, benefit from global cultural diversity"

Moreover, the students expressed myths contribute to their development of oral expression skills, as they become more engaged, comfortable, and interested in speaking English while exploring these captivating stories. Overall, the incorporation of Colombian indigenous myths proved to be an effective strategy for promoting students' interest in the English language.

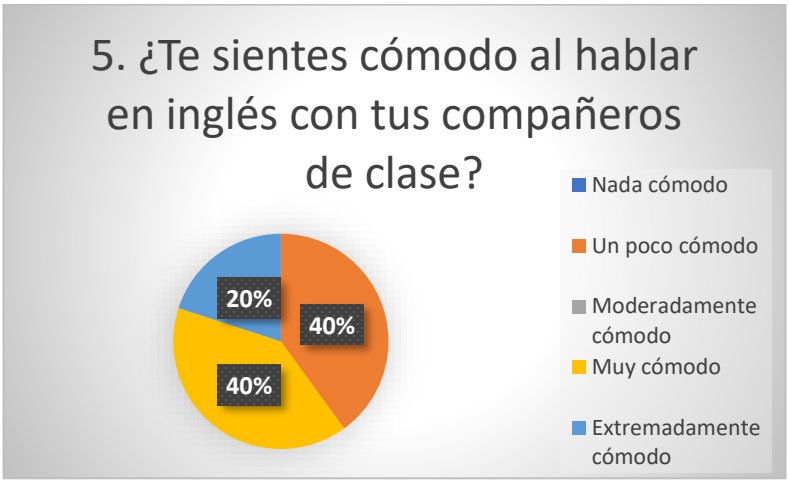
Student 2: "Los mitos afectan positivamente la motivación de nosotros, los estudiantes porque nos da más ganas de estudiar y es un tema distinto a lo que es trabajar con un libro todos los días."

Student 2: "The myths positively affect the motivation of us, the students because it makes us more eager to study and it is a different subject than working with a book every day."

Motivation.

In the same way, the students' perceptions of their own speaking abilities have a significant impact on their engagement with English language learning in the classroom.

Figure 10 *Confidence at talking in English in class*



Note. In this chart we can observed resulted from the analysis made in the second questionary, showing that the 40%were confident at talking in English

The comfort level when speaking English with classmates varied among the students. While some students expressed feeling very comfortable speaking in English, a considerable number reported varying levels of discomfort.

The analysis of the results in the second questionnaire showed that a majority of students feel moderately confident in their speaking abilities, indicating a level of self-assurance that can positively influence their willingness to participate and engage in English language activities.

Student 4: "Yo creo que es importante mantener y mejorar la motivación del estudiante, ya que solo de esta forma podrá ser constante e ir avanzando en su aprendizaje."

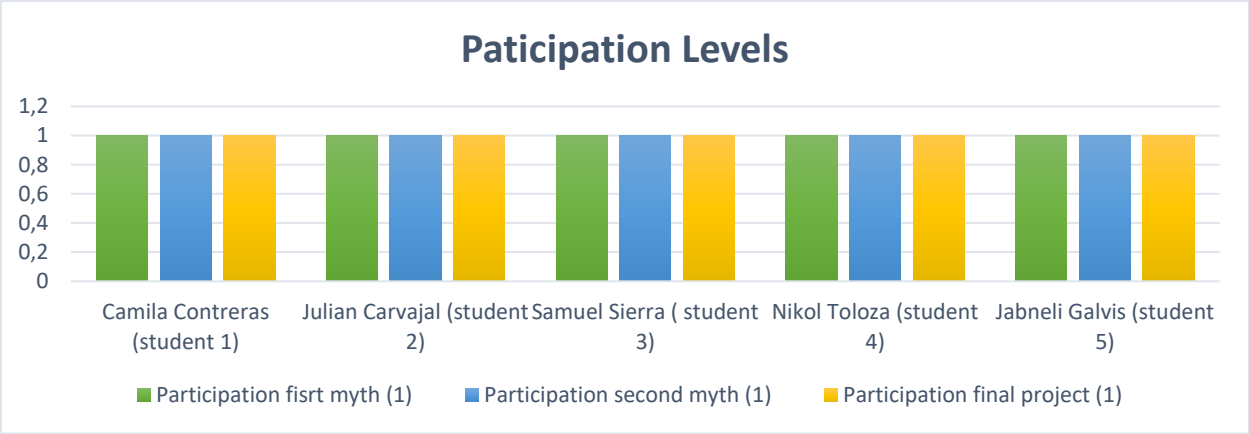
Student 4: "I believe that it is important to maintain and improve the student's motivation, since only in this way can they be constant and make progress in their learning".

Since the beginning of the process of implementation of this project, the researcher motivates the students to participate with specially two things, such as candies, and chocolates that were shared since the first implementation until the end of the project and the second

strategy was giving them a point extra in the grades for the second term. It is allowed to say that definitely it works.

Figure 11

Participation levels



Note: This chart can show how the participation in the whole implementation of this project was always from 100%. Retrieved from data analysis from the three implementations.

Difficulties.

Difficulties in which Colombian myths in English could affect students. Based on the provided responses, it was observed that students encountered some difficulties and challenges when relating Colombian myths to English language learning. One of the difficulties mentioned is summarizing the myths due to limited knowledge of vocabulary, which hinders their ability to express themselves accurately.

Student 1:" Hacer el resumen de las 60 palabras, se me dificultó un poquito porque no tenía mucho conocimiento y el vocabulario eso me dificulta un poquito más para las palabras."

Student 1: "Doing the summary of the 60 words, it was a little difficult for me because I didn't have much knowledge and the vocabulary made it a little more difficult for me for the words."

Student 2:" Pues la dificultad no es tanta porque solo es la parte de lo que es el vocabulario y el habla en inglés."

Student 2: "Well, the difficulty is not so much because it is only the part of what is vocabulary and speaking in English."

Additionally, vocabulary and pronunciation in English pose challenges for some students when discussing the myths. However, despite these difficulties, the study of Colombian myths has resulted in a change in students' perception of the Yuruti and Muisca tribes' culture. They gained more knowledge about these cultures and perceive the English class as a dynamic and engaging platform for exploring and understanding different cultural aspects.

Conclusions

The findings indicated that the inclusion of Colombian myths in English classes was positively received by students. It has enhanced their understanding and knowledge of the cultural significance of these myths, particularly from the Yuruti and Muisca tribes. Students have shown increased cultural awareness and appreciation for these indigenous traditions. Following the above, the inclusion of Colombian myths in English classes had a positive impact on students' speaking skills. Students acknowledge the benefits of myths in improving vocabulary and pronunciation. Discussing myths as conversation topics has positively influenced their oral expression skills, boosting their confidence and proficiency in speaking English. The incorporation of myths proves to be an effective strategy for the development of students' speaking abilities.

The inclusion of Colombian indigenous myths in English classes sparked students' interest in the language. Students perceived learning English as enriching their lives and exposing them to new ideas and cultural diversity. The use of myths in the classroom enhanced

their motivation and commitment to learning English, providing a refreshing and engaging approach. The incorporation of Colombian indigenous myths proves to be an effective strategy for promoting students' interest in the English language.

However, some students encountered some difficulties when relating Colombian myths to English language learning. Limited vocabulary knowledge hinders their ability to summarize the myths accurately, and certain pronunciation and vocabulary challenges arise when discussing the myths in English. However, despite these difficulties, the study of Colombian myths has positively influenced students' perception of different cultures, offered valuable knowledge and made the English class more dynamic and engaging.

In the same way, students perceived the inclusion of Colombian myths in their English classes as beneficial for their language learning. It expanded their vocabulary and enhanced their pronunciation skills. The use of myths raised their motivation and commitment to learning English, making the language learning process more engaging and dynamic. Moreover, myths have had a positive impact on their oral expression skills, boosting their comfort and confidence when speaking English. Overall, the integration of Colombian myths in English classes has proven to be a valuable strategy for enhancing students' cultural understanding, speaking skills, and interest in the English language. It offered opportunities for meaningful engagement and language acquisition, contributing to a more comprehensive and engaging learning experience.

Recommendations

Some recommendations could be implemented for further projects base on this idea are:

The integration of a multimedia approach by using videos, interactive presentations, and online resources to supplement the study of Colombian myths. This can enhance students'

engagement and provide a more immersive and interactive learning experience. Encourage students to create their own digital presentations or videos about the myths, allowing them to develop their digital literacy skills. This recommendation was made for two students form this project and it is very accurate because the students tended to be distracted with frequency and games or interactive activities are very welcomed in these spaces.

Second, always try to mix the topics the students have in their curriculum to integrate them with the topic of the research because it will give more accuracy to the implementation of the project in the grades it is wanted to work with. At the same time, it will allow you have more spaces in the class for the implementation. Concurrently, always be sure of the English levels the students have, this in order to prepare the workshops accurate to their English knowledge.

Finally, analyze in a deeper and very conscious way, the grade or group you want to work and implement the project. Study the chronogram of the I.E.to be sure if there are not too much intra-institutional activities, extra- curricular activities or holidays before you decide the group because this aspect is so important at the moment of implementation.

Chapter IV Outreach Component

Harmonious Words: Using Songs to Enhance Vocabulary Acquisition in the Student from Primary School of The Bethlemitas Brighton Educational Institution

Introduction

English language learning has become very important for students since the new century, because it brings more opportunities. However, many primary schools do not have access to English teachers, which can make it difficult for students to develop their language skills. This presents a challenge for both teachers and students who must work with limited resources to achieve success in language learning.

To address this challenge, the University of Pamplona with its practicum program provides support for primary school teachers and students. The practicum students will work with primary school teachers to develop this interactive approach to teaching English by means of the use of songs to improve vocabulary skills. Through this project, students have the opportunity to learn in a collaborative and engaging environment that promotes active participation and enhances learning outcomes.

By using songs to improve vocabulary skills, we want to help primary school students develop language skills that will be valuable throughout their lives. The project also aims to provide an opportunity for practicum students to gain valuable experience in teaching and learning, while making a positive impact on the lives of primary school students.

We believe that this project will be a valuable resource for primary school teachers and students, and we look forward to seeing the positive impact it will have on English language learning in the primary school setting.

Justification

The Bethlemitas Brighton College in Pamplona, Colombia is facing a challenge in its elementary school where the teaching of English is not aligned with the norms and regulations set by the Ministry of National Education (MEN). With most teachers responsible for teaching multiple subjects, the limited allocation of two hours per week for English classes is insufficient for the students to attain the necessary level of proficiency in the language. This lack of proficiency can be attributed to several factors, including the inadequate training of primary school teachers to teach the foreign language, which can lead to pronunciation and vocabulary issues. Improving the teaching of English in the elementary school can have a significant impact on the students' overall language skills and communication abilities.

Music and songs have an undeniable power to capture the attention and interest of students. By integrating songs into English classes, a more engaging and fun learning environment is created, which generates a positive attitude towards language learning. Students will be motivated and excited to actively participate in music and song-related activities, which will facilitate more effective vocabulary acquisition.

The use of music and songs in English classes provides an innovative and dynamic approach that breaks the monotony of traditional lessons. Incorporating musical elements will not only make classes more engaging for students, but will also encourage their active participation and engagement in learning (Llanga & Insuasti, 2019). By dedicating a weekly

session specifically to music and songs, a space is created for the development of language skills through a playful and memorable experience.

Objectives

General Objective:

To use songs for enhancing vocabulary acquisition in the student from primary school at Institución Educativa Bethlemitas Brighton

Specific Objectives:

To foster a positive attitude towards English language learning among primary school students through the use of music and songs.

To create a more engaging and fun English language learning environment in the primary school by incorporating music and song into English lessons.

Methodology

The Interactive Learning

This approach involves creating opportunities for students to actively engage with the learning materials, often through some form of dialogue or interaction. (Gholami, Attaran, & Moghaddam, 2014) .In the case of using songs to improve vocabulary, the project will use call-and-response activities, where the teacher plays the song and have the students repeat or respond to certain phrases. Also, the students would sing along with the song, which can help to reinforce the vocabulary in a fun and memorable way.

The implementation of the Harmonious Words project at The Bethlemitas Brighton Educational Institution followed an interactive learning approach that encouraged an active engagement with the learning materials. The approach has involved introducing the topic to the

students, playing the song, and explaining the accompanying worksheets before engaging in call-and-response activities with the students. During these activities, the teacher has been playing the song and prompting the students to repeat or respond to certain phrases, which has been helping reinforce vocabulary in an engaging and interactive manner. Furthermore, students were encouraged to sing along with the song, providing an enjoyable and memorable way to further enhance their vocabulary acquisition.

Table 3

Chronogram of Activities in Primary School

N°	Week	Description of the activity
1	From the 27th Mars to 31th March	- Presentation in primary school
2	From the 3rd April to 7th April	- Holy Week
3	From the 10th April to 14th April	- Class planning worksheets **(Appendix 15)** - Development of the first song First 03: "Cánticos buenos días, hello Good morning" and "heads, shoulders, kness ans toes". **(Appendix 16)** - Preschool: "Good morning chants, hello Good morning" and "The fingers family, numbers from 1 to 5" **(appendix 17)**
4	From the 17th April to 21th April	- Class planning worksheets **(Appendix 18)** - Development of the third song. First 03: "What color is it?". **(Appendix 19)** - Preschool: "heads, shoulders, knees and toes" **(Appendix 20)**
5	From the 24th April to 28th April	- Class planning worksheets **(Appendix 21)** - Implementation of the fourth song - First 03 "I like I don't like"**(Appendix 22)** - Preschool: " My Family" **(Appendix 23)**
6	From the 1st May to 5th May	- Class planning worksheets **(Appendix 24)** - Implementation of the fifth song - First 03 "big and small, short and tall"**(Appendix 25)**
7	From the 8th May to 12th May	- Class planning worksheets **(Appendix 26)** - Implementation of the fifth - Preschool: "Fruits are yummy" (**Appendix 27)**

8	From the 15th May to 19th May	- Class planning worksheets **(Appendix 28)** - Implementation of the sixth song - First 03 " big and small, short and tall , review**"(Appendix 26)** - Preschool: “shapes 1” (**Appendix 29**)
9	From the 22th May to 26th May	- Class planning worksheets (**Appendix 30**) - Implementation of the review of all songs - First 03 review every lesson, all the songs - Preschool: “review every lesson, all the songs”
10	From the 29th May to 02nd May	- Design of didactic material as a way to decorate the reading room of the primary school. - Design of the second quality test for first 03 grade. (**Appendix 31)**
11	From the 05th May to 09th May	- Good bye to the students and aval from the primary school to check everything was finished.

Conclusions

The results of the Harmonious Words project were promising in terms of achieving the overall objective of using songs to improve vocabulary acquisition in elementary students at Bethlemitas Brighton Educational Institution. Through the use of music and songs in English classes, the project succeeded in fostering a positive attitude towards language learning among the students. The incorporation of music and songs in English classes also helped to create a more engaging and enjoyable learning environment for the students. As a result, the students demonstrated a great willingness to learn English in this interactive and engaging way.

The execution of this project was carried out through weekly synchronous sessions where the student responsible for this project was in charge of teaching the classes corresponding to the subject of foreign language in elementary school for the preschool and first grade 03 of the I.E. Thus, two hours were used for each course for the adequate planning per group. Consequently, two hours per week were taught in the first grade and two hours per week in the preschool grade. In this way, eight hours per week were dedicated to the two elementary school groups (first

grade 03 and transition 01). In addition, a record was kept, signed by the teachers of these groups, of the activities carried out in each meeting for their control and correct development.

In terms of specific objectives, the project succeeded in creating a more engaging and enjoyable English learning environment in grades one 03 and transition 01 at the primary site by incorporating music and songs in English classes. The call-and-response activities used in the project helped students actively engage with the learning materials, which is a crucial component of the interactive learning approach. Thanks to these games and worksheets in complement with the audiovisual help of the children's songs, a good staging of each of the classes that took place throughout the implementation of this project was carried out and it concluded that the objectives that were focused on improving the environment and the motivation of the students in the English classes were fulfilled.

Recommendations

These are some recommendations that can be left for future projects to be implemented in the Educational Institutions and for the teachers of the Institution where this project was implemented.

It is recommended to incorporate music and songs in English classes. This strategy has proven to be effective in fostering a positive attitude towards language learning and creating an attractive learning environment.

For a further implementation of this idea, it is recommended to find and select a variety of songs suitable for students of different ages and levels of English. This will help maintain their

interest and motivation, as well as provide exposure to different musical styles and related vocabulary.

On the other hand, it is not enough to simply find and implement nursery rhymes, as children become distracted very quickly and more so from the age of 5 or 6. The implementation of call-and-response activities, games, and interactive flashcards along with the songs will help students actively engage with the learning material and reinforce their understanding of vocabulary. In this way the teacher will not suffer any kind of issue related to the student's bad behavior or distractions in the classes.

One important aspect to highlight is that the project did not implement quantitative evaluations during the classes. As a result, students tended to lack motivation and put less effort into the activities because they were not graded. Therefore, it is recommended to introduce periodic assessments to measure students' progress in vocabulary acquisition. These assessments could include written tests, listening activities, and oral conversations to evaluate their comprehension and ability to use the vocabulary effectively. Additionally, assigning grades to students is essential, as it aligns with the school's grading system, provides a means to check their performance, reinforces their learning, and offers valuable feedback for improvement.

Chapter V

Intra-institutional Activities Component

Introduction

In today's fast-paced and ever-changing world, institutions face numerous challenges that require them to stay agile, adaptable, and responsive to remain successful. As the final part of this whole project, the activities to be developed, aimed to identify ways to enhance the institution's interinstitutional activities and contribute to its overall success. This project began by conducting a comprehensive assessment of the institution's current processes and workflows by reviewing various internal documents, interviewed staff members, and observed different departments in action to gain a comprehensive understanding of how the institution operates.

In this component it is expected to levering the experience, skills, and knowledge of the pre-service teacher by being exposed to the whole role a teacher must play between an educational Institution. It is hope to made a meaningful contribution to the institution's success, that the work can serve to improve and innovate in the Institution by giving new and innovative ideas.

Justification

Effective collaboration and communication between teachers and administrative staff can lead to improved outcomes for students and other stakeholders. However, managing these activities can be complex and challenging, particularly in today's fast-paced and ever-changing environment.

This component of the project aimed to identify ways to enhance the institution's intra-institutional and interinstitutional activities through initiatives such as improved communication, streamlined processes, and more effective use of technology. The project provides an excellent opportunity to learn about the institution's interinstitutional activities and gaining experience, skills, and knowledge to make a meaningful contribution to the Institution and to the preservice teacher in his formation as a teacher. Also, with this component, the project aims to promote better teamwork, productivity, and innovation within the institution and in the English area when they require. In the same way, by identifying areas for improvement and developing new strategies to enhance both intra-institutional and inter-institutional activities, the project can help the institution achieve its goals and continue to provide high-quality events for students."

Objectives

General objective:

To participate actively in the role as teacher by cooperating in the extra-activities the Institution attend.

Specific Objectives:

Attend and participate in all institution-sponsored events and activities, including sports events, cultural events, and academic accompaniments.

Encourage student participation in the activities programmed by the I.E. and support the teachers by maintaining the discipline

Methodology

Throughout my involvement in this project, I was an active participant in a variety of intra-institutional activities. These activities fell into two main categories. The first category

consists of extracurricular or complementary activities, including flag hoisting, cultural events, parent-teacher meetings, parades, and attendance at local events. I had participated actively in the flag hoisting ceremonies. Specifically, I contributed to the discipline of the students involved in this event, ensuring that they were well-prepared and coordinated for the ceremony. Additionally, I was involved in Spanish Language Day, where I worked with the of sixth 02 and in primary school first 03 and preschool students to promote the discipline while the celebration.

The second category of activities relates to fulfilling my responsibilities as a member of the team. This included adhering to a schedule for providing academic assistance to students and parents, delivering academic support, and providing guidance and counseling. I fulfilled these responsibilities by dedicating myself to providing academic support to students who required additional assistance. Specifically, I spent time delivering guidance and counseling, as well as providing academic assistance through tutoring sessions. Following the above, every Thursday, I had to go to the school to work with the students in the English classroom, by monitoring the accomplishment of the virtual activities the student could have in the platform (since 03:00 p.m. to 05: 00 p.m.). In addition, I was there to support the student if they required some help with the platform or with the topic they were working.

My involvement in these intra-institutional activities allowed me to work collaboratively with my supervisor, support the academic development of the students, and make a meaningful contribution to the project's overall success.

Table 4

Chronogram of activities programmed for the Educational Institution

N°	Week	Description of the activity
1	From the 6th March to 10h March	- Preventive citations

2	From the 13th March to 17th March	
3	From the 20th March to 24th March	- 11- 2° grade Flag hoisting
		- 2° and transition grades Flag hoisting
		- Reinforcement strategies
4	From the 27th March to 31st March	- Quality exams
		- Jean day
		- Agape with the students
5	From the 3rd April to 7th April	- Holy Week
6	From the 10th April to 14th April	- April value exposition, charity (accompaniment to the students in the formation)
		- English classroom accompaniment (afternoon shift on Thursday)
7	From the 17th April to 21st April	- First period delivery of academic informs
		- Spanish language day celebration (primary and secondary schools)
		- English classroom accompaniment (afternoon shift on Thursday)
8	From the 24th April to 28th April	- Children's day
		- English classroom accompaniment (afternoon shift on Thursdays)
9	From the 1st May to 5th May	- May value exposition, service (accompaniment to the students in the formation)
		- English classroom accompaniment (afternoon shift on Thursday)
10	From the 8th May to 12th May	- English classroom accompaniment (afternoon shift on Thursday)
11	From the 15th May to 19th May	- Flag hoisting, teacher's day (accompaniment to the students in the formation)
		- English classroom accompaniment (afternoon shift on Thursday)
12	From the 22th May to 26th May	- English classroom accompaniment (afternoon shift on Thursday)
13	From the 29th May to 02nd June	- English classroom accompaniment (afternoon shift on Thursday)

14	From the 5h May to 09th May	- May value exposition, sustainability (accompaniment to the students in the formation)
		English classroom accompaniment (afternoon shift on Thursday)

Note. The present chart is the organized activities from the I.E., during this project.

Conclusions

The participation in the extra-activities organized by the institution was successful, as evidenced in an active involvement between a variety of events and activities. The teacher attended and participated in multiple cultural events, and academic accompaniments, demonstrating commitment to the institution and its students.

Some of the activities were the via Crucis before Easter, the agape with the students, every morning reflection with the students from sixth 02 and the participation in mess with the discipline of the students. In addition, the teacher encouraged students' participation in the activities were organized by the I.E. By doing so, they have played a key role in promoting the benefits of participating in these activities and encouraging students to get involved.

Overall, the teacher's active participation in extra-curricular activities had a positive impact on her. Engaging in these activities provided her with firsthand experience of the challenges that teachers face on a daily basis in public institutions throughout the country. Furthermore, it allowed her to learn and develop effective strategies for managing discipline among students and fostering collaboration with her fellow teachers in the institution, beyond just the supervisor. This section of the project also played a crucial role in strengthening the teacher-student relationship. By participating in these activities, the teacher created additional opportunities to interact with the students, revealing different facets of her personality. This was highly appreciated by the students, as it made them feel more connected and comfortable with their teacher.

Chapter VI

Objective

To develop reflective narrative skills as a preservice teacher, facilitating self-assessment, and continuous improvement of teaching practices.

Reflective approach

Narratives can help preservice teachers reflect on their teaching experiences and improve their skills. Managing classroom distractions is a challenge, but new strategies can be used to create a conducive environment for reflexive writing. By using narrative exercises, preservice teachers reflected on their teaching practices, process experiences, and identify areas for improvement.

Equally important, they provide a way for teachers to reflect on what works and what needs improvement. Ultimately, narratives are a useful tool for preservice teachers to improve their skills and create an effective classroom environment. It's also important for teachers to know these strategies in order to make the class more enjoyable. Using narrative exercises can help preservice teachers express themselves freely and process what happened during the week and in each class. These exercises allow teachers to express themselves without fear of judgment or grading, as they are very personal.

Being more specific in this project, the process of writing these narratives was taken in five times during the whole practicum but the eleven weeks of reflection were delivered. The writing of the narratives was made mostly during the weekends or sometimes during the week writing some ideas to add. This part of the project was very important for some different reason.

In first place and I think one of the more important aspects is that this was a space to tell all the feelings a pre-service teacher could have during this time. Sometimes a teacher or in this

case a pre-service teacher could have a lot of feelings and thoughts that do not know how to handle or sometimes he/she wants to just express them. For me it was like a therapy because was a really good way let out my perceptions, my positive and negative thoughts about the fact of being a teacher.

General Conclusions

Considering the three components that make part of this whole project, it can be mentioned that each component has one important aspect to be shown. Thus, each component will be exposed hereinafter.

Students found the incorporation of Colombian myths in their English classes to be advantageous for their language learning. It expanded their vocabulary and improved their pronunciation skills. The use of myths also heightened their motivation and commitment to learning English, making the language learning process more engaging and dynamic. Furthermore, myths had a positive impact on their oral expression skills, increasing their comfort and confidence when speaking English. Overall, integrating Colombian myths into English classes proved to be a valuable strategy for enhancing students' cultural understanding, speaking skills, and interest in the English language. It provided opportunities for meaningful engagement and language acquisition, contributing to a comprehensive and engaging learning experience.

In terms of the outreach component, the project successfully achieved its goal of creating and captivating and enjoyable English learning environment for students in grades 1-03 and Transition 01 at the primary site. This accomplishment was accomplished by incorporating music and songs into the English classes. The implementation of call-and-response activities effectively encouraged active participation among students, a crucial aspect of the interactive

learning approach. Through the use of engaging games, worksheets, and the audiovisual support of children's songs, each class was effectively conducted, ultimately fulfilling the objectives of enhancing the learning environment and boosting student motivation in English classes.

Finally, in the intra-institutional component, the teacher's active involvement in extracurricular activities had a positive influence. By participating in these activities, she gained firsthand experience of the challenges faced by teachers in public institutions across the country. It also allowed her to develop effective strategies for maintaining discipline among students and fostering collaboration not only with her supervisor but also with other teachers in the school. Moreover, this aspect of the project significantly contributed to building stronger connections with the students. Through these activities, the teacher created additional opportunities for interaction, allowing the students to see a different side of her and establishing trust and confidence in their relationship.

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Appendices

Appendix number 1: Workshop about the first myth

Drive link:
https://docs.google.com/document/d/1yrfLICJzrjcGPExEkkX2SixH0vIVgjsy/edit?usp=sharing&ouid=108305696349364040274&rtpof=true&sd=true

Universidad de Pamplona

Lic. Lenguas Extranjeras

Grado sexto N°2 I.E.Brighton

Primer Mito Muisca "Bachue"

Contexto

Los muiscas (del muysc cubun: muysca; AFI: /mʷiska/) son un pueblo indígena amerindio que ha habitado el altiplano cundiboyacense y el sur del departamento de Santander, en el centro de la actual República de Colombia, desde aproximadamente el siglo VI a. C., y cuyos descendientes actuales viven en los departamentos de Cundinamarca, Boyacá y parte de Santander. Una pequeña parte de su población está organizada en forma de cabildos indígenas en la ciudad de Tunja y en localidades del distrito de Bogotá como Suba, Bosa, Usme, Fontibón y Engativá, además de municipios vecinos como Chía, Cota, Mosquera y Sesquilé. Buena parte de la población actual de la Cordillera Oriental de Colombia es resultado del mestizaje entre los muiscas y otros pueblos, principalmente españoles.

Mito

La laguna de Iguaque, caracterizada por su paisaje frío, alguna vez se llenó de flores y plantas de colores, el agua comenzó a burbujear como si hirviera y apareció una hermosa mujer delgada, de cabello largo y esbelta. En su brazo derecho tenía un niño de cinco años. Caminaron sobre el agua hasta la orilla. Eran Bachué y su hijo, venían a poblar la tierra.

Cuando el niño creció y fue un hombre contrajo matrimonio con Bachué, tuvieron muchos hijos, pues en cada parto tenía cuatro, cinco, seis hijos y hasta más. Primero se instalaron en la sabana y después recorrieron todo el imperio Muisca. Poblaron cada rincón con sus hijos. Ella enseñó a sus hijos a tejer, construir bohíos, amasar el barro, cultivar y trabajar los metales. Su esposo entrenó guerreros y les enseñó los valores de la vida.

Cuando Bachué consideró que la tierra estaba lo suficientemente poblada, dispuso todo para volver a la laguna de Iguaque. Acompañada por una multitud, regresó al sitio del que salió y en compañía de su esposo se lanzó al agua y desaparecieron.

Tiempo después Bachué y su esposo se convirtieron en una serpiente que salió a la superficie y la recorrió en presencia de todos, dejando como mensaje que siempre los acompañarían.

La laguna de Iguaque se convirtió en un lugar sagrado y allí se celebraban ceremonias en honor a Bachué.

La sociedad Muisca se rigió por el matriarcado; por eso el nombre del esposo es desconocido. La mujer era la encargada de transmitir las tradiciones y costumbres a los descendientes. Ella era considerada una diosa, pero además una maestra, a quien debían el tipo de organización, las tradiciones y valores de su cultura

Bachue Myth

The lagoon of Iguaque, characterized by its cold landscape, was once filled with flowers and colorful plants, the water began to bubble as if it were boiling and a beautiful, slender, long-haired, slender woman appeared. In her right arm she held a five-year-old boy. They walked across the water to the shore. They were Bachué and her son, coming to populate the land.

When the boy grew up to be a man, he married Bachué, and they had many children, for at each birth he had four, five, six children and even more. First, they settled in the savannah and then they traveled throughout the Chibcha empire. They populated every corner with their children. She taught her children to weave, build huts, knead clay, cultivate crops and work metals. Her husband trained warriors and taught them the values of life.

When Bachué considered that the land was sufficiently populated, she arranged everything to return to the lagoon of Iguaque. Accompanied by a multitude, she returned to the place from which she left and, accompanied by her husband, jumped into the water and disappeared.

Some time later Bachué and her husband turned into a snake that came to the surface and traveled through the water in the presence of everyone, leaving as a message that they would always be with them.

The lagoon of Iguaque became a sacred place and ceremonies were held there in honor of Bachué.

The Muisca society was governed by matriarchy; that is why the name of the husband is unknown. The woman was in charge of transmitting traditions and customs to her descendants. She was considered a goddess, but also a teacher, to whom they owed the type of organization, traditions and values of their culture

Questions:

1.What culture does the myth of Bachué come from?

¿De qué cultura proviene el mito de Bachué?

R:

Who is Bachué in the myth?

¿Quién es Bachué en el mito?

R:.

Why is the myth of Bachué important for the Muisca?¿Por qué es importante el mito de Bachué para los muiscas?

R:

2. Now, write a short abstract of the myth. Use the back side of the sheet to write it down (60 words)

Example: Bachué is a female character from the Muisca creation myth in Colombia. She came out of a lake carrying a baby, who eventually became her husband and the father of their offspring. Bachué is recognized as the mother of the Muisca culture and the creator of human beings. Her story highlights the significance of respecting nature and maintaining balance between humans and the environment.

Appendix number 2: Workshop about the second myth implementation

Drive link:https://drive.google.com/file/d/1LZyn8zcUBWM2pEGjQPZGVC2uIU3DaCa_/view?usp=sharing

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Second Myth "The moon and sun origin "

Context

Se ubican al suroccidente de Mitú, en el departamento del Vaupés en las zonas de San Luis y Matapí. Habitan desde la cachivera del "Yuruparí", hasta las bocas del caño Yi, al nororiente, y por el río Paca hasta el raudal Tapira al sur, hasta el caño Fariña. Dentro de su cosmovisión el agua ocupa un lugar fundamental. Al igual que otros grupos del Vaupés como los pisamira, consideran que antes de adquirir una figura humana, fueron "Gente Pez" o "Gente de Pescado". Practican la horticultura de tala y quema, en suelos pobres y de lenta recuperación. Como cultivo principal está la yuca brava. Complementan su alimentación con la pesca y recolección de frutos silvestres, y en menor escala con la cría de especies menores. De manera similar a otros grupos de selva, el trabajo está dividido por sexo.

El sol y la luna

Un Mito de los Yurutí.

Una leyenda de los Yuruties cuenta la historia del sol y la luna, los cuales eran hermanos. Un día hubo una discusión entre el sol, quien era el hermano mayor, y la luna, el hermano menor. Regañando al hermano menor, el sol le dijo, "-Yo soy el que manda en el día"

La luna le respondió, “-Tú eres peor. Eres muy bravo. Tú hablas demasiado. El calor que tú haces es insoportable y mata a los niños. Yo, en cambio, soy bueno. Yo sirvo a la gente. En las noches, yo les doy luz en la oscuridad cuando salen de pesca o de cacería.”

Pero, el sol le contestó de nuevo, “- Yo soy el que es bueno. En el día, yo hago un milagro para que la gente pueda conseguir su alimento. Cuando quieren sembrar la yuca en la chagra, yo les seco el campo para que puedan quemar el monte bravo y luego hacer sus siembras. Yo les ayudo mucho a ellos. Usted es el malo”

Cuando terminaron de discutir, cada uno cogió un rumbo distinto. El sol escogió las horas del día y la luna escogió las horas de la noche. Fué así como hoy en día sabemos que el sol se llama, muípu búreco macu, “sol, hijo del día”, y la luna se llama, muípu ñamí macu, “luna, hijo de la noche”.

.

The sun and moon Origin

A Myth of the Yurutí.

The story tells about the sun and the moon, who were brothers. One day, they had an argument, the sun, who was the older brother, and the moon, the younger brother. Scolding the younger brother, the sun said to him, "-I am the boss of the day."

The moon replied, "You are worse. You are very angry. You talk too much. Your heat is unbearable and kills the children. Me, on the other hand, I am good. I serve the people. At night, I give them light in the dark when they go fishing or hunting."

But, the sun answered her again, "- I am the one who is good. In the daytime, I do a miracle so that people can get their food. When they want to plant yucca in the chagra, I dry the field for them so that they can burn the wild forest and then plant their crops. I help them a lot. You are the bad guy."
When they finished arguing, each took a different direction. The sun chose the hours of the day and the moon chose the hours of the night. That is how today we know that the sun is called, muípu búreco macu, "sun, son of the day", and the moon is called, muípu ñamí macu, "moon, son of the night".

Questions:

1. Who had an argument in the story? ¿Quién tuvo una discusión en la historia?

R:

2. Why did the sun say he was the boss of the day? ¿Por qué el sol dijo que era el que mandaba en el día?
R:
3. Why did the moon say he was good for the people? ¿Por qué la luna dijo que era buena para la gente?
R:
2. **Now, write a short abstract of the myth (60 words)**
Example:
This Yurutí myth tells the story of the sun and the moon, who were brothers. They had an argument about who was better and who should be in charge. The sun claimed that he helped people by drying the fields so they could plant crops, while the moon said he provided light for people at night. In the end, they each chose to govern different hours of the day, and today we know them as the "sun, son of the day" and the "moon, son of the night."

Appendix number 3: Planner about the first pedagogical sequence

Drive link: https://docs.google.com/document/d/1KkUa_3siarq7czWT-n23vsdV_eJ4QqBq/edit?usp=sharing&ouid=108305696349364040274&rtpof=true&sd=true

Planner N°3

Grade: Sixth **Groups**: 2
Teacher: Adriana Mora **Supervisor**: Gennis Navarro
Period: Second
Thematic focuses: • Socialization of the first myth to implement
Cross-sectional values: Equity
Objectives: -To recognize the Colombian native literature through a myth "Bachue".
-To ken the meaning of myth.
-To prepare a resume of the myth and present it to the class

Introduction: This planner is proposed to be develop into two session of 55 minutes due to the fact each hour in the school have this period of time.

Preparation: 0-10 minutes. Moment to ask and answer questions about the Indigenous culture of Muiscas and about other ethnics groups around Colombia. Then, it will start with the socialization of a brief contextualization of indigenous cultures. It will be focused on the presentation of the Muisca culture and some aspects of their people.

Presentation:

10- 20 minutes. The sequence will be followed by the presentation of the myth in a mp4 format for the students to attract them (https://www.youtube.com/watch?v=4yN4gZsPVy8)
20-30 minutes: It will be presented the worksheet to develop about the myth. There will be some questions and then a production where they have to do an abstract of the myth. (https://docs.google.com/document/d/1yrfLICJzrjcGPExEkkX2SixH0vIVgjsy/edit?usp=sharing&ouid=108305696349364040274&rtpof=true&sd=true)

Correction
30- 60 minutes: the students will be preparing the worksheet and will correct any misconceptions or misunderstandings that students may have about the story and will use examples or scenarios to illustrate the correct interpretation of the myth for them to answer the question of the best way.

Teacher guidance:
60-70 minutes: The teacher will provide additional information about the culture and beliefs of indigenous people in Colombia, and how myths play a role in their traditions to each student that could have any question about the topic. Also, she will encourage students to analyze the myth and its themes, such as the values and beliefs that are reflected in the story.

Learner response:
70– 80 minutes: The teacher will animate students to share their answers about the myth presented in the worksheet
80-100 minutes: The students will read and share their productions about the myth.
110- 115 minutes: Finally, the class will finish by the task feedback where the students receive the correction about their productions and become aware about their own process. For this step the teacher will:

1. Share to each student the feedback about their production.
2. To set the corrections they have to practice to improve their productions.

Appendix number 4: Planning of the second myth

Drive link: https://docs.google.com/document/d/1yR-iRJCRPUMrZHluGR1hOS1pKpUTpjq8/edit?usp=sharing&ouid=108305696349364040274&rtpof=true&sd=true

Planner N°4
Grade: Sixth **Group: 2**
Teacher: Adriana Mora **Supervisor: Gennis Navarro**
Period: Second
Thematic focuses: • Second myth implementation
Cross-sectional values: Sustainability
Objectives:
To recognize the Colombian native literature through a myth "El Origen del sol y la Luna".
To prepare an abstract of the myth and present it to the class

To spot the Yurutí Colombian native literature through a myth.
To discover specific features about the Yurutí culture.
To instigate the participation in the students through this myth

Introduction: This planner is proposed to be develop into two session of 55 minutes due to the fact each hour in the school have this period of time.

Preparation: 0-10 minutes. Moment to ask and answer questions about the Indigenous culture of Yurutis and about other ethnic groups around Colombia. Then, it will start with the socialization of a brief contextualization of the Yuruti indigenous culture.

Presentation:
10- 20 minutes. The sequence will be followed by the presentation of the contextualization the ethnic group in an mp4 format for the students to attract them (https://www.youtube.com/watch?v=sgOMZetinQo&t=268s&pp=ygUGeXVydXRp)
20-30 minutes: It will be presented in the worksheet to develop the myth. There will be the contextualization of the tribe, some questions and then the example of how to do the abstract where they have to do an abstract of the myth.
(https://drive.google.com/file/d/1LZyn8zcUBWM2pEGjQPZGVC2uIU3DaCa_/view?usp=sharing)

Correction
30- 60 minutes: the students will be preparing the worksheet and will correct any misconceptions or misunderstandings that students may have about the story and will use examples or scenarios to illustrate the correct interpretation of the myth for them to answer the question of the best way.

Teacher guidance:
60-70 minutes: The teacher will provide additional information about the culture and beliefs of indigenous people in Colombia, and how myths play a role in their traditions to each student that could have any question about the topic. Also, she will encourage students to analyze the myth and its themes, such as the values and beliefs that are reflected in the story.

Learner response:
70– 80 minutes: The teacher will animate students to share their answers about the myth presented in the worksheet
80-100 minutes: The students will read and share their productions about the myth.
110- 115 minutes: Finally, the class will finish by the task feedback where the students receive the correction about their productions and become aware about their own process. For this step the teacher will:
1. Share to each student the feedback about their production.
2. To set the corrections they have to practice to improve their productions.

Appendix 5 : Final implementation planning

Drive link:
https://docs.google.com/document/d/1luZM0NEyZ8qrJQr2C1xAau1PpNszlqLz/edit?usp=sharing&ouid=108305696349364040274&rtpof=true&sd=true

Planner N°5
Grade: Sixth **Group: 2**
Teacher: Adriana Mora **Supervisor: Gennis Navarro**
Period: Second
Thematic focuses: • Project Based Learning Final Implementation
Cross-sectional values: Sustainability
Objectives:
To discover specific features about some Colombian native cultures.
To instigate the participation of the students through a myth from their own choice.

Introduction: This planner is proposed to be developed into two sessions of 55 minutes due to the fact each hour in the school has this period of time.

Preparation: 0-10 minutes. Moment to ask and answer questions about the Indigenous culture that each student had prepared

Presentation:
10- 20 minutes. In this part of the implementation each student will talk about the culture he/she had chosen and also a brief synthesis of the myth

Correction
30- 60 minutes: the students will prepare the abstract of the myth in the class

Teacher guidance:
60-70 minutes: The teacher will donate enough vocabulary for them to incorporate it in the abstract.

Learner response:
70– 80 minutes: The teacher will animate students to share their productions in front of the other participants and also the teacher will record their productions.

80- 110 minutes: Finally, the class will finish by the task feedback where the students receive the correction about their productions and become aware about their own process. For this step the teacher will:
1. Share to each student the feedback about their production.
2. To set the corrections they have to practice to improve their productions.
3. To congratulate them for sharing their thoughts.
4. To give them a present for being present in the last stage of the project.
5. To thank the students for their active participation in the whole project.

Appendix number 6 : Interview Body

Drive link:
https://docs.google.com/document/d/16cy0_UBNdEdOvrXuj8rzi0UscI59r4lH/edit?usp=sharing&ouid=108305696349364040274&rtpof=true&sd=true

Entrevista n° 1
Objetivo: Conocer el impacto del proyecto sobre la utilización de mitología indígena Colombiana en las percepciones de los estudiantes sobre sus habilidades de expresión oral en inglés y su compromiso con el aprendizaje del idioma en el aula.

1. ¿Crees que la inclusión de los mitos del origen de la luna y Bachué en las clases de inglés puede ser beneficioso para tu aprendizaje del idioma? ¿Por qué?

2. ¿Cómo crees que el uso de los mitos en las clases de inglés puede afectar tu motivación y compromiso con el aprendizaje del idioma? ¿Has notado algún cambio en tu interés por el inglés debido a estos mitos?

3. ¿Qué impacto crees que tienen los mitos en tu desarrollo de habilidades de expresión oral en inglés? ¿Te sientes más cómodo/a o seguro/a al hablar en inglés al utilizar estos mitos como tema de conversación?

4. ¿Has experimentado alguna dificultad o desafío al relacionar los mitos del origen de la luna y Bachué con el aprendizaje del inglés? Si es así, por favor, describe esa experiencia.

5. ¿Has notado algún cambio en tu percepción sobre la cultura de las tribus Yuruti y Muisca a través del estudio de sus mitos en el contexto del aprendizaje del inglés?

6. ¿Tienes alguna sugerencia o recomendación sobre cómo podríamos mejorar la incorporación de los mitos en el aprendizaje del inglés?

7. ¿Hay algo más que te gustaría compartir acerca de tus experiencias y percepciones relacionadas con los mitos del origen de la luna y Bachué en las clases de inglés?

Appendix number 7: Reflective Journal

Drive link: https://docs.google.com/document/d/16FblfSTC-aAvck5nIeH6IQ3Uhy_vPrQ0/edit?usp=sharing&ouid=108305696349364040274&rtpof=true&sd=true

Appendix number 8 : First Questionary about the students' preferences for myths and other fantastic stories, as well as their perceptions of indigenous Colombian culture
Drive link:
https://docs.google.com/document/d/1KriE1REMV2FpgTsNnvACxBmfhRDSfWYl/edit?usp=share_link&ouid=108305696349364040274&rtpof=true&sd=true

Universidad de Pamplona

Lic. Lenguas Extranjeras

Grado sexto N°2 I.E.Brighton

Primer cuestionario sobre las percepciones de los estudiantes acerca de la cultura indígena colombiana.

1. ¿Te gustan las historias de mitos y cuentos fantásticos?

a) Sí

b) No

2¿Qué tipo de historias prefieres?

a) Mitos y leyendas antiguas

b) Cuentos de hadas

c) Historias de ciencia ficción

d) Otras (por favor, especifica)

3. ¿Cuál es tu personaje mitológico o de cuentos de hadas favorito?

4. ¿Te gusta aprender acerca de las culturas indígenas de Colombia?

a) Sí

b) No

5. ¿Qué es lo que más te interesa de las culturas indígenas de Colombia?

a) Sus tradiciones y costumbres

b) Su historia y legado

c) Sus artesanías y textiles

d) Otras (por favor, especifica)

6. ¿Cuánto sabes acerca de las culturas indígenas de Colombia?

a) Mucho

b) Algo

c) Poco

d) Nada

7. ¿Cuál es la cultura indígena colombiana que más te llama la atención?

a) Los Wayuu

b) Los Arhuacos

c) Los Embera

d) Otras (por favor, especifica)

8. ¿Te gustaría aprender más acerca de las culturas indígenas de Colombia?

a) Sí

b) No

9. ¿Qué sugieres para aprender más acerca de las culturas indígenas de Colombia?

a) Charlas informativas

b) Ver documentales y películas

c) Fomentar el aprendizaje de la cultura indígena en los colegios

d) Otras (por favor, especifica)

10. ¿Algo más que quisieras compartir acerca de tus gustos por historias de mitos y cuentos fantásticos o tu interés en la cultura indígena colombiana?

Appendix number 9: Data Analysis

Drive link:
https://docs.google.com/spreadsheets/d/18UNClCYLCzQrnQ19k8BWcIK9iuXCWFyU/edit?usp=sharing&ouid=108305696349364040274&rtpof=true&sd=true

Appendix number 10: Second questionnaire about the students English-speaking skill perceptions

Drive link:
https://docs.google.com/document/d/1E74QOpK2ENP0pMQ1p5DfD20LKvm6ZOek/edit?usp=sharing&ouid=108305696349364040274&rtpof=true&sd=true

No.	Pregunta	Nada seguro	Un poco seguro	Moderadamente seguro	Muy seguro	Extremadamente seguro

1.	En una escala de 1 a 5, ¿cómo de seguro te sientes al hablar en inglés?	1	2	3	4	5
2.	¿Con qué frecuencia hablas en inglés fuera del aula?	Nunca	Raramente	A veces	A menudo	Siempre
3.	¿Cómo calificarías tu habilidad para pronunciar correctamente palabras en inglés?	Muy pobre	Pobre	Promedio	Buena	Muy buena
4.	¿Qué tan bien comprendes el inglés hablado?	Muy poco	Poco	Moderadamente	Bien	Muy bien
5.	¿Te sientes cómodo al hablar en inglés con tus compañeros de clase?	Nada cómodo	Un poco cómodo	Moderadamente cómodo	Muy cómodo	Extremadamente cómodo

Appendix number 11: Second Questionnaire data analysis

Drive link:
https://docs.google.com/spreadsheets/d/1bPz91N2pwViX7i18wIwWOYtxRGSEkk7J/edit?usp=sharing&ouid=108305696349364040274&rtpof=true&sd=true

Appendix number 12: Field with the Interview recordings and transcriptions

Drive Link:
https://drive.google.com/drive/folders/1t13pWFimW54DHA2FB3Xl79SiWRb_QQZ5?usp=sharing

Appendix number 13: Interviews data Analysis

Drive Link:
https://docs.google.com/document/d/1oJKJ6ThLPvc1D0I1thrS6vxfXHfveTeJ/edit?usp=sharing&ouid=108305696349364040274&rtpof=true&sd=true

Appendix number 14: Data analysis speaking skill assessments

Drive link: https://docs.google.com/spreadsheets/d/1_sP0_j-S6jYw0wORM1MZfkt4jjc-cj1T/edit?usp=sharing&ouid=108305696349364040274&rtpof=true&sd=true

Appendix number 15: Worksheet Good morning

Drive link: https://drive.google.com/file/d/1u3D0O3WYpIidrsmXVHGPJwnpO-yimZVY/view?usp=sharing

Appendix number 16: Good morning/ buenos días song

Youtube link: https://www.youtube.com/watch?v=hlTyGeOP7ug

Appendix number 17: Finger Family

Youtube link: https://www.youtube.com/watch?v=G6k7dChBaJ8

Appendix number 18: Colors, fruits and body parts worksheets

Drive link:
https://drive.google.com/file/d/1qDnSSUUE7HBF0MFekNrBxro3gcGKXKyo/view?usp=sharing

Appendix number 19: What is your favorite color?

Youtube link: https://www.youtube.com/watch?v=zxIpA5nF_LY

Appendix number 20: Song Head shoulders Knees and toes

Youtube link: https://www.youtube.com/watch?v=ZanHgPprl-0

Appendix number 21: Class planning worksheets "I like I don't like"

Drive link:
https://drive.google.com/file/d/1qcakMVhQPueYkjLHITLgWTZzBYjVA8wm/view?usp=sharing

Worksheet family members : https://drive.google.com/file/d/1pa_QXJj3ndaCaLe7z1-V45LKZjUjnBEs/view?usp=sharing

Appendix number 22: First 03 "I like I don't like"

Youtube link : https://www.youtube.com/watch?v=frN3nvhIHUk

Appendix number 23: Preschool: " My Family members "

Youtube link: https://www.youtube.com/watch?v=NVEzzzia8Yo&t=7s

Appendix number 24: Class planning worksheets

Worksheet big and small, short and tall:
https://drive.google.com/file/d/1SMeNwnKRpe9K9UvaWIpS_bqTos1z3bFT/view?usp=sharing

Appendix number 25: First 03 "big and small, short and tall"

Youtube link: https://www.youtube.com/watch?v=ipCjtvHgd4I & https://www.youtube.com/watch?v=Na9YR73Tma8

Appendix number 26: Worksheet fruits:

https://drive.google.com/file/d/1qDnSSUUE7HBF0MFekNrBxro3gcGKXKyo/view?usp=sharing (first page)

Appendix number 27: Preschool: "Fruits are yummy"

Youtube link: https://www.youtube.com/watch?v=QQZ03_v3K6Y

Appendix number 28: worksheets sixth song

Drive Link: https://drive.google.com/file/d/1xFeBKg57NisEdaurGYpnUpE62KwmzFE/view?usp=sharing

Appendix number 29: Preescholar song

Youtube link: https://www.youtube.com/results?search_query=shapes+1

Appendix number 30: Didactic material

Drive Link: https://drive.google.com/drive/folders/172ghAudnrYoi2MZAkqOWVKTGeg1OpYGA?usp=sharing

Appendix number 31: Quality test first 03

Drive link: https://docs.google.com/document/d/1BnTMP3ha1vmmnDciDUeh_drZJ9B6tJmv/edit?usp=sharing&ouid=108305696349364040274&rtpof=true&sd=true