

**Using stories for the teaching of English as a foreign language.**

A project to develop reading skills.

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## **Abstract**

This study is a description of the experience of incorporating a reading comprehension strategy with a group of eleventh graders at Vicente Borrero public school in the afternoon session of the school day, to see how it works to improve eleventh graders' results on the English section of the ICFES Saber 11° test. The study compares the ICFES Saber 11° test results of afternoon students in 2020 and 2021. In 2020, the groups followed a conventional year curriculum, while groups in 2021 had an intervention based on use of literature and stories that emerged in the COVID-19 pandemic to facilitate the integration of English with other school subjects and resulted in the Project based learning model implementation in the school that allowed students to develop communicative skills and improve their results and their English level.

### **Keywords:**

**Reading comprehension skills, short stories, student motivation, standardized test results.**

## **CHAPTER I**

### **Using stories for the teaching of English as a foreign language.**

A project to develop reading skills

Recently new approaches have been brought to the language teaching field which integrate English language learning in a more meaningful and motivating way for students. This is the case of story-based learning, a technique designed to foster reading skills, because students can improve their comprehension ability in the foreign language, by reading, listening, and even going beyond printed text thanks to technology which makes it possible to watch stories and emergent forms of interactive and audiovisual resources available on the internet known as new literacies. I would like to help students discover the enormous potential that literature can offer them to learn English and document the implementation of this strategy, to analyze students' performance, attitudes and perceptions before, during and after the project.

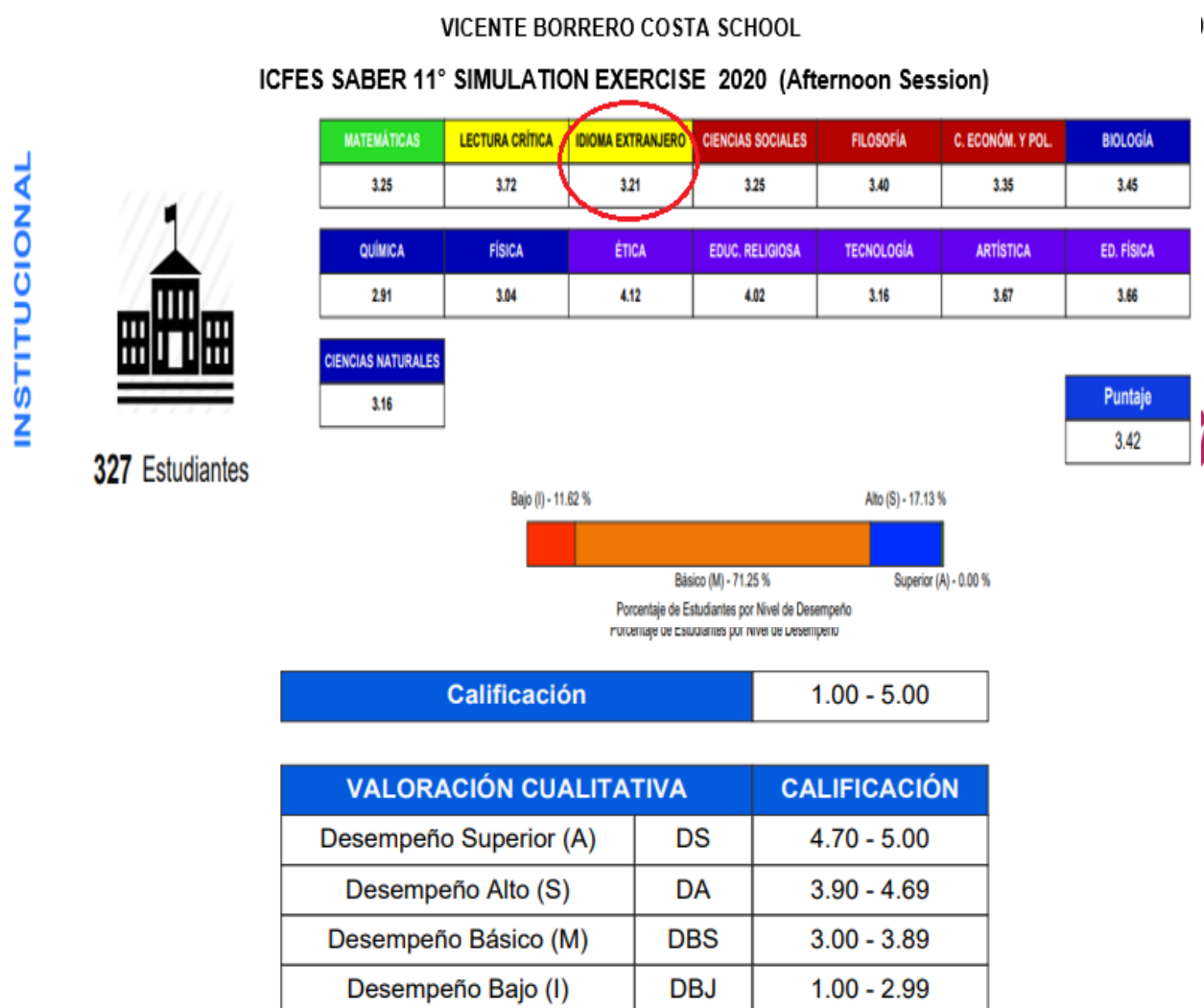
#### **1. JUSTIFICATION**

This proposal is designed to contribute to the solution of a detected problem that has to do with the low results obtained by students at the Educational Institution Vicente Borrero Costa, in the English section of ICFES Saber 11° test. I found that this language development problem could be caused by poorly developed reading comprehension skills, because when the students start the English section of the test, they report not understanding what they read in short texts or descriptions in this section of the test, so for them it is very difficult to answer the reading comprehension questions properly. In other words, students find it difficult to understand written expressions, sentences, and paragraphs in English so they get frustrated and show poor or no evidence of progress.

## PROBLEM

I detected that some of my students from different levels got frustrated because they did not understand what they read, for instance when they read the content of the English section on the ICFES Saber 11° simulation exercise. I noticed their reaction and then confirmed after asking them about the reason they had obtained those low results (see table 1). They expressed that they found it difficult to understand the readings.

Table 1. ICFES Saber 11° Test Simulation Exercise 2020 (afternoon group).



This problem is also the reason the school is currently ranked in the last position for its very low results obtained in official tests and the bilingualism statistics for public schools of the city of Santiago de Cali. I thought we should do something to change our perspective of what learning English means and start making students more interested in improving not only their result, but their performance in English giving the relevance the language deserves as a universal communication channel.

On the other hand, every year the school admits many students who, for different circumstances, do not have any formal learning in English as a foreign language. These students require special attention and dedication until they feel more comfortable to start understanding how to operate in a bilingual context in the English class. I considered it was really demanding for the school to show certain progress in English language development, so among many necessities, the need to incorporate authentic learning strategies in the curriculum of the English area for the improvement of the English language performance was something extremely urgent.

## **RESEARCH QUESTION**

How can my students develop their English reading comprehension skills to improve their results in the English section of the ICFES Saber 11° test?

## **MAIN OBJECTIVE**

Incorporate a strategy to help eleventh graders in the afternoon session at Vicente Borrero School develop reading comprehension skills to improve their results in the English section of the ICFES Saber 11° test.

## **SPECIFIC OBJECTIVES**

- Develop a strategy using stories to integrate the 11° grade English curriculum with other subjects, working under a Project Based Learning model.
- Analyze the ICFES Saber 11° Test result after implementing the story strategy.

## CHAPTER II

### 2. REVIEW OF THE LITERATURE

The educational strategy of using stories to teach is very ancient. It seems that human beings can get ideas or messages easily by listening to a story or an anecdote. Most important cultures have transmitted all their legacy, culture, and knowledge by means of legends, myths, fairy tales and fables to the following generations. One of the most well-known examples is Jesus's teachings. He used to teach through stories to help his friends get the main idea or moral of a story in a more comprehensible way.

Nowadays, the role of the story is experiencing a fascinating boom in the modern world. According to Puchner (2017), “we are living through another revolution in writing technologies” (p. 190). I think this is real thanks to the entertainment industry that is using stories more and more in media channels, digital platforms, games, movies and applications to share content including different formats on social networks via posts, advertising and videos available on-line. Puchner (2017) affirms that we stand at the beginning of a new era of writing and literature in which the internet is changing how we read and write, how literature spreads and who has access to it. This is a change only compared, says the author “as if paper, the book, and print had emerged all at the same time” (p. 350).

Stories and storytelling techniques are used for diverse purposes either in advertisement or business, and it is surprising how technology has enhanced the use of stories to catch the attention of its customers, even making common people believe that everyone can be a storyteller in essence. I think this digital phenomenon could be one of

the reasons for the recent exponential growth of new jobs in the market known as tiktokers, youtubers, instagramers, and influencers, etc., who decided to create and tell stories for a living, while discovering new possibilities to make profit. I believe stories could be a promising vehicle to teach English too, because stories themselves could be considered authentic resources for the learning of a foreign language, however it is necessary to explore its enormous potential.

## **2.1 WHY ARE STORIES ESSENTIAL IN OUR DAILY LIFE?**

The role of stories is very important, since stories provide values, perceptions, and ways of behaving properly for people in our society. Stories have been through history, the base of myths, legends, fairy tales, fables, anecdotes, most social media and news. Wright (2019) illustrates the function of stories as descriptions of events in which characters are struggling to achieve something, helping us to construct narratives in our mind, which guide our daily lives and help us to try to understand the complexity of the world. The construction of these social narratives is what allows individuals to be able to cooperate and live together.

Saxby (2011) claims that when people listen to or watch stories, they learn new vocabulary and ways in which those new words are used to express ideas and life teachings. In her book series for children, which are totally illustrated, readers can experience a wish to go beyond, because stories always make us want to continue with the reading. She says that people always want to find out what happens next and what the main characters do and say to each other. Finally, she mentions that stories can be so touching and memorable, that we can feel excited, disappointed, sad, afraid, angry, or

happy, because the experience of reading or listening to a story could make us feel that we are part of the story too.

Stories are like companions throughout our whole life since the moment we were born, and it does not change when we become teenagers or adults. Wright (2019) mentions we all need stories for our minds just as much as we need food for our bodies. Some time ago, it was common that parents or grandparents told their kids stories and tales before going to sleep to entertain them, but this tradition has been changing in the last few years, since more and more people are watching TV shows, soap operas, series on Netflix, and stories in social networks using their phones and other gadgets. Today, it is very easy to access the internet and end up watching a story that we were not expecting, just because there is an attractive image, an inspiring sound or a headline that calls our attention. At this point, we might say that stories are for all of us, not just for children.

## **2.2 STORIES FOR LANGUAGE TEACHING:**

During the last decades, the need for getting the most effective method to teach English has motivated the interest in analyzing the impact of new teaching models and approaches at different levels. Cameron (2001) states that stories use a holistic approach to language teaching and learning, since they offer a whole imaginary world created by language where children can enter and enjoy learning language as they go. Indeed, Wright (2008) indicates stories provide a channel of communication that can be used as a potential learning tool for language development, because they offer a constant source of language experience for learners.



On the other hand, Krashen (2004) suggested the input hypothesis as one of the most influential theories of second language acquisition. He argues that Comprehensible Input is the most important factor in learning another language. He claims that Comprehensible Input in English is an English language that we can understand. Language inputs are things that we hear (like podcasts, the radio, conversations, and so on) as well as things you read (like books, articles, papers articles, etc.). Krashen is careful to specify that we cannot just read or listen to anything and improve our language, but it is necessary to read or listen to things we understand. Language acquisition happens best, he says, when the input is just slightly more advanced than our own level.

According to Khaleel (2017), it is proven that stories provide context for learning and can be taken as a resource for the teaching of a foreign language. I would say in addition, that stories could be incorporated into the English Curriculum to foster critical thinking and communicative skills development, since stories have the power to impact people's feelings, and it might contribute to achieve comprehension, because they could be used as class discussion generators in which people might express their ideas, and have the chance to support or controvert diverse opinions, positions and points of view according to the way the events are presented.

### **2.2.1 The role of Literature in ELT**

Literature is abundant, and teachers can choose stories that are already familiar to students in their mother tongue, such as traditional stories and fairy tales. They can be used as an educational resource, since those stories combine values, culture and knowledge that contribute in the students' process of second language learning and also

in their personal and social development. Authors like Maley (2013) believe literature can support learners in the development of rich lexical representations and can promote creative reading and writing in English. Literature offers a wide range of possibilities to engage students and discover new knowledge, making them feel enthusiastic about their potential for understanding a different language and more secure with their oral and written production

Ellis and Brewster (2014) mention that stories develop children's learning strategies for comprehension such as listening for general meaning, predicting, guessing meaning and hypothesizing. I think this is only possible by the emotional connection that students can experience when listening to an interesting story, because stories are authentic materials for learning themselves. In addition, Cameron (2001), suggests different ways to use stories in the EFL classroom as holistic approaches to language teaching and learning and its potential to involve learners in authentic use of the foreign language. The author describes some factors that affect learning to read and write in EFL and discusses the way learners can develop strategies to make sense of a text, by constructing meaning, while developing literacy and discourse analysis. These theories offer valid evidence on how helpful and productive for teachers and students can be to plan activities around stories.

### **2.2.2 Storytelling in EFL**

Izzah & Mutiarani (2015), define storytelling as one of the most useful techniques to attract young learners in the learning process effectively. They say telling stories gives a good chance for young learners to discover real life and the language learning experience

together. In their article they suggest the use of storytelling as a pedagogical strategy for developing reading comprehension. When children listen to stories, they experience different mental processes to figure out the meaning of what they listen to. The paper affirms that stories offer a good chance to teach a foreign language, because students can develop language skills in oral and written form as well as stimulating imagination, creativity and critical thinking.

Two main sources from which students receive input are listening and reading. Regarding this idea, Porras (2010) argues storytelling and story reading become two powerful cognitive strategies in the early stages of language development because they provide learners with a lot of interesting and enriching input. The use of storytelling in the L2 classroom creates a good learning environment and provides meaningful and comprehensible input which students can use to develop tactics for learning English like planning, rehearsing and organizing situational details that will be essential for the retention of the language.

Barreras (2010) affirms that storytelling is an ideal beginning to foreign languages as stories provide a familiar context for people. If teachers want to attract children's attention, they must suggest motivating activities such as storytelling. When children start enjoying literature from an early age, they develop their literary competence which is basically a combination of linguistic, socio-cultural, historical and semiotic awareness. Storytelling is a positive motivating activity, which helps students to develop the habit of reading from a very young age. It would help students to become better readers, writers, and users of language in the future. She says that storytelling is also an activity to develop the student's understanding, taking place in the first stages of second language acquisition in which

they are not able to speak fluently in the second language, but they are just receiving and making sense of the input they are getting.

Mart (2012) suggests, storytelling can be effective for teaching English to young learners for the following reasons:

- a. The purpose of telling a story is genuinely communicative.
- b. Storytelling is linguistically honest (It is oral language, meant to be heard).
- c. Storytelling is real (people do it all the time).
- d. Storytelling appeals to the affective domain.
- e. Storytelling caters to the individual while forging a community in the classroom.
- f. Storytelling provides listening experiences with reduced anxiety.

### **2.2.3 Benefits of using stories in language learning**

Wright (2019) explains in his article the importance of using stories for language teaching and their benefits for language learning. One of the most important benefits obtained with this reading strategy is motivation, since it engages students, giving them the reason to discover and realize what they can do with the language. I think it also facilitates interaction, because students cooperate with their peers and teacher to model language activities and this helps to build positive attitudes to lower fear and reduce anxiety and boredom. Stories can help students to activate knowledge by comparing or contrasting first and foreign language to remember words. It promotes translation and deduction too. On the other hand it activates the socio-cultural schemata by retrieving

information in students' memories, making them think and ask more questions about customs, history, music and art.

Saxby (2011) mentions that activities designed around stories promote cooperative learning, motivate interaction between learners and benefit students' foreign language learning. She inspires teachers in the creation of authentic materials and activities to accomplish class achievements. As I said before, motivation is a determinant key factor that stories can provide to succeed when achieving language learning goals, because stories are an extraordinary way for students to experience the English language authentically instead of just taking English lessons. According to Lee and Gundersen (2002), stories can be efficient in vocabulary building because they promote language analysis, thought-provoking discussions and writing. Personally I believe stories can also work to link other subjects for school projects, because one story can join different perspectives and integrate more meaningful learning.

Studies like Eades (2006) also show that reading enhances literacy development, since readers can develop a good writing style, adequate vocabulary and improve grammatical competence. The author explores the uses of stories in our society across the centuries and discusses some reasons for giving them more relevance in teaching. Eades provides extensive evidence that storytelling technique is a useful tool to develop thinking and social skills as well as creativity, because they are able to stimulate children's emotions. Finally, she shows how stories can be applied in the curriculum to integrate different subjects. I'm inclined to believe that encouraging the class to read or listen to

stories, should therefore help the students to learn a second language in a way that is not only fun, but interesting.

Pinto (2012) points out that among many reasons to use stories in the classroom, students can enjoy and are always eager to listen to stories because they know how stories work. Stories are a rich and versatile resource that students can get highly motivated with. They are fun, motivating and can be used in a number of different ways to develop different skills and topics. Stories also contribute to developing positive attitudes towards language learning, they involve children in their learning process and provide an infinite resource of language in context. They are a great way of introducing, practicing, vocabulary and structures as well as improving pronunciation and listening skills.

Krashen (2004) endorses free voluntary reading as a vehicle to develop argumentation and suggests some efforts society has to implement to promote reading in all its forms among people. He claims that a lot of listening and reading, along with follow up exercises is one of the very best ways of learning a language. Krashen's research shows that all aspects of language learning are improved through listening to and reading texts and compares different kinds of studies on reading programs showing their benefits in Second language learning, reading and writing as well as in cognitive development.

### **2.3 GETTING STARTED WITH STORIES IN CLASS**

To plan a unit to work around in class, a story can be the starting point for different language and learning activities and it is a valid alternative to the English learning

curriculum. Pinto (2012) affirms stories contain everyday language that we can find in the traditional syllabi for young learners, so they meet our teaching needs, besides being extremely attractive to students. Their article supports the use of stories as a valuable tool to teach English, since they offer a variety of possibilities to do different activities within a class of young learners. The author illustrates how to plan a unit of work around a story, exemplifying and remarking its potential to develop holistic learning. Finally, the authors suggest that there exist stories for almost every topic and believe that five or six stories can be used throughout the year to develop a complete project.

In stories, language is presented, used, and recycled and all the four skills work together. Ellis and Brewster (2014) suggest the creation of story-based syllabus in which teachers plan activities to develop students' language comprehension and integrate language across the curriculum which is beneficial to consolidate students' cognitive strategies. Ellis and Brewster reason the story-based approach methodology for English language learning to children, since stories are motivating, challenging, enjoyable and exercise imagination. I think making a story-based syllabus involves a lot of work, for planning and preparation of materials around the linguistic and thematic content of the story, but this could be a very rewarding experience anyway.

### **2.3.1 How to choose a story for language teaching?**

Brown (2004) claims that appropriate selections of children's literature give students exposure to new, illustrated vocabulary providing context for the purpose of learning a foreign language. The author illustrates the way literature offers content for an integrated TEFL classroom. He also mentions some advice to select an appropriate literature book

as well as some teaching ideas to plan a creative teaching approach, developing some complementary activities.

Brown (2004) suggests that before starting to plan the classes, teachers should try asking themselves the questions below, which would help students achieve the unit's goals.

- a. Is it likely to engage the learners?
- b. Does it contain values which you feel are OK?
- c. Can it be understood by the students through its language and/or through supporting actions and pictures which you can provide?
- d. Is the story the right length or can it be divided into 5-minute sections?
- e. Will you feel comfortable telling it or reading it?
- f. Does it offer a lot of possible springboard activities?

### **2.3.2 Planning and resources**

Barreras (2010) argues that firstly it is necessary to try to link the story with the students' world by asking them questions so that children relate knowledge and understanding. Then, the teacher needs to contextualize the scenes and introduce the main characters to get students involved with the story. If necessary, the teacher can provide an outline of the story to remind the students what is happening in it so far. After that, the teacher should explain vocabulary, expressions and cultural information even in the mother tongue and provide visual resources support with realia like: drawings, puppets, figures, masks, illustrations or videos to help students understand the story.



Pinto (2012) recommends preparing materials and turning ideas into individual lesson plans. Teachers should also keep in mind while planning lessons that learning English means fun, creativity and enjoyment. Teachers must decide among many things, the new language students will need to understand and enjoy the story. For clearer comprehension, teachers must decide whether to teach a new key language before or during the story. It is a good idea to include props in presentations as well as in each application stage of the project, so teachers should prepare in advance pictures, objects, clothes, make-up, sound recordings, because they might be helpful in creating interest, teaching meaning, adding depth, and leading to springboard activities.

## **2.4 APPLICATION STAGES.**

Porras (2010) describes in her research article, the results of a study to teach English using stories, that she carried out in a public elementary school in Bucaramanga. The author mentions that in the research process both teachers and students had to create a syllabus, create their own stories taking into account students' likes and dislikes, plan the activities, collect and analyze data. She found that participation, motivation, reading comprehension skills and acquisition of new vocabulary increased, improving student performance. For that reason, it is important to include students' opinions in the English curriculum so everybody feels important and active in the process and it could guarantee success.

Here are some activities that authors like Pinto (2012) and Wright (2008) recommend keeping in mind when developing story-based learning projects in class before, during and after the story. They suggest the creation of a story-based syllabus in which teachers

plan activities to develop students with language comprehension and production, integrating language across the curriculum which is beneficial to consolidate students' efforts with cognitive strategies. The pre-activities have the objective of motivating the interest in learning more about the story and getting the students' attention. The while-reading activities look for checking students' understanding of the plot and reinforce the analysis of character actions and other characteristics like time, place and events. The after-reading activities could be useful for the analysis and discussion of teachings and resolutions.

#### **2.4.1 Pre-reading activities:**

**a.** Show the cover and the title and talk about them. Ask students what the cover might be about. Analyzing the cover and title of the book will help students to predict what is going to happen in the story and elicit their curiosity.

**b.** Pre-teach vocabulary and ask questions. Choose the words that are essential in the story and try to illustrate them using pictures and objects. Teachers should simplify the language used in the story, so students can understand the meaning of the words easily.

**c.** Play games. Try out memory games by showing them a series of pictures of objects or figurines, then hide them and challenge students' memory to guess what objects are missing.

**d.** Try picture word matching, drawing, word webs, word clouds, graphic organizers to stimulate the retention of vocabulary in students' memory.

### **2.4.2 While-reading activities**

a. Encourage prediction by giving students the first line or a part of the story and ask them to write down the words they will hear.

b. Sequence parts of the story and ask yes/no questions: Depending on if the story is linear or interactive, ask students questions to check their understanding and interest.

c. Arranging pictures or texts in sequence, allow students to see if they are understanding the correct chronological order of the events in a story. Miming is another useful technique to integrate vocabulary like actions, characters' emotions and feelings into the students' repertoire. Completing a gaped story, drawing a map, or making a flowchart can help students organize their ideas, learn and remember the most relevant events for supporting their ideas with clear arguments.

### **2.4.3 Post-reading activities.**

a. At the end of the story it is necessary to reflect and generate a class discussion to draw out some conclusions and learnings. Ask students to choose a different title for the story or have them make a mini-book, picture stripe, collage, or poster to show the relationship of the story to what they find most relevant about it.

b. Help students to analyze the story into settings, characters, problems, events and resolutions. For publishing or performing the story, students can try to sing a song, make puppets or masks, design models or shadow plays to be able to retell the story with their own words.

In addition, Wolkfolk (2016), claims it is necessary to help students organize the knowledge in their minds, providing authentic activities and stimulating the use of innovative resources for the construction of creative materials, so that they can retrieve the information from the memories when they need it, to be able to interact successfully with other English users. These phenomena have been widely studied by neuroscience in the last few years. In this sense, Pause et al, (2013) define Episodic memory as the conscious recollection of a personal experience that contains information on what has happened and also where and when it happened. When teachers stimulate their students' minds, they can make connections with their multiple systems, comparing, associating and categorizing ideas to get deeper understanding and domain knowledge.

## **2.5 PROJECT BASED LEARNING**

Lee (2018) believes the PBL model offers the opportunity for teachers and students to discover their real roles in the classroom since the contents and purposes suggested for the project are authentic, and integrate reading and writing skills with science and social studies, so teachers not only used their time more effectively, but for students the project fostered motivation to read and to write. The author explains that narrative text can be integrated in PBL units to integrate social studies and science content. It is also a chance for students to activate their creativity since they are able to visualize that what they are learning is necessary in the real world, so they can make something productive out of it.

In addition, Wright (2008) supports the idea that most stories can be used to develop children's power of awareness, analysis and expression as well as relating to other

aspects of the curriculum such cultural and social studies, geography, history, mathematics and science, which appear to be essential for the success of the project-based learning model we are developing in the school. Martínez (2007), affirms that the use of stories facilitates the integration of the four basic skills, helping students to develop learning strategies which can strengthen interdisciplinary and comprehensive methodologies. All these theories about the benefits of the combination of stories with different techniques and approaches, motivated me to wonder if in fact the reading comprehension skills could be developed by the use of resources we have at hand, we just need to put them together into an extraordinary story context, that allows our students to learn and improve their English language performance.

## **CHAPTER III**

### **3. METHODOLOGY**

This study was conducted through the research method systematization of experience. I made a comparative study of the last two years' eleventh graders' results in the English section in the ICFES Saber 11° test, 2020 and 2021. Both groups in comparison belong to the afternoon session of the school day but the graduating students in 2020 followed a conventional year curriculum while those in 2021 experienced an intervention to see the effects of a reading comprehension strategy in relation to their performance. In 2021, the COVID-19 pandemic allowed the school to implement a Project based learning model that facilitated the integration of English with other school subjects and allowed students to develop their communicative skills, improving their results and English level.

During the project, some learning units and workshops were developed in the classes, whose main objective was to see if somehow the students graduating in 2021 could improve their ICFES Saber 11° test results as well as improve their English level. On the other hand, there was a challenge to see how to integrate English with other areas of knowledge such social studies or science for example, and check if the topics of the stories presented on the learning guides were efficient to integrate the content of those areas and if any progress or change could be observed on the English section of ICFES Saber 11° test results. Students expressed their own vision of the impact of the project by answering surveys and informal feedback where they let know more about their opinions and perceptions about the research.

#### **3.1 BACKGROUND INFORMATION**

The groups with which the research was carried out were students of the last two promotions 2020 and 2021, who belong to a public school called Institution Etno Educativa Vicente Borrero Costa located in Alfonso López neighborhood in Santiago de Cali, Colombia. The students of the groups were Colombians, most of them categorized as Afro Colombians, although there were some Venezuelan students too. Their ages ranged from 16 to 20 years old. The social context of the institution was a sensitive factor, since most of the students' families face difficult economic conditions and it got worse during the pandemic, when the school was forced to take virtual lessons from home, because of the COVID-19 pandemic.

The graduating students in 2020 were 51 in total. They took remote learning via online sessions, including English classes from April of the same year. In addition, they never returned to school again. They continued taking online classes, with many limitations and a notorious technological breach, until they finished and presented an online version of the ICFES Saber 11° test in November 2020. Finally, they graduated in a virtual ceremony in December of the same year. In contrast, the students graduating in 2021 were 46 students in total, who first started the classes virtually, and afterwards, returned to the classroom in the second half of the year. Some students quit school during the year, because of many difficulties regarding extreme living conditions. They presented their ICFES Saber 11° test in October 2021.

In 2021, the members of the academic school council decided to implement a project-based learning model at school, which was rapidly accepted by the educational community for offering a solution to cover the study plans of the different areas of learning. The purpose was suggested by some teachers who explained that many schools in the

city were working under this model to mitigate all the issues that occurred the year before with online sessions and also because it offered an innovative approach to integrate the areas making learning more meaningful for learners. Students continued taking the same classes, but the frequency of the lessons were reduced to one meeting per learning guide, so the classes for each subject focused only on developing the activities and content of the learning guide as well as explaining the rubric for the final product to be evaluated.

The project split the academic subjects the students usually take in each grade into three lines, which were: Health and wellbeing, logic analysis and critical reading. English was included in the last group, along with Spanish, Social studies, Philosophy and Ethics. I joined the weekly teachers' meeting of the critical reading component to design the integrated learning guides which contained workshops about the topic we selected democratically, according to some ideas the teachers' team brainstormed, also based on the contents of each subject.

The integrated learning guides were designed according to the topics suggested by the teachers being part of the critical reading line (See appendix 1). Teachers met about ten times virtually during the year 2021 to brainstorm topics of the unit, taking into account our context as well as the basic learning rights in common for each grade. One teacher was in charge of completing the content and stages for the workshop and in total, we designed and applied nine workshops during the year 2021. Sometimes the generative topic contextualized a special date, commemoration or popular event of the country or region of Valle del Cauca. At the beginning of the project, the final product of the learning guides was one for the critical reading line subjects, but since we came back to school, some teachers started asking for independent products.



In 2021 most state-funded schools in Colombia were allowed to come back to physical classrooms. Our school continued developing the pedagogical model Project Based Learning under a hybrid schema of attendance and the English area content had to be integrated to the learning guides, along with the content of the other subjects. This particular condition generated an atmosphere suitable to explore the new teaching and learning scenarios to incorporate the English reading comprehension project with the group of students graduating in 2021 in the afternoon session. There was also a challenge of achieving students' better performances, finding the connection between the topics teachers formulated on the other subjects of the academic program, and the communicative skills that the students needed to develop their linguistic competence in EFL.

## **3.2 DATA COLLECTION TOOLS**

The instruments selected for collecting information for this study focused mainly on the students' work, opinions and perceptions about the tasks developed in classes. Samples of assignments, class workshops, photos, interviews and surveys were helpful to gather qualitative as well as quantitative information and evidence about the project advances. The description of these materials and resources included on the critical reading integrated learning guides during the research will be presented as follows.

### **3.2.1 Workshops:**

In total, nine workshops were developed with the graduating groups of 2021 in the classes, four online and five in the school. They were designed taking into account the topic of the critical reading component and the creativity of the teachers. The purpose of

those tasks was to introduce the topics of the learning guide and contextualize the preparation of a final product to cover the main purpose of the guide. These assignments were key to analyze behaviors and attitudes towards the English learning process. (See Table 2 for further information).

Table. 2 Workshops.

<b>Workshop number and title</b>	<b>Lesson mode</b>	<b>Date</b>	<b>Main Objective</b>	<b>Expected Outcome</b>	<b>Final product</b>	<b>Resource</b>
<b>Workshop 1: A Covid 19 Digital poster</b>  (see appendix 2)	On line	Feb 25 <sup>th</sup> 2021	Review the pandemic measures.	Display real information summarizing the most relevant recommendations for controlling the expansion of the virus.	Digital Poster.  Video or  Infographic.	Canva, Screencastify, YouTube, Breaking News English.com Cardboard.
<b>Workshop 2: Fables and Fairy tales' analysis of narrative elements</b>  (see appendix 3)	On line	March 20 <sup>th</sup> 2021	Identify story elements: setting, plot, main characters and morals in fables and fairy tales.	Identifying different narrative elements presented in stories.	Literature information chart.	Blogs, YouTube, Kahoot.com
<b>Workshop 3: Classic Greek Myths.</b>  (see appendix 4, 5)	On line	April 15 <sup>th</sup> 2021	Identify Greek and Roman heritage to world literature.	Awaken reading interest in students.	Questionnaire  Poster.  Picture sequence.	Blogs, YouTube  Videos.  Cardboard.

<b>Workshop number and title</b>	<b>Lesson mode</b>	<b>Date</b>	<b>Main Objective</b>	<b>Expected Outcome</b>	<b>Final product</b>	<b>Resource</b>
<b>Workshop 4: A Short story Diorama Making.</b>  (see appendix 6)	On line	May 25 <sup>th</sup> 2021	To learn how fake news is used to dominate mankind.	Create the setting of the story Plato's analogy of the cave and retell the story.	Model.  Diorama.	Video, Tik Tok, YouTube.  Whatsapp voice notes.
<b>Workshop 5: A Song's Lyric analysis of context and vocabulary</b>  (see appendix 7)	At the school	June 20 <sup>th</sup> 2021	Analyze the story described in John Lennon's Imagine song lyrics to learn vocabulary about world problems that affect our society.	Talk about dreams.  Identify vocabulary about world problems. Sing together and practice pronunciation.	Worksheet.  Wordsearch.  Wordweb.  Mindmap.	YouTube.  Wikipedia.  Picture exhibition.
<b>Workshop 6: Peace Comic Making</b>  (see appendix 8)	At the school	August 10 <sup>th</sup> 2021	Create a comic story about the importance of living in peace in our country.	Show a critical position about the implementation of the peace process in our country or problems like bullying or racism from a student's perspective.	Comics.  Mural.	Piston.com  Cardboard.

<b>Workshop number and title</b>	<b>Lesson mode</b>	<b>Date</b>	<b>Main Objective</b>	<b>Expected Outcome</b>	<b>Final product</b>	<b>Resource</b>
<b>Workshop 7: Tourist Guide leaflet making</b>  (see appendix 9)	At the school	September 5 <sup>th</sup> 2021	Create a catalog, leaflet, or brochure about a place students know well, so that they could recommend that place to go on holiday.	Tell a story about the time when students visited a tourist destination.	Brochure.  Catalog.  Leaflet.  Class exhibition.	Canva.com  Cardboard.
<b>Workshop 8: A Traditional Food recipe.</b>  (see appendix 10)	At the school	Sep. 25 <sup>th</sup> 2021	Promote interculturality giving students chances to explore their traditions and folklore.	Talk about the stories and background of most traditional dishes, ingredients and preparation process.	Poster  English Corner Exhibition.	Cardboard.  Pictures.
<b>Workshop 9: A Zig-zag Book Storytelling.</b> (see appendix 11)	At the school	Oct. 15 <sup>th</sup> 2021	Tell a horror, thriller story or any similar story using a picture sequence.	Incorporate Storytelling techniques to improve Performance: Reading Comprehension and Oral Production.	Zig-Zag Book.  Accordion Book	You Tube.  Paper strips  Color pencils.  Markers

### **3.2.2 Informal Feedback Sessions.**

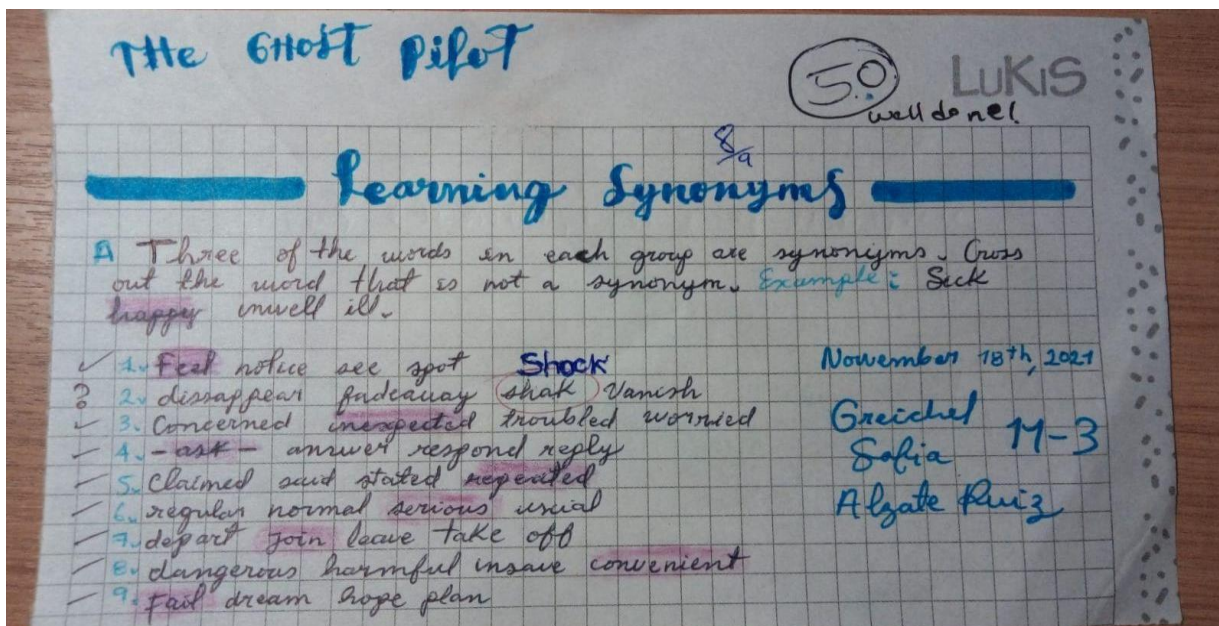
These sessions began after the application of half workshops, usually at the end of the classes for time lapses of approximately 5 minutes. Students participated in Spanish and basically, I asked them if they liked the activities we did in class or if they learned something from the lessons that they wanted to mention. The participants of these sessions were 7 students in total, 4 of them let me know their opinions spontaneously, expressing the way they felt about the kind of tasks I asked them to do. The others were asked by me, simply because their production was outstanding in any of the assignments I suggested. I kept students' opinions and comments in a journal as simple notes which then I checked to know more about students' motivation and therefore design student centered activities and materials that can look attractive for them in future workshops.

### **3.2.3 Quizzes.**

I applied them after reading the story *The Ghost Pilot* (see Appendix 15) in order to check comprehension and review the main important characteristics of the text. I chose this instrument, because the text I selected contained several quiz models. Actually, students presented two reading comprehension quizzes mostly to identify vocabulary and see if the ideas they had about the readings were right or wrong. The first quiz was taken individually and focused mainly on vocabulary, word meaning and categorization (See Figure 1). For the second quiz, students worked in pairs to answer true or false statements related to the story plot (See appendix 2). The objective of having students work in pairs was to check if cooperative learning techniques can be used to improve reading comprehension abilities.

Both quizzes were taken at school in the English Lesson in October 2021 to prepare students to analyze questions and be able to choose the correct answer when presenting the ICFES Saber 11° test. The teacher wrote the exercise on the board and students used a piece of paper to copy and solve it. A total of 33 students presented the first quiz and 35 the second one out of 46. The reason why is because some of them quit the academic year, because of personal difficulties and rest did not come to class during that session. Students graduating in 2020 did not present reading comprehension quizzes; however, 50 out of 51 presented an online ICFES Saber 11 rehearsal exercise in June of 2020, which provided important information about English performance and that will be discussed in the discussion and analysis chapter later on this study.

Figure 1. First Quiz sample.



### 3.2.4 Satisfaction survey.

A class survey was applied at the end of the year, between December 1st and 7th 2021, because it was the final part of the school year and I thought it would be relevant

to assess all the process of the project, after students presented the ICFES Saber 11° test. Students completed a multiple choice questionnaire voluntarily that I had shared with them on the WhatsApp group we had created since the beginning of the year. Only 32 students out of the initial group of 46 filled in the survey, because many of the students graduating in 2021 never came back to school after the second half of the year, and some others traveled abroad by the end of November, the rest of them could not do it because they were not familiar with technologies or merely because they did not want to do it.

The questions of the survey were socialized with students in the last lesson of the second term which was the final and also translated and discussed in first language to guarantee that everything was clear for them. The survey was designed using Google forms and it was taken online. The answers were displayed in multiple choice form to express the level of students' agreement with the reading comprehension strategy and opinions about the impact of the project in the group. The possibilities students had to answer the questions were the following: Strongly agree, Agree, Neutral, Disagree and Strongly disagree, except for the last question. The survey questions are stated below:

1. Learning English with stories was something new and interesting.
2. I see my ability of reading comprehension improved after the activities I developed in class.
3. The reading strategies I practiced in class were useful at the moment of presenting the ICFES Saber 11° test.
4. I feel comfortable identifying essential elements of a reading story such as main characters, setting and time.

5. Activities suggested for reading and writing text in English were useful for the learning of English language.
6. During the activities I used the context to infer the meaning of unknown words included in text read in class.
7. After I participated in the reading plan of the English class I felt more motivation to continue developing my knowledge of the foreign language.
8. The reading and writing activities implemented in the English class during 2021 have contributed positively to my personal social development.
9. What activity or reading did you like the most of the course?

### **3.2.5 ICFES Saber 11°test 2020-2021**

The information about the scores was taken from the ICFES Saber 11° test website using the name of the institution and the year in which the test was taken since everyone can access to see the results in detail. I shared the results obtained by students graduating in 2020 with the graduating groups of 2021 to get them involved in the problem and see the importance of preparing a strategy to obtain better results, when they were going to present the high-stakes test. Students reflected on the importance of improving their scores, accepting the challenge and concluding that it was necessary not only to demonstrate effort, but a change in attitude to do things better. Students graduating in 2021 presented the ICFES Saber 11° test in October 2021, but we had to wait until March 2022 to know the final results and contrast both results.

The collection of data for this research was an interesting process, because it raised many reflections as well as concerns about the complexity of selecting the adequate tools



for checking progress on the study and seeing if the effort was really worth it. Personally, I think the information taken with these tools will help us to confirm that development of reading comprehension and production skills are intrinsically related and that depending on the quality of the comprehension input students receive through reading stories it will result in better scores and performance for our learners in high stakes tests.

## CHAPTER IV

### 4. RESULTS AND DISCUSSION

#### 4.1 DATA ANALYSIS

I started the information analysis by assessing the use of the techniques that I applied in class, in terms of effectiveness in reading comprehension and language development. I also examined the influence of factors like motivation, cooperation, context, materials designing and autonomous learning based on students' performance, my class observations and opinions given by students and colleagues about the research. The description of perceptions, attitudes and behaviors observed during the data collection stage, were taken out from the students' informal feedback sessions and the final survey. The quantitative data used for this research was obtained from simulation and rehearsal exercises of high stakes exams of graduating students in 2020, a couple of quizzes applied only with the graduating students in 2021 and the ICFES Saber 11° test results of both graduating students in 2020 and 2021.

##### 4.1.1 Workshops.

The workshops provided innovative learning materials that involved students with the contents of the stories, improving their comprehension abilities and helping them to recover their confidence towards written and oral production (see Figure 2). I think in each workshop, students could achieve the understanding of the story's main point, since they demonstrated appreciation of the stories' teachings and also realized that they could create their own material to help themselves organize their ideas, and being able to talk about the events that happen in the readings worked in class. They also took advantage

of technology in the process of making their final products and achieved the goals previously planned on this dynamic sequence.

Figure 2. Accordion Book.



Figure 3. Story telling Zig Zag Book.



The workshops were developed only with the graduating students in 2021 of the afternoon session. I included stories to the lessons as much as I could, since they helped me to integrate the topics to the content of the Critical Reading Learning guide. I tried out reading activities that provided students alternative ways to demonstrate that they were learning not merely for a grade, but for understanding the matter and main ideas in a text.

The job was satisfactory in general terms for me and for most of my students, since they felt motivated with the progress in their performance on each one of the learning units (see figure 3).

I noticed the emotion that some students felt when creating their final products, because most of them were very careful and devoted when decorating their own materials. I observe that some of them became more confident when asking for help from me and from other classmates and cooperated when trying to understand the stories for instance with workshop 5 in which we analyze John Lennon's Imagine, and it motivated students to know more about the song's context and even the life and final of the famous songwriter. The message was more practical and it was a collective exercise of social reflection around the value of tolerance.

#### **4.1.2 Informal feedback Sessions.**

As I said before in the methodology chapter, most of these informal feedback sessions occurred spontaneously after developing the workshops, when students let me know with their words that they understood English better with the reading strategies I implemented in class. At the beginning it was shocking since the stories sometimes looked enormous and difficult for them to understand, but they progressively started feeling more comfortable with the kind of task I suggested. One day a student told me in regards to a model making workshop she made. "Teacher, a mí me gustan mucho estos talleres, porque me encanta el arte y disfruto mucho haciendo este tipo de manualidades porque me entretengo y aprendo inglés". She also mentioned that the figures and stuff of the model she created, helped her to remember specific events of the story. Another student told me "Profe me fue bien en el ICFES, me sentí más seguro al contestar las preguntas."

Just after giving each lesson, I asked the groups their opinion about the activities we did in class to know how they felt, what were their expectations as well as their concerns. Many of them expressed their appreciation about the project, letting me know they have never made things like those we tried out for the English class. I remember a student who said “Profe yo nunca había realizado tantas actividades para aprender Inglés en todo el bachillerato.” I think in that way the project was useful to change students' perspective of what Learning English represents. Sometimes they asked me for extra time to hand in the assignments, and I remember a student who said “Teacher es mucho trabajo para hacer y todavía le debo el último trabajo” and other times they just expressed their impression of the job, like the one who said “Profe esta actividad me hizo recordar las actividades que yo hacía cuando estaba en kinder”. I usually observed the students' reactions during the application of an activity and asked them questions to obtain some feedback and then adjust the methodology according to their needs.

#### **4.1.3 Quizzes.**

This tool helped students to develop reading comprehension skills and contextualize the reading workshop number 9, supporting the understanding of what the reading was about. Students had a good performance in the quizzes and I think this technique was successful for them to identify the main ideas of the text and practice vocabulary acquisition strategies. It also contributed to stimulate their interest in improving their ability to look for detailed and specific information in the readings. I learned from this experience, because quizzes are usually very formal instruments of collecting data, but this time I tried to make students feel comfortable when presenting them, reducing their anxiety and preparing them for presenting the ICFES Saber 11° test. I did

not apply quizzes with any other workshop because the time was not enough, but I think teachers could employ them in an alternative way, like the technique I used, to have students work in pairs, because they could support each other to solve the tests.

Table 3. English performance rehearsal results of graduating students in 2020.

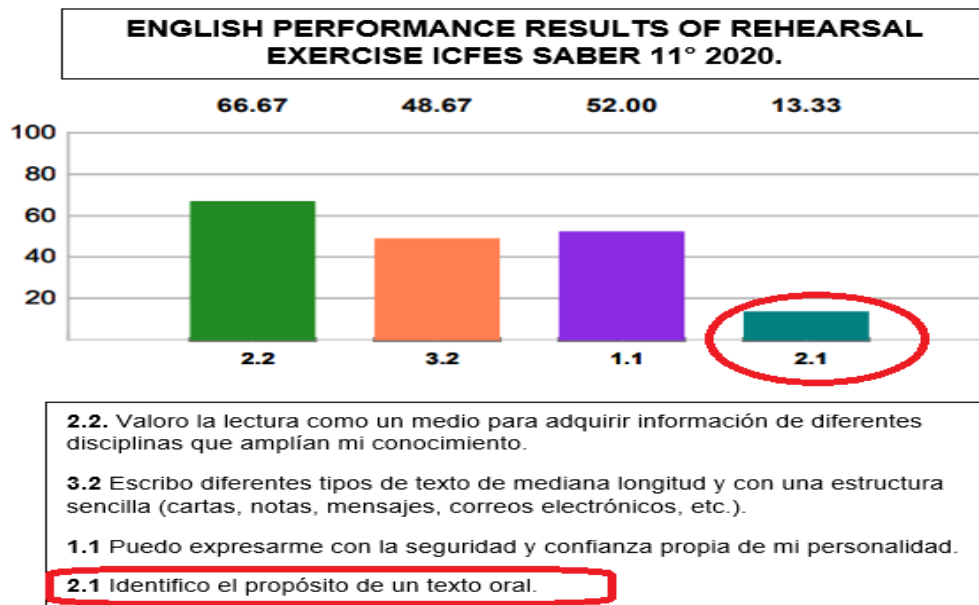
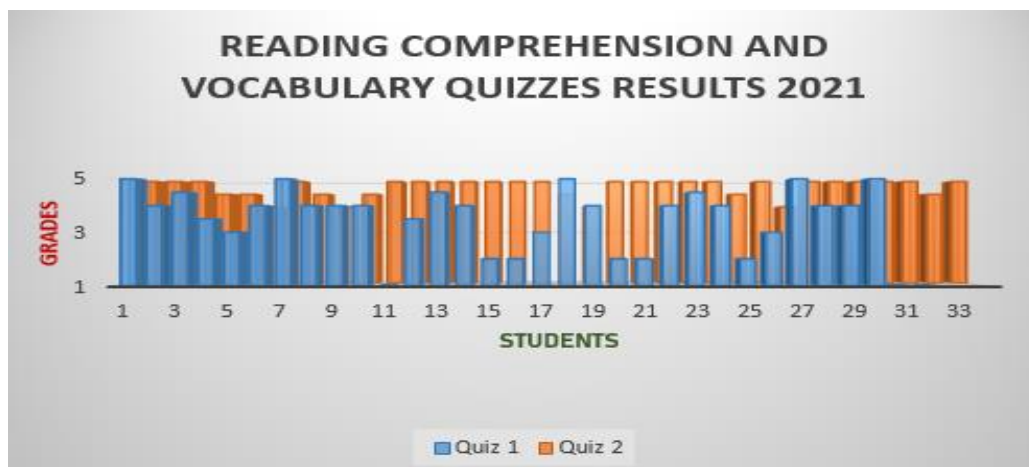


Table 4. Quizzes results of students graduating in 2021.



Students graduating in 2020 did not take quizzes, instead, they tried an online ICFES Saber 11° test rehearsal in June 2020, that provided important information about their

reading comprehension process and performance. The analysis of graphics with results obtained by students, evidenced that their score was very low in some aspects, basically because they failed to identify the purpose of an oral text (see Table 3) and also had difficulty in writing short texts. In my opinion it was crucial to identify the reasons that generate the problem to plan an intervention for the year 2021.

The two quizzes applied in 2021 in my own perspective contributed to generate engagement in students, since they felt the challenge of being questioned or assessed about their own analysis and understanding of the stories. With the second quiz (see Appendix 12) students felt more comfortable because they were asked to work along with the peers they wanted and results showed a significant improvement. Table 4 shows the results obtained in the quizzes by students of the graduating groups of the 2021 afternoon shift and we can observe that the second quiz taken in pairs, improved students' pass grades notoriously. In the first quiz 10 students obtained an excellent grade while 15 obtained a passing grade, and 8 students failed the quiz. In the second quiz, 25 students obtained an excellent grade, 6 had a passing grade and 4 students failed the quiz.

#### **4.1.4 Surveys.**

Surveys were a useful and practical tool to check students' general opinions about the project. According to the results we can say the general perception of the project is positive since more than 90% of the group believe their comprehension improved (see Appendix 13). Survey question 2 (see Table. 5) confirmed that students noticed some improvement in their reading comprehension abilities, reflecting self-confidence when identifying main ideas and most remarkable elements in reading.

The most important was that they recognized those strategies were useful at the moment of presenting the ICFES Saber 11° test, because they felt they were acquainted with the analysis of texts (see Table 6).

Table 5. Survey question 2.

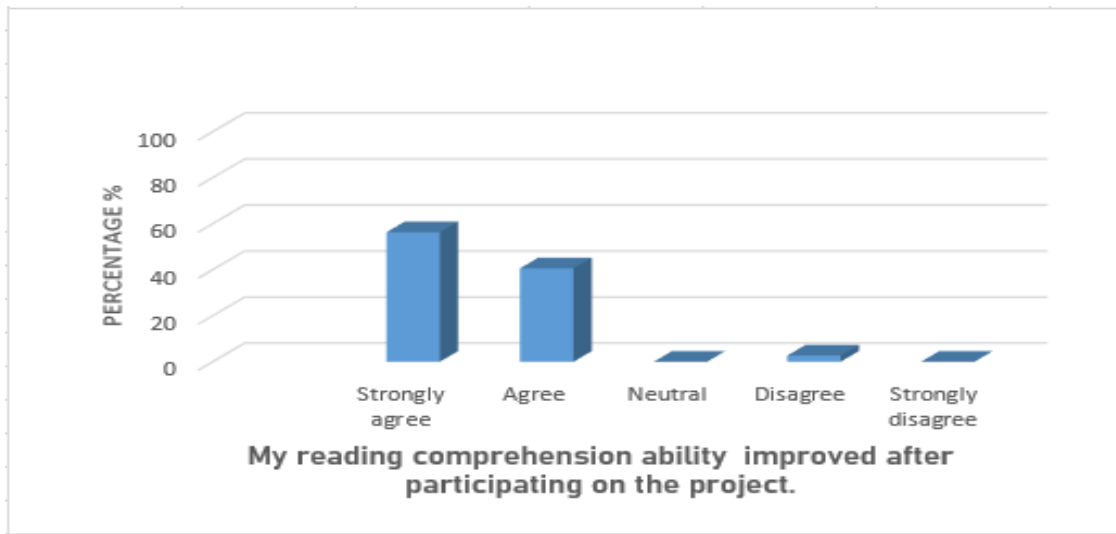
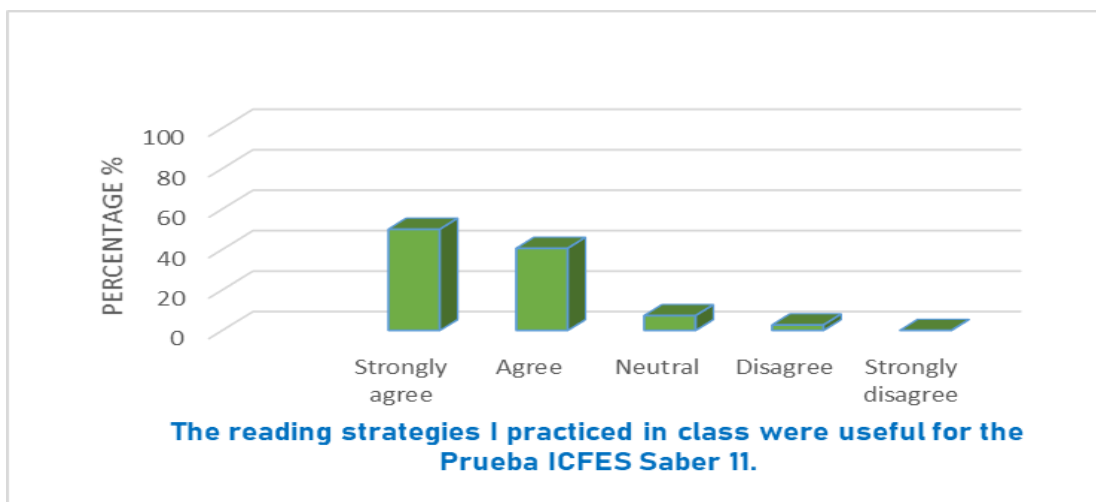


Table. 6 Survey Question 3



The survey also provides information about the deeper knowledge and understanding and how students believe the project gave them teachings that were meaningful to



develop citizenship skills, for example and how to apply that knowledge in the real world to be a better human being (see appendix 14). I think the job of sensibilization with the graduating groups of 2021 was successful, because they were more engaged with the English subject even dedicating extra time at home, preparing the materials for making the final products and dedicating time to describe what they did and the reason why they consider the activities were profitable for their personal or social development.

#### 4.1.5 ICFES Saber 11° test results 2020-2021.

For better comprehension, there is a chart with a legend at the beginning of the report that explains how to analyze the results in particular, because they are split into the score obtained by the whole school and the one each of the two sessions in the central branch of the school: morning and afternoon. (See Table. 7). It is important to remember that the reading comprehension strategy was implemented only with students graduating in 2021 in the afternoon session of the day.

Table. 7 Legend chart for clearer comprehension of ICFES Saber 11° test results.

Nivel de agregación	Convención
INSTITUCION EDUCATIVA VICENTE BORRERO COSTA	Establecimiento educativo (EE)
INSTITUCION EDUCATIVA VICENTE BORRERO COSTA - SEDE	Sede 1
INSTITUCION EDUCATIVA VICENTE BORRERO COSTA - TARDE	Sede 1 / Jornada 1
INSTITUCION EDUCATIVA VICENTE BORRERO COSTA - UNICA	Sede 1 / Jornada 2

Table. 8 Number of students who presented the ICFES Saber 11° test in 2020.

Nivel de agregación	Estudiantes			
	Matriculados	Inscritos	Presentes	Con resultados publicados
Establecimiento educativo (EE)	107	101	96	96
Sede 1	107	101	96	96
Sede 1 / Jornada 1	51	48	46	46
Sede 1 / Jornada 2	56	53	50	50
Colombia	505243	467657	457214	457194

Table. 9 Number of students who presented the ICFES Saber 11° test in 2021.

Nivel de agregación	Estudiantes			
	Matriculados	Inscritos	Presentes	Con resultados publicados
Establecimiento educativo (EE)	108	91	88	88
Sede 1	108	91	88	88
Sede 1 / Jornada 1	46	38	37	37
Sede 1 / Jornada 2	62	53	51	51
Colombia	529919	499565	486271	486268

To start doing the analysis and understand the results, there is a table that shows the number of graduating students in 2020 who belong to 11°, as well as the students who were registered for the ICFES Saber 11° test, the ones who presented it, and the number of students who got the official result posted in 2021. (For more information see Table 8). The second table shows the total number of students who presented the ICFES Saber 11° test in 2021 (see Table 9).

Table 10. English Overall Score in ICFES Saber 11° test 2020 vs 2021.

Level/group	Score 2020 /100	Score 2021 /100
School Educational Institution	45	45
Morning session	45	45
Afternoon session	45	46
Saturday session	46	44
Colombia	48	50

Each section in the ICFES Saber 11° test has a maximum of 100 points. The English section of the report includes a chart with results obtained by level according to the Common European Framework of Reference for Languages (CEFR), which is the standard used in different countries for describing English language ability. I downloaded the file with the ICFES Saber 11° test results for graduating groups 2020, analyzing the score obtained for the different shifts of the school and the levels where the groups were classified according to their English language development. I started by analyzing the results of last year's performance in the English section of ICFES Saber 11° test afternoon session obtained by the eleventh graders in the years 2020 (45/100) and 2021 (46/100) (see Table 10). I could notice a positive tendency to improve the English level, based on the levels CEFR for teaching languages (see also Table. 11).

In general terms the progress was remarkable, and personally, I felt satisfied because of the results my students got. To be honest I would love it if my students had gotten a better score but I observe some interesting changes mostly in the English development levels. I saw that the effort of the teachers and students was productive and really worth it. I feel proud about the impact that the reading strategy had on students' perspective about the English language and the importance of improving the results, fortunately it was successfully reflected in the ICFES Saber 11° test results in 2021. (See table 11).

In 2020, there was a 67% in level A-, 26% in A1, 4% in A2, 2% in B1 and 0% in B + level. While in 2021, there was a 62% in A-, 19% in A1, 16% in A2, 3% in B1 and 0% in B + level. We can see that there was a decrease equivalent to 5% in the level A- in 2021 in relation with the result obtained in 2020. In Level A1 in 2021, the tendency shows an evident progress, because there was a decrease of 7%, but the most remarkable advance was indeed evident with the results of level A2 which reflected an increase of 12% demonstrating that there was a substantial positive change in reading comprehension as this project suggest as main objective.

Table 11. English CEFR Levels 2020 vs 2021.

Order/Level	ENGLISH DEVELOPMENT LEVELS (CEFR)									
	A-	A-	A1	A1	A2	A2	B1	B1	B+	B+
	2020	2021	2020	2021	2020	2021	2020	2021	2020	2021
School Educational	59%	63%	35%	28%	3%	7%	2%	2%	0%	0%
Morning session	59%	63%	35%	28%	3%	7%	2%	2%	0%	0%
Afternoon session	67%	62%	26%	19%	4%	16%	2%	3%	0%	0%
Saturday session	52%	64%	44%	34%	2%	0%	2%	2%	0%	0%
Colombia	57%	47%	27%	28%	9%	15%	6%	8%	1%	2%

I think the improvement and the movement in the levels of English development in 2021 were because of the reading strategy that I implemented in the curriculum in that year and the experience of participating in this project that combined story based approach with Project Based Learning.

## CHAPTER V

### 5. CONCLUSIONS

The balance of the project is positive, because the comprehension and production skills in the afternoon eleventh graduating students in 2021 showed an evident progress in the results obtained in the ICFES Saber 11° test which were satisfactory and I think the emphasis I made in developing the reading comprehension skills incorporating stories into the lesson was fundamental. I believe that this attempt, apart from being inspirational, could be the first step to suggest a more complete methodology to integrate reading into the English classes because it generates new scenarios for developing cognitive strategies making classes more productive and meaningful therefore developing student-centered approaches. It is also the opportunity to look for support, cooperation with other areas of knowledge and sponsorship to continue cultivating the love for reading and the innate desire of being able to communicate in a foreign language successfully.

On the other hand, I must recognize that this achievement was possible because of the integration of different subjects which was meaningful in making the graduating students in 2021 more self-confident when using the foreign language, because I noticed students realized the need to speak English, and they started using it more frequently in classes, as something natural and more practical. I felt enthusiastic about the final results, because they confirmed and gave a clear vision of the advances we achieved with the incorporation of stories for developing reading comprehension and the students' improvement of performance.

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## APPENDICES

### Appendix 1 Integrated Learning Guide Cover

 ALCALDÍA DE SANTIAGO DE CALI	<b>INSTITUCION ETNOEDUCATIVA VICENTE BORRERO COSTA</b>			
	<b>JORNADA</b> Mañana - Tarde	<b>GUÍA INTEGRADA DE APRENDIZAJE # 6</b>	<b>LECTURA CRÍTICA</b>	



Teachers: CARLOS PERDOMO    CÉSAR ORTEGÓN    DENYS GÓMEZ    JAIME CHACÓN  
 MARICEL DE JESUS A.    KATHERINE MORENO    HILDA M. BOHORQUEZ  
 JOSÉ DEL MAR MOSQUERA    ROSNEY MOSQUERA    ANA MILENA FLOREZ

### PROPÓSITOS

**SOCIALES:** Establezco algunas relaciones entre los diferentes modelos de desarrollo económico utilizados en Colombia y América Latina y las ideologías que los sustentan.

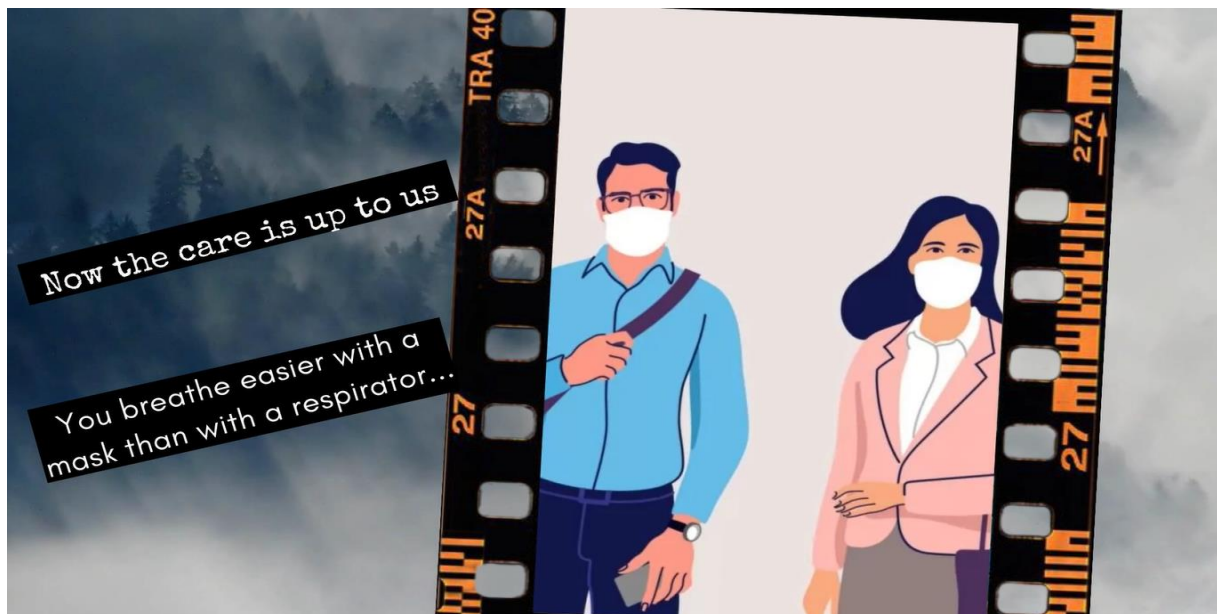
**CASTELLANO:** DBA 5 Comprende que los argumentos de sus interlocutores involucran procesos de comprensión, crítica y proposición

**FILOSOFÍA:** DBA 7. Reconozco y argumento el impacto de algunos movimientos filosóficos contemporáneos, acorde con el contexto socio-político global.

**INGLÉS:** DBA 2 Explains orally and in written forms the causes and effects as well as the problem and the solution of a situation.

**ÉTICA:** DBA 2 Identificó mecanismo e instituciones constitucionales que protegen los derechos fundamentales

Appendix 2 Covid-19 digital posters and adverts.



# Appendix 3 Literature Blog



vibocoenglishlab.blogspot.com/p/shakespeare-literature-classics-for-all.html

Inbox (388) - jaimec... YouTube EsL english teaching... BBC Learning Englis... Ver los dispositivos... Permissions - Scree...

## Viboco English Lab

Shakespeare Literature classics for all.

**Hamlet Animated**




**Click on the Pages**

- Welcome to English with Bob
- Fairy Tales fables and literature for all.
- Viboco English Lab and virtual library
- Games for English learners
- Shakespeare Literature classics for all.
- Ethnic project Works' Gallery exhibition links.
- Speak English better with these tips.
- Home

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**About Me**



teacherjaime


Former Teacher at Viboco School District University Francisco José de Caldas - Modern Languages 2009 I have worked for several English Language Teaching Institutions like: Centro Cultural Colombo Americano Cali, Fundación San Antonio, Gimnasio Morosón, Manuel María Camargo Bogotá, Colegio Calatrava. Actualmente adelanto estudios de maestría, Master Program in Teaching English as a foreign language at ICESI University in Cali, Valle del Cauca.

View my complete profile

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## Viboco English Lab

Fairy Tales fables and literature for all.




**Here you will find a collection of literature works for different type of readers. Select the story you like the most and enjoy it.**

The Lion and the Mouse | Aesop's Fables Series  
[https://www.youtube.com/watch?v=iP7yBpc-xuG0&ab\\_channel=ABCmouse.comEarlyLearningAcademy](https://www.youtube.com/watch?v=iP7yBpc-xuG0&ab_channel=ABCmouse.comEarlyLearningAcademy)




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- Ethnic project Works' Gallery exhibition links.
- Speak English better with these tips.
- Home
- Ancient Greek Myths
- Bilingualism Project 2021
- Classic stories for all.

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## Appendix 4 Greek Myths Workshop

Read the myth and put the frames in order.

### The Flight of Icarus

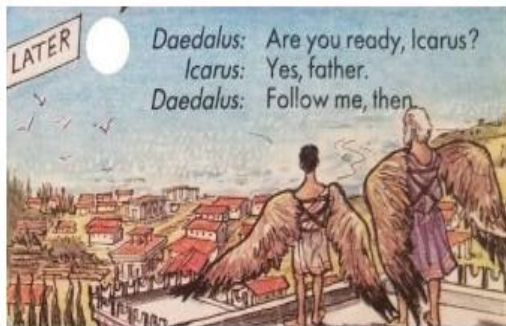
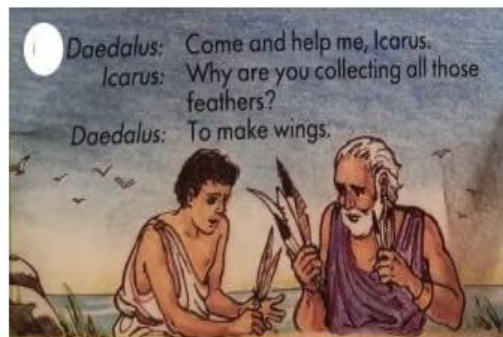
The ancient Greeks had many myths. Each myth explained a belief or taught a lesson. One tale tells of a boy named Icarus who ignored an important warning.

Icarus was the son of Daedalus, a master craftsman. Daedalus and Icarus were prisoners on the island of Crete. But Daedalus came up with a plan to escape. He used feathers and wax to build two pairs of wings. He and Icarus strapped the wings to their backs so they could fly away.

"Follow me," Daedalus told Icarus. "Don't fly too high."

Icarus and his father took off into the sky. Icarus was thrilled that he could fly. He grew careless and kept flying higher. It grew hotter and hotter as he flew closer to the sun. Soon the heat melted the wax in his wings. The wings fell apart. Icarus dropped to his death in the sea below.


Move the pictures to their corresponding frame.





Daedalus was collecting feathers.



<p>1</p>  <p>Daedalus: Look at those birds. They can fly, they can go where they want. We are going to do the same. We are going to escape from this prison.</p>	<p>2</p>
<p>3</p>	<p>4</p>

# Ingles trabajo entregable

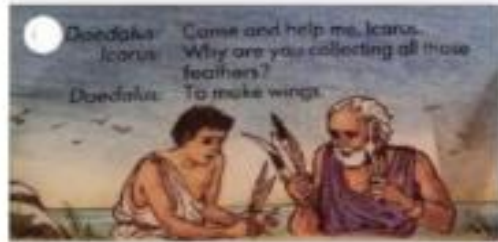
Verónica Fontalvo Andrade

1) Move the pictures to their corresponding frame

1.



2.



3.



4.



5.



6.



7.



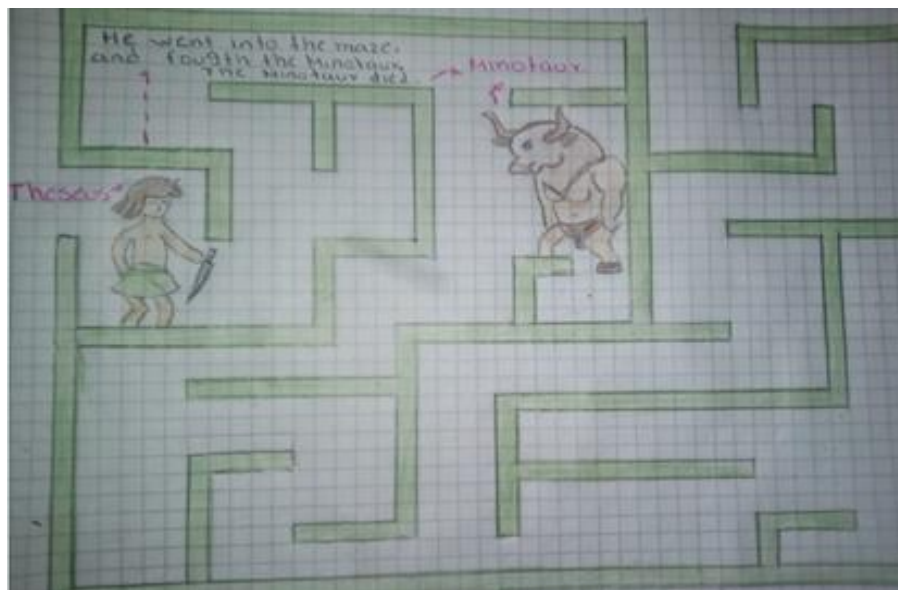
8.



**Join with arrows**

The image shows a matching exercise. On the left, there are six images arranged vertically: a pair of black wings, a hand holding a white feather, a single white feather, two black ribbons, a lit orange candle, and a cartoon character carrying a large, heavy-looking sack. On the right, there are six words: Wax, Feather, Straps, Wings, Heavy, and Melt. Colored arrows connect the images to the words: a brown arrow from wings to Wax, a blue arrow from feather to Feather, a purple arrow from ribbons to Straps, a yellow arrow from candle to Melt, a yellow arrow from heavy sack to Heavy, and an orange arrow from wings to Wings.

Appendix 5 Sample of Student's poster on Greek myths the Minotaur





Jesús David Uribe Ortega

11-3

Inglés

### The Minotaur



The Minotaur is a creature from Greek myth. He has the head of a bull and the body of a man.

A long time ago in Greece, there was a King and Queen. The King's name was Minos, and the Queen's name was Pasiphae. They had many animals their castle. The most beautiful was a magic white bull.

One day, the Queen fell in love with the bull. They had a baby. This baby had the head of a bull and the body of a man. He was called the Minotaur,

The Minotaur grew up quickly. He was very strong, and very mean. He liked to fight, and he ate people. Everyone was scared of him..

King Minos built a giant maze under his castle. Then he put the Minotaur in the maze. The Minotaur lived alone in the darkness. When he was hungry, King Minos gave him children to eat.

But one day, a hero came to the city. His name was Theseus, and he was clever and brave.

He went into the maze, and fought the Minotaur. The Minotaur died. Theseus didn't. He used Rope to explore the maze, and then he went home.

Appendix 6 Diorama Making. Plato's analogy of the cave.



Artist: Hary Sosa 11-4



Artist: Estefania Candelo 11-4



Isaac Camacaro 11-4

Appendix 7 Song's lyric worksheet John Lennon's Imagine.

SONG: Imagine (John Lennon)

I- Match the columns:

Imagine there's  
It's easy  
No hell  
Above us

only sky  
below us  
if you try  
no heaven



Imagine all the people  
Living for today

II- Put the sentences in order according you heard:

- )Nothing to kill or die for
- )Imagine there's no countries
- )And no religion too
- )It isn't hard to do



Imagine all the people  
Living life in peace

III-Complete with the missing words:

someday	dreamer	world	only
---------	---------	-------	------

You may say, I'm a \_\_\_\_\_  
But I'm not the \_\_\_\_\_ one  
I hope \_\_\_\_\_ you'll join us  
And the \_\_\_\_\_ will be as one

IV- Circle the correct form:

Imagine no possessions / correction  
I wonder if you fan / you can  
No need for greed or stronger / hunger  
A Brotherhood you can / of man

Imagine all the people  
Sharing all the world

You may say, I'm a ... (REPEAT)



SONG: Imagine (John Lennon)

I- Match the columns:

Imagine there's  
It's easy  
No hell  
Above us

only sky  
below us  
if you try  
no heaven



Imagine all the people  
Living for today

II- Put the sentences in order according you heard:

- )Nothing to kill or die for
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Imagine all the people  
Living life in peace

III-Complete with the missing words:

someday	dreamer	world	only
---------	---------	-------	------

You may say, I'm a \_\_\_\_\_  
But I'm not the \_\_\_\_\_ one  
I hope \_\_\_\_\_ you'll join us  
And the \_\_\_\_\_ will be as one

IV- Circle the correct form:

Imagine no possessions / correction  
I wonder if you fan / you can  
No need for greed or stronger / hunger  
A Brotherhood you can / of man

Imagine all the people  
Sharing all the world

You may say, I'm a ... (REPEAT)



Appendix 8 Sample of comic.





Copia de COMICS OF PEACE  
Por Estefaniacandelo2004

DESCARGAR IMPRIMIR COMPARTIR

In 2012, the Colombian government decided to start talks with the FARC guerrilla group. Taking into account the national situation, political will of the parties and international support.



Taking into account the particular characteristics of the Colombian armed conflict and the lessons and experiences of past processes in the country and in the world.



The way of negotiation is reaffirmed as a means of conflict resolution.

The negotiation table was consolidated in Havana between the national government and the FARC-EP, to put an end to the armed conflict with the FARC.



**FINAL AGREEMENT FOR THE TERMINATION OF THE CONFLICT AND THE CONSTRUCTION OF A STABLE AND DURABLE PEACE.**

In the negotiations, the government and FARC negotiating team agreed to address 6 points within the agreement entitled ...



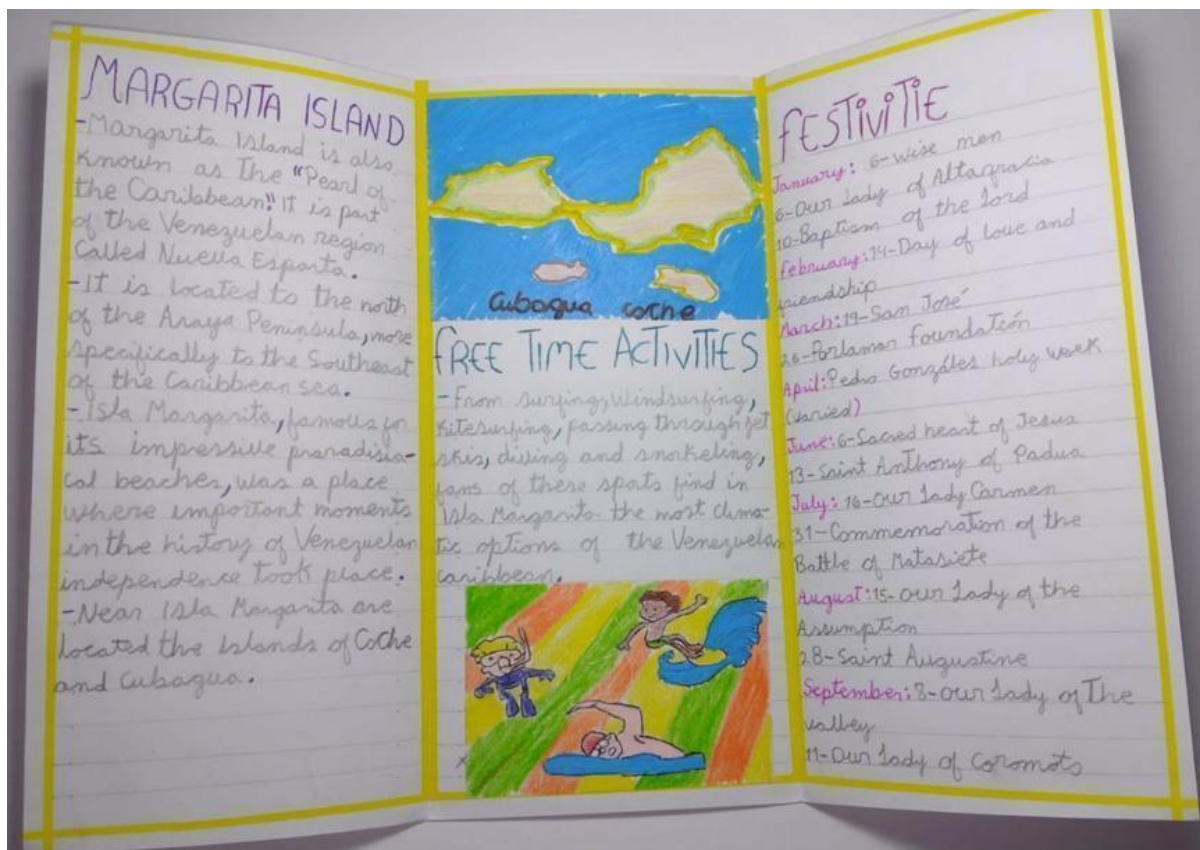
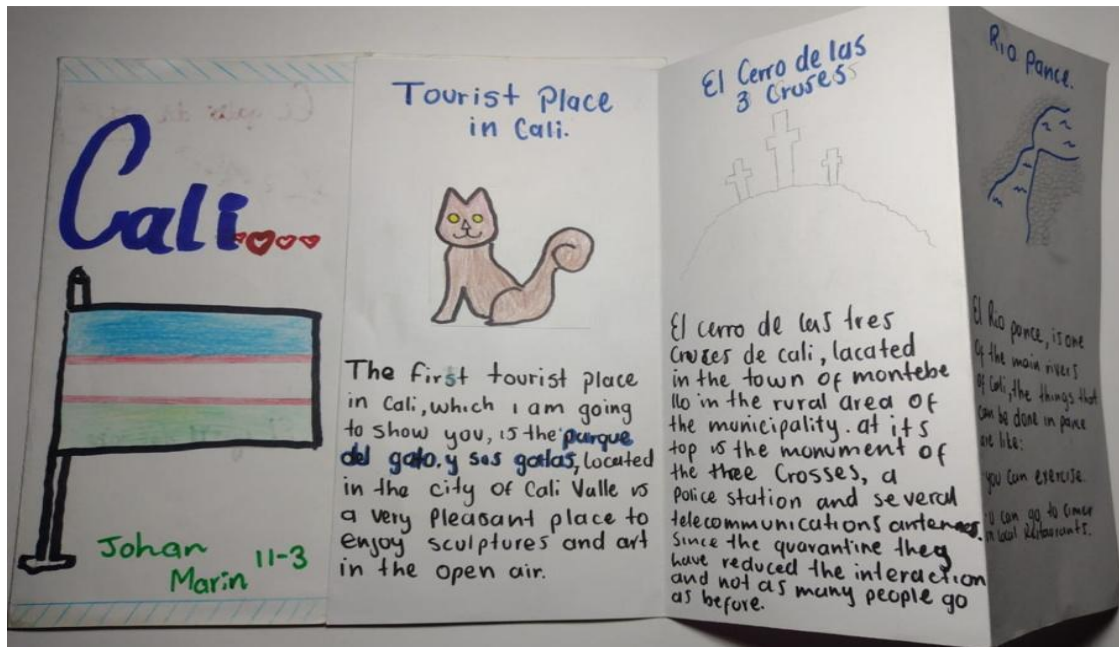
Of course, knowing that the signing of the agreement will not put an end to all the problems or armed conflicts in the country.



But it will mean a great step on the road to building a stable and lasting PEACE in Colombia.



Appendix 9 Tourism Guide Leaflet making.



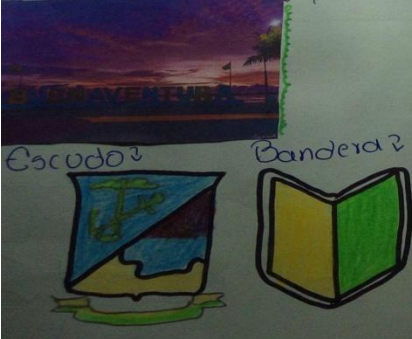





Appendix 10 Food recipe Exhibition

**BUENAVENTURA-VALLE**  
 Buenaventura, is a district a city and the main maritime port of Colombia and one of the ten most important ports in Latin America. It moves more than 53% of the international trade of the country. It is located on the shores of the Bay of Buenaventura in the Pacific Ocean.

Some facts about Buenaventura:  
 • foundation= 14 July 1540  
 founded by: Juan Cadrilleiro by order from Pascual de Andagoya.

**PLACES OF BUENAVENTURA**  
 In Buenaventura there are several tourist attractions. The most prominent are:  
 - Malecon of Buenaventura  
 - Downtown Boulevard  
 - Towards the Sea, floating  
 - Tourist Dock Mural "Buenaventura 450 years to the cosmos"  
 - Buenaventura Cathedral  
 - National Palace  
 - The Lighthouse  
 - Nestor Urbano Tenorio Park  
 - Buenaventura Cultural Center (Bank of the Republic)  
 - Buenaventura Workshop School






**GASTRONOMY**  
 The gastronomy of this region is based on the preparation of dishes with seafood, in different presentations, coconut rice, cocadas and natural fruit drinks, typical of the region (such as chontaduro Maldi, pomasosa and Bolejo) are also popular.

**ENCOCADO DE JAIBA**

It is a typical dish of the Colombian Pacific and is prepared with crabs that they have a flatter appearance and elongate towards the sides. Today we are going to leave you the recipe of how it is prepared in Buenaventura Valle del Cauca and Tumaco, Chocó, and others.

It is prepared in different ways depending on the region where it is. In some places this dish is prepared by removing the content and mixing it with rice and coconut, which for the latter is called encocado.

Nicolle Gonzalez



Appendix 11 The Ghost Pilot Zigzag Book Sample.



Appendix 12. Second Quiz sample

D M A Estefania Cardelo y Julianna Valencia 11-4

### Understanding the text

A. True or False? Read the statements and check (✓) True or False.

	True	False
1. Don Repo and Bob Loft died in an airplane crash.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. We don't know why Flight 401 crashed.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. The ghost of Don Repo appeared on all Eastern Airlines flights.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. More than one person saw the ghost of Bob Loft.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. All of the people who saw the ghost of Don Repo and Bob Loft were airline employees.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. The word spotted in line 6 means talked to.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. The word vanished in line 13 means disappeared.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. You can infer that Flight 401 was probably using undamaged parts from another aircraft.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Work with a partner.

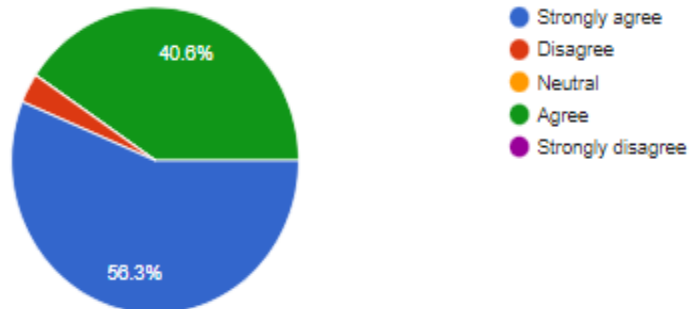
## Appendix 13 Survey Questions 2,3.

Questions Responses **32** Settings


2. I see my ability of reading comprehension improved after the activities I developed in class.

 Copy

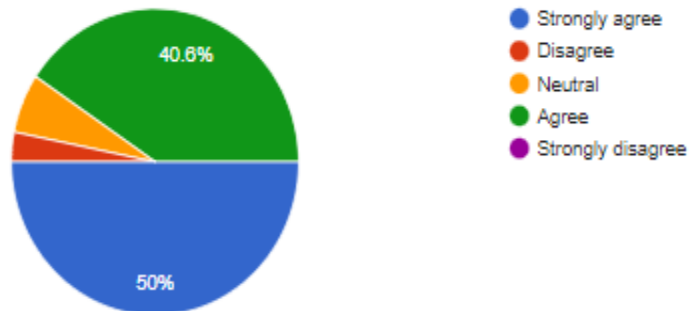
32 responses



3. The reading strategies I practiced in class, were useful at the moment of presenting the ICFES SABER ONCE test.

 Copy

32 responses

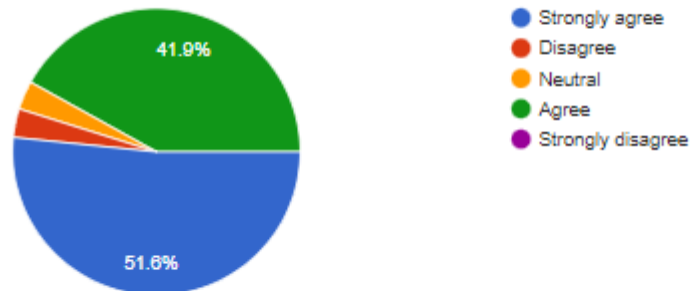


## Appendix 14 Survey questions 8,9.

Questions Responses **32** Settings

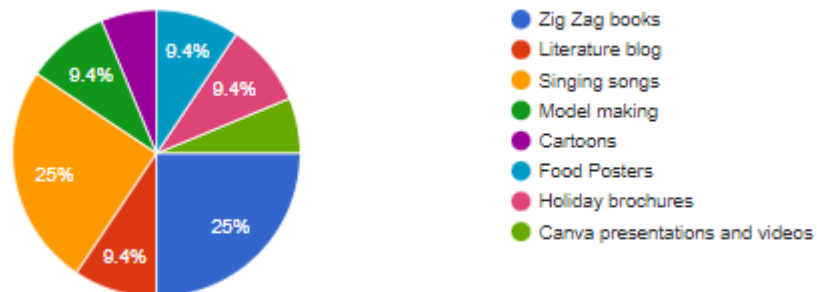
8. The reading and writing activities implemented in the English class during 2021, have contributed positively to my personal social development. [Copy](#)

31 responses



9. What activity or reading did you like the most of the course? [Copy](#)

32 responses



Chapter **7** The Ghost Pilot



*Seeing is believing.*

—English expression

**Chapter Focus**

**CONTENT:**

A ghost story

**READING SKILL:**

Summarizing

**BUILDING VOCABULARY:**

Learning synonyms

**LANGUAGE FOCUS:**

Using *must have* + past participle

THE GHOST<sup>1</sup> PILOT

1 Just before midnight on December 12, 1972, Eastern Airlines Flight 401 fell out of the sky.<sup>2</sup> The airplane crashed in the **Everglades** area of Florida. Of the 176 people on board,<sup>3</sup> 99 died, including the airplane's pilot, Bob Loft, and the flight engineer, Don Repo.

5 About three months after the crash, a high-ranking executive<sup>4</sup> of Eastern Airlines boarded an aircraft for Miami, Florida. He spotted a man in a pilot's uniform sitting alone in the **first-class section** and went to sit down beside him. The executive struck up a conversation<sup>5</sup> with the captain. After a few minutes he realized that he was talking to  
10 the pilot Bob Loft. Then the pilot faded away.<sup>6</sup>

A week later, an Eastern Airlines pilot and two of his crew went into a staff room<sup>7</sup> at John F. Kennedy Airport, in New York. They all saw Bob Loft in a chair. He talked to them for a while, then vanished. The men were so shocked<sup>8</sup> that the airline had to cancel<sup>9</sup> their flight.

15 Three weeks later, a passenger was sitting in the first-class section of a flight to Miami. She was worried about the man in an Eastern Airlines uniform sitting next to her. His face was white and he looked ill, so she called the **flight attendant**.

20 The flight attendant leaned down to speak to the man but he ignored her.<sup>10</sup> Then, as she touched his arm, he slowly faded away, leaving only an empty seat.

When the plane landed in Miami, the passenger was taken to a hospital in a state of shock. Later, when she saw photographs, she identified the ghost as flight engineer Don Repo.

25 Over the next few months, more than ten flight attendants claimed to see Don Repo. The ghost seemed to appear more often on some

30 aircraft<sup>11</sup> than on others. Rumors began to spread<sup>12</sup> that he appeared only on planes with replacement parts from the crashed Flight 401. It was usual practice for an airline to use undamaged parts from a crashed plane in another plane if they passed strict<sup>13</sup> **safety tests**.

The stories must have worried the bosses of Eastern Airlines. They ordered their engineers to remove from their planes all equipment from the 401 wreck.<sup>14</sup>

35 It seemed to work. When all of the parts from Flight 401 had been removed, Bob Loft and Don Repo left Eastern Airlines and their aircraft in peace.<sup>15</sup> No one has seen their ghosts since.