Fables to Foster Emotional Vocabulary building and self-awareness for A1 students.

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ABSTRACT

The following research was designed to promote the construction of vocabulary related to emotions in A1 EFL students. The aim of this study is to comprehend how implementing fables inside the English classroom helps A1 students develop self-awareness and vocabulary-building processes related to emotions. This study was developed taking into account the qualitative research approach, and Action Research methodological desing. The data were collected through field diaries, an observation diary and semi-structured interviews, in a group of 34 students and the teacher in charge; in which the lack of vocabulary was evident due to the methodology and resources that were used at the time. Based on the results, the students were expected to improve their vocabulary-building process by implementing fables.

Keywords: Fables, Vocabulary, Emotions, Self-awareness, Language education, Childhood education.

RESUMEN

La siguiente investigación fue diseñada para promover la construcción de vocabulario relacionado con las emociones en estudiantes de EFL A1. El objetivo de este estudio es comprender cómo la implementación de fábulas dentro del aula de inglés ayuda a los estudiantes de A1 a desarrollar procesos de autoconciencia y construcción de vocabulario relacionados con las emociones. Este estudio se llevo a cabo teniendo en cuenta el enfoque de investigación cualitativa. Los datos fueron recolectados a través de diarios de campo, diario de observación y entrevistas semiestructuradas, en un grupo de 34 estudiantes y el docente a cargo; en el que se evidenció la falta de vocabulario debido a la metodología y recursos que se utilizaban en la época. Con base en los resultados, se esperaba que los estudiantes mejoraran su proceso de construcción de vocabulario implementando fábulas.

Palabras clave: Fábulas, Vocabulario, Emociones, Autoconocimiento, Educación Infantil, Enseñanza de idiomas.

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LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

SLA: Second-Language acquisition

ELT: English Language Teaching

L1: First Language

L2: Second Language

EI: Emotional Intelligence

AR: Action Research

1.INTRODUCTION

One of the main problems evidenced in the EFL classrooms of non-bilingual public schools in Bogotá, Colombia is students' lack of vocabulary. According to Bakker (2020), this is due to the little attention that has been paid to learning and teaching vocabulary since it is considered as only words, and to the fact that an adequate way has not been found to motivate teachers and students. However, Lang (2009) states that "literature, telling and reading stories for children, has an immense value for children, parents, teachers, and educators. It plays a strong role in child language, cognitive, personal, and social development both in mother tongue acquisition and SLA" (p.51). In other words, the methods used for teaching vocabulary in EFL have not been efficient or motivating for students, which is why we were interested in using a strategy with great potential such as literature, to improve language learning development and performance.

To start, one of the most functional literary forms that has shown a strong connection with children are fables. According to Ibarra, et al. (2017), "Fables can be easily understood because of the type of words that appear in the text (…) students can understand without explicitly knowing the meaning, this is called active and passive vocabulary" (p. 14), this is because students can relate their previous knowledge to the understanding of new terms. Likewise, the use of fables allows the implementation of activities such as "learn through discussions and practical activities using everyday resources" (McGowan et al., 2009). Moreover, as fables include the moral and critical thinking in their stories, it allows us as pre-service teachers of English to create spaces for self-awareness and reflection that students can enjoy and learn from. Based on this, the present study aims to comprehend how implementing fables improves A1 students' vocabulary-building process as they develop emotional self-awareness. In this document, you will find the statement of the problem, the research design,

which includes the type of study, instruments, instructional design, the population, and results. These sections will be written more thoroughly later on.

1.1 Statement of the problem

Currently, there are different methodologies for ELT at the early levels, however, most of them are focused on reading comprehension and writing processes. This situation makes the building of vocabulary not a priority affecting the academic performance of students and the development of classes. On the one hand, within the observation made in a 3rd grade English class in a non-bilingual public school in Bogotá, Colombia, we could see how the methodologies and resources used by the teacher were not sufficient and did not focus on vocabulary building, but just reading and writing in English. On the other hand, as pre-service English teachers, we believe that during this age (8-12 years old) it is important to build emotional awareness because students need to understand their emotions in order to express themselves better in the English classroom. We believe it is important to generate spaces where students can develop their emotional awareness even if the school does not have a humanistic approach. The purpose of this section is to explain the following aspects: first, context, population, and needs analysis; second, main problem; third, related studies.

First, this research is based on our experience as practitioners and on some observation classes with 3rd grade students in a non-bilingual public school in Bogotá. Through observation, it became evident the lack of understanding regarding the English vocabulary, and how students experience different emotions such as frustration and sadness because they were not able to express what they were feeling during the class; this affected the EFL context and slowed down their learning process. Therefore, the observation carried out in our practice allowed us to identify the difficulties regarding vocabulary building processes and emotional self-awareness in a non-bilingual school and encouraged our interest in doing research in this field.

Second, it is essential to discuss the importance of emotions in the classroom because "…through language children participate in social interactions fostering their ability to link actions and behaviours [behavior] with mental states that are inaccessible to direct observation" (Ornaghi & Grazzani, 2013, p.356-357). Furthermore, Safdar et al. (2020) mention that lack of vocabulary in students affects all four language skills and that mastering a large amount of vocabulary can make better speakers, listeners, readers, and writers in classrooms. Taking into account a previous observation, we noticed that L1 prevailed in the classroom affecting the improvement of the class by stopping the students from actively participating. It is important to start working on the lack of vocabulary and emotional awareness from the first level of English considering that, as Ibarra et al. (2017) say:

> Some children find English as something challenging from [from x] for them as texts of fables have words they can barely understand but they can make an effort to understand. If a student is able to overcome little difficulties in their learning, the will consider this as significative and therefore will memorize the information (p. 15)

Based on the above, it is necessary to identify strategies that can help to teach vocabulary and build self-awareness to complement the students' learning processes.

Third, the English class has been taught in a teacher-centered approach where the students just needed to read and write what the teacher showed on the board. As Tularam, (2018) mentions "Traditional teaching approaches are generally teacher-directed, where students are taught in a manner that is conducive to sitting and listening." In line with this, there were no activities where students could actively participate or express their emotions, which evidences some features of a tradicional approach that is not the best for this context. For this reason, we suggest the use of reading fables, taking into account that they implement a variety of vocabulary and also emotional awareness that students can easily identify. Reading fables

works within the context of A1 students because "fables are simple for children since it [they] contains a predictable story sequence, familiar words, real-life animals, and an expected end." (Ibarra et al., 2017, p. 18). Besides, it is worth noting that by using stories in second language teaching, children develop social skills such as empathy and active listening, as a communicative learning environment is created in the classroom (Escobar, 2020, p. 11). This allows students to reinforce their learning through interactive readings of fables. In brief, fables have many benefits that can be implemented in the classroom to build new vocabulary and self-awareness.

Additionally, through our observation and reflection processes, it was possible to demonstrate the lack of vocabulary, and emotional awareness, in A1 level students of a non-bilingual public school in Bogota, Colombia. For this reason, we propose the application of reading fables during the English classes. By investigating the lack of vocabulary, the need to work with emotions inside the classroom, teachers and school leaders can identify the effectiveness of reading fables in their English classes.

1.2 Rationale

Safdar et al. (2020) say that vocabulary is an important part of learning a new language; however, Ibarra et al. (2017) indicate that a didactic strategy such as fables should be used to encourage vocabulary building. Furthermore, according to Saarni (2007), it is important to use language as a tool for students to be able to talk about their partners' and own emotions in a safe environment. In the following section, we will explain how vocabulary and emotional awareness improves by reading fables in A1 level students from a public, non-bilingual school in Bogotá, Colombia. For this reason, this research will demonstrate the validity of this resource within the EFL context in Colombia.

First, during the first school years it is common to focus on reading and writing, so that students can master these skills and can use them in the future to express their opinions using all the competences learned. On the one hand, Joseph & Strain (2003) state that "A large and more complex feeling vocabulary allows children to make finer discriminations between feelings; to better communicate with others about their internal affective states; and to engage in discussions about their personal experiences with the world." (p. 2). This is relevant because taking emotions into account inside the English classroom can promote active participation that contributes to students' learning process, which would allow the generation of new and varied vocabulary in a more dynamic way. In addition, students should recognize their emotions inside the classroom to communicate in a more assertive way.

For instance, if children do not recognize and understand their emotions, it is possible that they will not be able to regulate them, which may affect their emotional intelligence in the future. According to Eisenberg & Fabes (1995) "It is likely that children who become dysregulated experience an aversive emotional response akin to personal distress whereas those who behave more constructively may have experienced concern for one of the angered parties." (p.205) On top of that, if students are not able to resolve their feelings, their memory and judgment can be negatively affected (Lewis & Lewis, 1996 as cited in Sorin, 2004). Along with the reasons why it is important to teach emotions to kids, a humanistic approach should be considered in which they could grow from their experiences. With all of the above, it is worth mentioning:

> The main purpose of this approach is revealed through behavior, both as individual actions and as an interaction with others. Behavior should be interpreted, understood, and dealt with in such a manner that the student is able to understand himself and to use strengths and weaknesses as positive builders in his own development. (Firdaus &

Mariyat, 2017, p. 31-32)

On the other hand, children's literature has become one of the most appropriate and powerful tools for language acquisition. The fable as part of this is a resource that, as mentioned by Ibarra et. al (2017), uses a simple language for students of early levels compared to other types of texts; therefore, the construction of vocabulary is more significant. In addition to this, there is a strong connection between fables and emotions because the moral of the story gives a lesson about what is wrong or right, children can identify better the emotions based on how the characters react to those situations, and these simple stories are relatable to real life scenarios students can experience. Based on the above, reading fables is one of the best options to foster emotional awareness and vocabulary-building processes.

Second, we as practitioners and researchers, believe that greater importance should be given to vocabulary building for students in the first levels of English. Within the observation made in a 3rd grade English class in a non-bilingual public school in Bogota, Colombia, we could see how the methodologies and resources used by the teacher were not sufficient and did not focus on vocabulary building or the importance of emotional awareness. For this reason, there is no recognition and identification of vocabulary related to emotions. Reading fables as a resource works in the first levels of English since they adapt to the academic context of the students and promote class participation and mastery of the target language. Based on these positive aspects, we believe that active class participation and vocabulary building would be much more successful if this resource was implemented.

During our revision of the literature, we noticed that there are not a large number of studies focused on vocabulary building in the EFL context in Colombia. However, we found several studies from other countries related to English language vocabulary building; but none

of them related to reading fables as a learning strategy to improve student's self-awareness. As previously mentioned, this study is innovative within the field of education in Colombia, as it demonstrates how implementing fables improves emotional self-awareness and the student's vocabulary building process. Consequently, our project enriches the existing theory or literature on the construction of English language vocabulary in the Colombian educational environment.

Summarizing all of the above, our research focuses on the problems related to the deficit in the acquisition of new English vocabulary and the importance of taking emotional awareness into account inside the English classroom, especially at the earliest ages. In addition, we propose reading fables as a strategy for teachers to improve the EFL environment in non-bilingual schools in Bogotá, Colombia.

1.3 Research question and objectives.

RESEARCH QUESTION:

In line with the qualitative approach of this research and with the action research methodology, we propose the following research question:

How does implementing fables inside the English classroom help students develop emotional self-awareness as their vocabulary-building processes related to emotions improve?

OBJECTIVE:

In accordance with the phenomenon that was observed and found in the English classroom, we suggest the following objective:

To comprehend how implementing fables inside the English classroom helps A1 students develop self-awareness and vocabulary-building processes related to emotions.

SPECIFIC OBJECTIVES:

To understand the other factors surrounding the research question, the specific objectives were the following:

- **Determine how students identify and understand different emotions by making use of fables during the class.**
- **Create a space within the English classroom to promote students' recognition and identification of emotions.**
- **Demonstrate how the implementation of fables develops self-awareness and vocabulary building in the students.**

2. CONCEPTUAL FRAMEWORK

The following section will discuss the theoretical references that were taken into account to support our research, which will also contribute to a better understanding of the phenomenon studied in this research project. First, learning-acquiring L2 vocabulary is one of the most important parts of this investigation since it states how students learn during the first years, and how the lack of vocabulary development can hinder language learning inside the classroom. Second, the concept of fables for teaching a foreign language will be described. This concept allowed us to establish that the use of fables as a didactic instrument can significantly strengthen the learning process of a second language in children. Then, the importance of teaching emotions in the classroom will be addressed as well as how this leads to the students' building processes of emotional awareness; this motivated us to connect self-awareness in terms of emotions as a transverse axis for our research.

2.1 Learning-acquiring L2 vocabulary

As Coxhead (2013) proposes, "vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words that convey a particular meaning, the way individual words do" (p.8). According to this interpretation, we can say that vocabulary is one of the key factors when learning a new language, taking into account that the term "vocabulary" not only means one word but lexical items, phrases and multiword expressions that can be used in different ways according to the context. Furthermore, Coxhead also (2013) explains that:

"Students tend to develop more productive vocabulary knowledge based on their receptive knowledge of words or phrases. Similarly, they usually increase their depth of vocabulary knowledge of individual items as they use words and phrases in writing and speaking, as well as through reading or listening" (p.17).

It is worth noting that there are two distinctions when talking about vocabulary knowledge; on the one hand, vocabulary can be expressive when speaking and writing, and, receptive when reading and listening. On the other hand, related to the number of words, and the quality, meaning and usage of such words (Coxhead, 2013, p. 17). Considering this, it should be relevant for teachers to include activities where all the communicative skills are implemented with the target vocabulary of the class.

For many years, learning a new language has focused on reading and writing at the earliest levels rather than vocabulary acquisition. As Laufer (1986) expresses it, "Until very recently vocabulary has suffered from step-child status in language acquisition research. The reasons for this plight might have been the linguists' preference for closed systems describable

by rules" (p.73 cited in as cited in Chacón, et al, 2010). According to this, within the academic context schools used to focus on the learning of the grammatical rules leaving vocabulary on a second level. Moreover, although there is a lot of literature that describes vocabulary acquisition, there are not a lot of studies that explain how to actively practice vocabulary acquisition in the classroom (Meara, 1997).

As it was mentioned before, teaching vocabulary is an essential art of learning a new language. Coxhead (2013) affirms that vocabulary is very important for English teaching since students will not understand others and express themselves if they do not have sufficient vocabulary. Considering that communication among others is one of the main goals for education nowadays, the author reaffirms her definition with her own experience: "This point reflects my experience with different languages; even without grammar, with some useful words and expressions, I can often manage to communicate." (p.8). For this reason, it can be inferred that students are better at understanding and communicating with others in English by learning vocabulary (Coxhead, 2013), and, in line with this, Allen (2007) suggests that "by discussing and grouping the words into categories, students are creating attributes of the words in relation to each other, and the topic being studied" (p. 26).

In such vein, Vermeer (1992) claims that if a student wants to reach a high proficiency level in the target language, they should focus on the importance of the lexical component (vocabulary). Laufer (1998) supports this idea by affirming that the most noted difference between language learners and native speakers is how they use their lexical competence to communicate with others. Besides, there are some investigations in which the interaction between native and non-native speakers is observed and factors such as how they use the vocabulary, and how much vocabulary they know show how non-native speakers are most of the time in the same level as native speakers. (as cited in Chacón, et al, 2010, p.2)

In conclusion, the acquisition of L2 vocabulary is important since, as Coxhead mentions, students improve their knowledge by using words and phrases. In line with this, Laufer mentions how vocabulary has not received enough importance and, according to Meara, this means that students cannot actively use it in class. Finally, Laufer supports Vermeer by saying that the use of vocabulary is essential when creating interactions between native and non-native speakers. This concept is important for our research because it is shown that, due to this, students can reach much higher levels of proficiency, understanding and communication, therefore, we believe that the acquisition of vocabulary is a fundamental part of the learning process of a second language.

2.2 Fables for teaching

Fables are defined as a short fictional literary story that has a didactic intention often manifested in a moral, and which may involve animals and other animate or inanimate beings that share human characteristics such as speech and movement (Rodriguez 2010 as cited Vásquez et al., 2018). Fables have been present throughout people's lives, mainly within the educational context, since they have become a resource that facilitates learning and development of skills such as reading and writing. Likewise, Santana (2005) states that the fable besides communicating, it teaches and entertains; because of this, it can be described as a didactic resource. This has allowed teachers to develop new strategies with its use, not only for learning the native language in the early grades, but also for learning a second language.

Fables have a great influence on the development of activities inside and outside the school classroom. Pardo (2018) suggests using fables in three times of the class, at the beginning as a relaxing element that can recover the calm of the class and indirectly potentiate

the vocabulary of the students; in the middle to reinforce the acquired structures, and at the end

to use the reading of fables as a reward for good behavior. Thus, it is such a versatile resource

that applied in the best way will positively influence student outcomes and class atmosphere.

Ee (2009) affirms that "Using fables can truly be an interesting approach in infusing

"teachable moments" that warrant thoughtful exploration and investigation of knowledge". Also,

fables are important because students not only learn but understand about the world around

them; this allows to create a school environment where students will improve their disposition to

participate taking into account how stories can be related with their personal life (Ee, 2009; Hirst

& Slavik, 1998).

On the other hand, Ibarra et al., (2017) add that students can understand some

concepts of their daily lives through fables because of its narrative style. Besides, "Fables are

designed to teach children how to navigate through complex emotions and experiences in a

healthy way. From learning to celebrate our unique differences, to processing through bullying

and understanding the value of environmental sustainability" (Cision PR Newswire, 2020), which

means that their intention is not only to become a tool for purely academic use as would be the

story or any other literary composition, but also allows students to identify behaviors, situations

and emotions similar to those of their lives, so that emotional vocabulary such as the one

describing the characters has a greater reach in students. The fable is an instrument whose

main function is to teach its readers, and in this case, to generate and achieve emotional

awareness in the daily life of the students. That is why it is worth highlighting that morals are

another element that can be used to improve the quality of life of students. Pardo (2018)

assures that:

> The reading of fables or texts with final teaching should be carried out when the moral
>
> coincides with a specific act that has taken place in the classroom or in the children's

immediate environment... since this will have a great impact on the students' awareness and respect for others (p. 26).

To summarize, the authors support the use of fables as an educational resource since it is an effective tool for teaching, which can be used at different moments of the class as well as be used in different ways and to achieve different objectives for the class.The fable was taken into account for this research, since it is a didactic resource that students can easily recognize. These types of stories and the characters can strengthen the emotional awareness since they are relatable to the children's daily situations. Along with this, different activities can be carried out in which students put the 4 skills into practice (reading, writing, speaking, and listening). This can help students' vocabulary building process since it is easy to understand and the stories are entertaining, so they can live meaningful experiences while they learn.

2.3 Emotions in the classroom

According to Salovey & Mayer (1990), emotional intelligence (henceforth as EI) is an ability "...to monitor one's own and others' emotions, to discriminate among them and to use the information to guide one's thinking and actions" (p. 189). Which means that it allows people to adapt their way of acting taking the context into consideration. Moreover, years later, Mayer, et al. (2000) described a complex process in which EI is a skill that not only allows one to perceive the emotions, but to comprehend and regulate them in order to act on them.

To Daniel Goleman (2006), it is important to enhance EI in the early ages and in an academic context. He states that:

In the early elementary years students should learn to recognize and accurately label their emotions and how they lead them to act. By the late elementary years lessons in

empathy should make children able to identify the nonverbal clues to how someone else feels. (para. 7)

For instance, developing the emotional intelligence in children in the academic context leads to a good dynamic in the classroom, due to the fact that they understand how they should act according to the topic or subject, or who they are with (teacher or partners). Goleman (2006) also mentions that EI needs to be further developed in the following academic years. In high school, students can experience new feelings such as stress and motivation, especially related to their school life and other responsibilities. Besides this, as they grow and mature, this skill evolves into active listening and talking that grants them to solve problems.

Nonetheless, other authors argue that EI is not used just to know how to act depending on the context, but also to know how to handle positive and negative emotions within the classroom. For example, Pekrun, et al. (2002) express that:

"the domain of academic emotions would include students' achievement emotions experienced in school or university settings, but goes beyond emotions relating to success and failure by also covering, for example, emotions relating to instruction or to the process of studying" (p.92).

Regarding this, it is of high importance that students can use their EI while they work in groups since they can listen to other points of view and have positive or constructive comments about the others' opinions.

Besides the academical context, Pekrun, et al. (2002) talk about how enhancing EI helps people's health in general, because it can impact students' cognitive processes and performance, physical and psychological health. In fact, Lantieri & Goleman (2014) support this idea by talking about how it is necessary to have different strategies to decrease anxiety, which is a major target for schools due to the academic load to which children are exposed from early

ages. These strategies also help students to learn better, be creative and have a solving problem mentality.

Consequently, Lantieri & Goleman (2014) specifies that children conquering their emotions makes them better at learning. By mastering emotions students can enhance their self-awareness and use it actively in the classroom context. Along with this, Goleman (2006) says that "helping children improve their self-awareness and confidence, manage their disturbing emotions and impulses, and increase their empathy pays off not just in improved behavior but in measurable academic achievement" (para. 10).

In line with this, it is essential to focus not only on the EI and how students can develop it in the classroom, but also on how they can use their emotional competence in their future to be part of the society. As Goleman (2006) explains it, "While our emotional intelligence determines our potential for learning the fundamentals of self-mastery and the like, our emotional competence shows how much of that potential we have mastered in ways that translate into on-the-job capabilities" (para. 35). Although EI and emotional competencies are necessary for the future, as it was mentioned before, these two must be worked on from an early age because "a heightened self-awareness, better ability to manage distressing emotions, increased sensitivity to how others feel, and managing relationships well are vital throughout life. But the foundation for these life competencies is laid in childhood" (Lantieri & Goleman, 2014, p. 2).

This concept is important in the framework of our research, since as future teachers we believe that the emotions that students experience daily in the classroom must be recognized, validated, and regulated; all this so that they can develop good interpersonal relationships, self-awareness and empathy inside and outside the school classroom. Additionally, welcoming emotions in the classroom is important for us because we believe that they are part of students'

identities and learning processes, and it gives the opportunity to distance the English classes from only transmitting linguistic codes, which is a limited view and has been done for a long time.

3. LITERATURE REVIEW

Over the years, different authors have highlighted the use of children's literature and especially the fable, since they improve learning processes, enhance reading - writing skills, and enriches the process of building vocabulary in children during the first years of school. Two investigations were essential for this project: firstly, a descriptive qualitative research by Ibarra, et al. (2017), and secondly, a qualitative research by Escobar (2020), which used fables as instruments for the acquisition of linguistic skills in the English class.

In Colombia Ibarra, et al. (2017) described the procedures they took into account to determine the effectiveness of the use of fables as a resource in English classes to teach vocabulary and also ethical and moral principles to children. For this research, three primary school teachers and a group of 3rd grade students between 8 and 10 years old, who lived in Pereira and studied at the La Julita Educational Complex, participated. The methodology they used was qualitative, with an inverse approach to lesson planning. The sources of primary information collection were the processes of observation, journals, and instruments. For the development of their research, they followed the following process:

Initially, they described the needs that the institution shared with the students. Subsequently, to achieve their objectives, they designed a classroom plan, which would allow

the acquisition of vocabulary through the use of fables; in addition, this helped to integrate the fables in each of the times of the class. Finally, they wrote down detailed observations of what was happening in the classroom, including behaviors, attitudes, and reactions of the students.

The results evidenced two possible responses from the students; the first *"What was good",* the students responded assertively by demonstrating motivation, developing activities, and acquiring new vocabulary generally unlocked by themselves. Although there were difficulties in fully understanding the readings, the students were able to state the moral of the fables appropriately in Spanish. The other outcome - *"What was not good-"* stated that students were easily distracted during the implementation of the fables, because, according to the observations, their attention span was short. In addition, in many cases they used the dictionary to translate one by one the words they did not understand, so the objectives of the class could not be accomplished when they translated everything. Another aspect was the instruction to explain activities and tasks, as the practitioner needed more preparation and practice so that the students could understand the instructions.

We should clarify that the principal difference between this research project and ours is that Ibarra's et al. focused on using the fable so students can learn about ethical and moral principles, while the current one is focused on strengthening children's emotional and self-awareness through the use of fables.

Similarly, in a documentary research from 2020 Bogotá, Colombia, Escobar presented the fable "The Fox and the Stilt Walker" and storytelling as new teaching strategies that improve language skills and mainly facilitate the acquisition of English vocabulary in a playful way in elementary school children. Initially, the researcher used a methodological approach, in which she investigated the background information related to her study objective. Then, she critically

analyzed what had been said and written about the teaching of English as a foreign language and specifically about the use of storytelling to finally build a didactic proposal for teaching English.

The results of this research showed that the most recurrent categories related to its objective were Stories and fables in English teaching, pedagogical guides or didactic sequences, methodologies for English teaching, curriculum in English teaching, context, design of materials for English teaching, texts in English teaching and ludic activities in English teaching; only storytelling in action and storytelling, didactics and English teaching were studied in depth, stating the benefits of their implementation in the classroom for the acquisition of a second language. Subsequently, taking into account the research, an educational proposal was developed based on the following methodologies: Total Physical Response, the communicative approach and the narrative or story-based approach, with which students can develop their communicative skills through playful and didactic activities.

Taking into account the investigations presented, our research project contributes to the discussion of the use of the fable for vocabulary building processes regarding emotions taking into account it is easy for children to understand and read. Along with this, our research project presents the fable as a resource that can strengthen students' emotional awareness since they can relate the stories presented to their own context, considering the characteristics and circumstances of a non-bilingual public school.

4. METHODOLOGY

The present research employs a qualitative research approach which according to Creswell, (2009) "... establish the meaning of a phenomenon from the views of participants. This means identifying a culture-sharing group and studying how it develops shared patterns of behavior over time"; and an Action Research (AR) methodology that sought to determine whether the implementation of a didactic unit based on fables was an adequate resource for the development of self-awareness and the process of building vocabulary related to emotions for third-grade students in the English classroom. Action Research gave us the opportunity to combine observations regarding a specific phenomenon and take action through reflection with the intention of improving it (Ebbutt, 1985, as cited in Cohen, et al., 2007).

Within this line, taking into account our qualitative approach, we understood the importance of finding a context that had a need and that gave us the opportunity to work with it because as Cohen, et al., (2007) mentioned:

> The scope of action research as a method is impressive. It can be used in almost any setting where a problem involving people, tasks, and procedures cries out for solution, or where some change of feature results in a more desirable outcome (p. 297).

In addition to seeking for improvement in a specific phenomenon, which was the lack of vocabulary, we believed that we had a duty to include an extra topic within our work in line with searching for a better outcome, not just for our research, but also for the students we worked with, and this is where the lack of vocabulary and emotions came together. We decided that our research not only needed to focus on a phenomenon but also had to contribute to the emotional awareness of children from a young age; we wanted to work with emotions, since this might be a topic that is not taken into account by English teachers, especially during the first grades of

school, and also the lack of vocabulary in their second language because as theory states it, it should be acknowledged and worked on since day one.

Moreover, AR is divided into several stages: planning, action, observation, and reflection, during which researchers can clearly identify and understand a phenomenon and develop more successful solutions to it as their work advances (Cohen, et al., 2007; Zuber-Skerritt & Lesley Wood, 2019). This can be related to our own experience as practitioners where we had the opportunity to detect the lack of vocabulary related to emotions in the English classroom, which led us to plan didactic units with meaningful learning experiences whose main focus and intention was for students to recognize these emotions easily. Then, we implemented our didactic units with the students, which consisted of 6 classes divided into 2 cycles. Each one was designed to encourage learning about emotions through fables.

As Burns (2015) mentions it, "having acted on their plans, teachers then move into observing the effects of their actions by analyzing, reporting, and sharing their findings" (p. 5). In line with this idea, we observed our classes carefully and noticed both positive aspects and things to improve for the development of our research. This observation of our implementation brought us to reflect on our actions and the way students were acting during the classes, how they reacted to certain activities, and the way they felt along with the growth of their self-awareness.

Along with this, Wells (1994) states that the purpose of reflection is the act of comprehending as well as with the improvement of action (as cited in Cárdenas, 2006, p. 193). Hence, we believe that reflection was the most essential part of the AR stages since we had both roles as participants and practitioners, and it encouraged us to actively be part of our own research (Hammersley and Atkinson, 2019).

Furthermore, as preservice teachers in a public school, we were aware of our role in the academic development of students, and we believe that AR helped us not only to provide a solution to a specific phenomenon, but also to innovate within our field of education, which benefits the children or us as teachers, as well as the educational practice that occurs as a learning exercise within the school in a more reflective way and not just an academic one (Stenhouse, 1979, as cited in Cohen, et al., 2007).

Within AR, it is important to highlight that the participants, the practitioners, and the researchers themselves are taken into account in the reflection exercise. The opinion, feelings, attitudes, among others, of each one of them are considered to feed more and more research and obtain much more critical and complete results (Cohen, et al, 2007).On top of that, Kemmis and McTaggart, (1988, cited by Cohen, et al., 2007) affirm that "The approach is only action research when it is collaborative, though it is important to realize that the action research of the group is achieved through the critically examined action of individual group members" (p. 298). This is relevant to our research because we did not only expect the students to learn from us and from the units proposed for each class with different fables, but we also learned from their behavior, their attitudes towards the activities, their willingness to work on the research and most importantly, how they felt about this whole process.

All this led us to look for solutions to the different situations that affected the development of each class, to see our methodology in a more critical way and always looking for the best and what would work best for the students, without losing focus on the emotions or the vocabulary that we hoped that they could obtain each week with each fable and learning experience that we were planning.
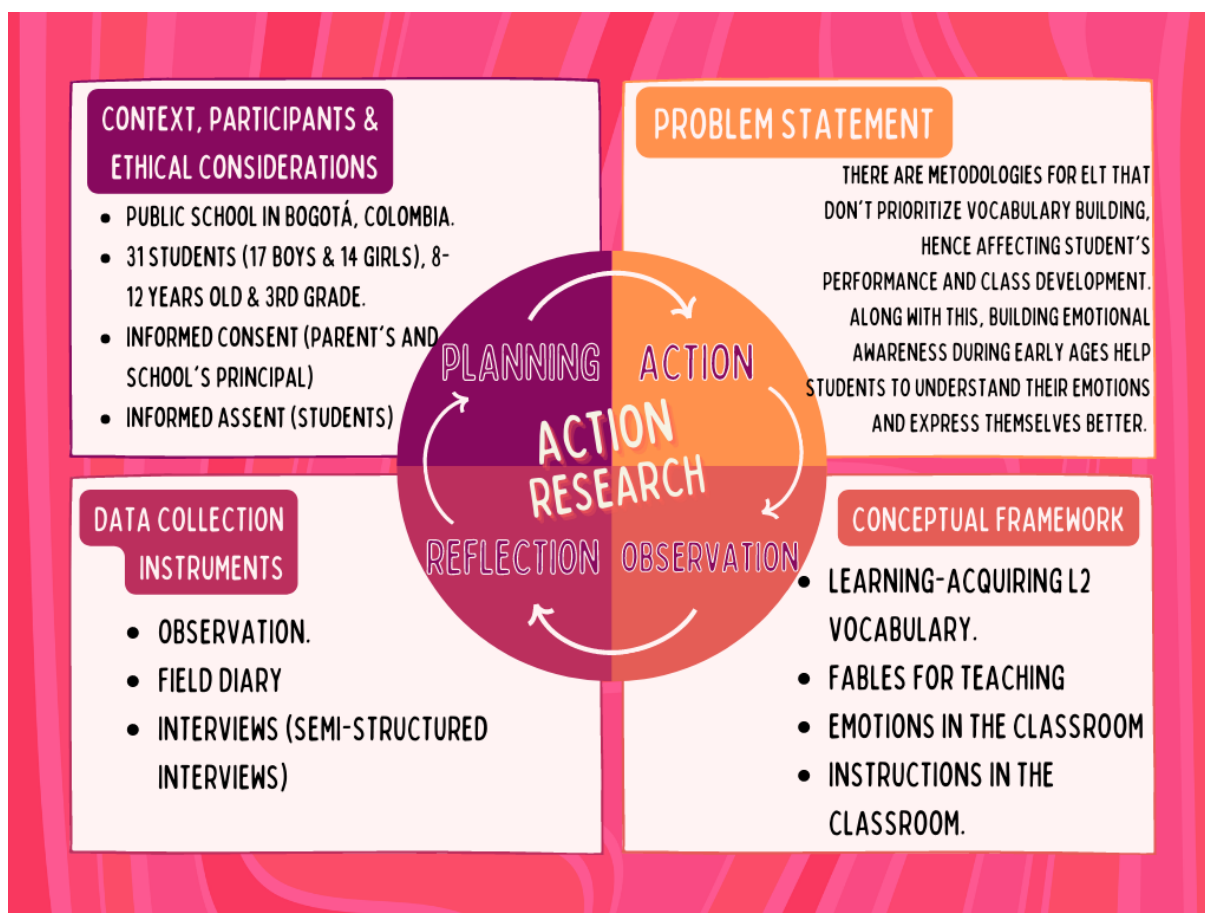
Figure 1. Visual representation of the cycles and elements of our Action Research

As Figure 1 shows, our AR project followed the specified steps of this methodology such as planning, action, reflection, and observation. All the stages were carefully planned and aligned with our problem statement, conceptual framework, instruments, and ethical considerations.

In this section, we will describe the events, reflections, and insights that emerged from our implementation.

4.1 Cycle 1

It took place from August 26th to October 7th, 2022, during one 1 hour and 20-minute classes a week. (6 weeks, originally 7 but one of the classes was used for the celebration of "The Family Day")

Stage 1: Reflection

Based on our experience as pre-service teachers in this school, and how we noticed that emotions are not a topic that is taken into consideration by English teachers, we reflected on how important and beneficial it would be to implement classes where those are the main topics to learn.

Stage 2: Planning

Based on the previous reflection of what can be implemented in the English classroom, we developed a didactic unit which consisted of 2 fables that we used to teach the vocabulary related to emotions; and 11 activities that were created so the students were able to practice the vocabulary, pronunciation and understanding of the fable. These activities had their corresponding objectives, materials, and contents. Moreover, we used a planning format in order to have the didactic unit and the activities organized in one place, this was based on feedback we received from our thesis tutor during this stage.

Stage 3: Action

Then, during this time, we developed the proposed activities and recollected the relevant data through our field and observation diaries.

Stage 4: Observation

While we progressed on our classes with the students, we started an observation process in which we gathered information about specific situations presented in the classroom,

and taking this into account we changed the activities we knew had a low performance from the students such as writing and reading. Along with this, the more information we collected, the more situations in the classroom we recognized and the more ideas we had to solve them successfully.

4.2 Cycle 2

It took place from October 14th to October 28th, 2022, during one 45- minute class a week. Nevertheless, we planned 3 sessions and because of the school's schedule we had to use our last class for the interview.

Stage 1: Reflection

Based on the information collected from cycle one, we considered implementing more kinesthetic and participative activities to enhance the student's involvement during the lessons. We continued to reflect on the situations presented in the classroom between students and us as teachers.

Stage 2: Planning

Then, we developed a second unit with 2 fables, and 7 activities taking into account the reflection on the previous cycle. The exercises we planned required the students to talk more, use their imagination and move around to successfully achieve them. We decided to use the writing and reading activities as support for those main activities the students enjoyed more.

Stage 3: Action

Within this stage, we experienced several situations where we were not able to do our planned lessons. We were given 2 sessions to do the activities, the students started having

lunch at the school, so we had less time for the class, we were not able to use the school's resources, and this cycle started right after the recess week. However, we were able to teach 1 of the fables and successfully completed 5 of the activities proposed in the planning stage.

Stage 4: Observation

Consequently, we noticed that student's felt more motivated and comfortable using the new vocabulary in English, and also, they became more competitive and participative towards what they were learning about the emotions they saw in the fables.

4.3 Context

The implementation of our research project was carried out at the Aquileo Parra School, which is part of the agreements established by the Bachelors of Bilingualism program at Universidad El Bosque. The school is located in the locality of Usaquen, more specifically in the Verbenal neighborhood, and has had its doors open since 1989. The institution offers preschool, primary, and secondary school in the morning, afternoon, and evening.

Furthermore, in terms of the physical features of our teaching scenario, the classroom was spacious, with good lighting, and equipped with a board, touchscreen TV with internet access, and sound equipment to be used by students and teachers. In terms of Bilingual Policies, it must be taken into account that the school does not have an emphasis on bilingualism, and they do not have English teachers for primary school, so one teacher is in charge of teaching all the subjects to the students.

Students had a school day of five hours a day, of which only forty minutes a week were destined for the English area. Due to the implementation of our project, a change was

established, in which the students obtained an increase in time, so they had one hour and thirty minutes for the development of the English class.

4.4 Participants

The population with which this research was developed was a third-grade group (afternoon shift) of the Aquileo Parra school located in the locality of Usaquen. The group consisted of 31 students divided into 17 boys and 14 girls with an age range between 8 to 12 years old. The students participating in the project were revealed to be of different nationalities; 8 students were of Venezuelan origin and 23 students were Colombian.

The observed skills of the students evidenced a low level of English, where they knew very basic words such as "teacher", "hello", some colors and numbers, but were not able to understand many of the words within the fables related to objects or actions. However, it should be emphasized that due to the quarantine presented by Covid-19, the students did not have the opportunity to develop their competencies during the two previous school grades in that subject.

4.5 Instruments of data collection

Bearing in mind the characteristics of our research and the importance of data collection in Action Research, we implemented instruments that collected our observations about our practice, its effects, and reflections in each of the phases of the research for its subsequent analysis. Following this line, Cohen, et al., (2007) mention that Action research does not only consist of collecting data, but also analyzing and reflecting on it from our perspective. Consequently, we hoped that the information collected allowed us to identify if fables were an appropriate medium that allowed students to develop new vocabulary through emotions, and to show self-awareness in English classes.

Considering the above, the instruments we used for data collection in our research were: daily observation, a field diary, and interviews, of which the first three were collected at the end of each class.

One of the main data collection instruments in our research project was Observation. As Cowie (2009) describes it, observation consists of "the conscious noticing and detailed examination of the behavior of participants in a naturalistic setting" (p. 166). In this way, observation became a fundamental tool for our research project since it showed us the environment and surroundings in which the students developed the classes in its most precise form. Bearing in mind that we were using observation during the development of our research project, it is worth emphasizing that this allowed us to highlight the shortcomings of the students, but also the positive changes they obtained as the classes passed. Burns (2015) states that making use of field notes either during or after the observation provides an objective and practical record of what happened during the class. Therefore, the use of observation diaries (See Annex 1) and field diaries (See Annex 2) contributed significantly to the development of our research in different ways.

Considering the above, we used an observation diary as a tool to record the observed phenomena. According to Sampieri et al. (2014), "investigative observation" is not limited to the sense of sight, but to all the senses (p. 399). This statement demonstrates that observation allowed us to reflect on what we saw, heard and how we acted, in our case, as practitioners. This reflection allowed us to grow professionally, taking into account that thanks to the experience we could prepare ourselves to act in certain situations in future school environments. As we mentioned in Cycle 1 and Cycle 2, the reflection about the development of the classes allowed us to identify what modifications in terms of methodologies, materials and

learning experiences could be made within the classroom to enrich it. For example, during our

practices we could notice that our students lost the attention in the classes. Therefore, we had

to make adjustments such as the implementation of kinesthetic activities, in the quest to boost

their attention and focus to make a better use of their energy.

On the other hand, field diaries were an instrument that allowed us to obtain detailed

information about the events that took place in the classroom. Azalte, Puerta & Morales (2008

as cited in Espinoza & Ríos, 2017, p.6) point out that the field diary is where the events that are

of interest to the observer are sequentially documented, without neglecting the interpretation by

the observer, and allows to develop critical thinking. The field diaries that we implemented

consisted of analyzing and reflecting on aspects such as: 1.the situations that occurred during

our implementation, 2. our interpretation of those events as researchers, and 3. a reflection that

connected the events to the theory or to other experiences. All this analytical process was

carried out in a rigorous and continuous way. Loya (2002) mentions that,

> If the writing of the diary is carried out with a certain regularity, as its very definition
>
> indicates, it is possible to realize a much more exhaustive follow-up of the professional
>
> development of the teacher [...] and of the phenomena that are the object of observation
>
> (p.122).

> In this line, we carried out a field diary that entailed categories such as event description,

interpretation, and reflection. In a rigorous manner, the events of the class were recorded, as

well as our interpretation of them in light of the theory, which let us reflect about the process we

were building during the classes, significantly improving the development and implementation of

the project.

Another instrument we considered were Interviews (See annexes 3, 4, 5, 6, 7 & 8) .

They consist of a set of questions that a researcher asks an individual in order to obtain

information regarding a mutual interest. In line with this, "The interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard" (Cohen, et al., p. 349). This implies that any physical or verbal reaction can be considered as a response. In our research project, the interviews were used to identify how the students felt using the vocabulary learned, how they felt about the class, and their overall opinion about the implementation. The data collected with this instrument was paramount for our research since the participants' experiences and voices provided us with a deeper understanding of how our implementation was being received.

There are different types of interviews, however, we decided to use semi-structured interviews because they provide a very flexible technique for small scale research (Drever, 1995). Semi-structured interviews were particularly beneficial because they did not only allow us to obtain useful information from a conversation with the participants, but also allowed us to go from a general topic to specific questions, if needed. This allowed us as the interviewers to explore and identify potential problems in a natural way (Pathak, 2012, p. 4).

We contemplated using this type of interviews since they were adapted to our research, taking into account that our participants were children between eight and twelve years old. The range of their answers was very broad, because they usually express their thoughts, opinions, and knowledge on any subject. Semi-structured interviews are intended for interviewees to talk openly about their experiences through conversation without feeling pressured to get their answers right or wrong. In this case, we wanted the students to present their perspectives regarding the implementation of the research project. Additionally, in order to assure reliability within our data collection process, the interview was piloted with 3 students with a similar background to the participants'. Such a piloting process gave us insight into what questions needed to be corrected and into how the interview had to be developed.

Using the mentioned data collection instruments assured that we could carry out a triangulation process that provided reliability which means that the interviews need to be stable and consistent, and so the answers from the participants; and validity that demonstrates that those interviews go according to the project's objective (Creswell, 2014).

In order to have a successful triangulation process we contemplated reliability as a paramount aspect in the implementation, and use of these data collection instruments since it looks for scores from an instrument to be stable and consistent. Scores should be nearly the same when researchers administer the instrument multiple times at different times. Also, scores need to be consistent. In this line, we made sure that our data was reliable and valid, which means that we took care of the student's answers and how those answers were connected to the purpose of our project and student's learning.

4.6 Ethical considerations

This study involved environments in which we interacted with underage students, therefore, before starting the implementation, we obtained the approval of the school's Principal (Appendix 1), as well as from the parents, who approved the participation of their children in the study through informed consent (Appendix 2). Such informed consent guaranteed that the parents or legal tutors knew the implications of their children's participation, what the research was about, and what actions would be carried during the proposed sessions (learning experiences, recordings, interviews), as well as its benefits and rights to quit their participation. In addition, a letter of assent was made (Appendix 3) so that the students understood their participation in the research and could express their intention to participate, be photographed

and/or recorded for video. Within this it was also specified that they were free to leave the investigation at the time they wanted.

In view of the above, we believed that the protection of the participants' identities is one of the most important things to give consideration to throughout the whole implementation and, for this we took into account law 1581 (2012) which mentions the correct use of personal information of each of the participants. In line with this, we used pseudonyms that let us keep the humanization within the classes and the anonymity of the students.

5. DATA ANALYSIS

5.1 Data management and coding

The collected data's analysis process was carried out using Charmaz's (2006) Grounded Theory methodological process. For this reason, the coding of our project consisted of categorizing data segments that allowed us to identify, label, and direct the results obtained from our research to understand how fables help the process of building vocabulary related to emotions and self-awareness within the classroom. According to Charmaz's (2006), the coding process consists of three phases: the initial coding, where a data segmentation is developed, obtaining specific codes; then, focused coding, where the codes are analyzed and related, forming categories (the two previous processes were carried out using the Excel computer program) (See Annexes 9, 10, 11 & 12); and finally, the Axial coding phase, where the categories that answer the research question are interconnected.

Taking the above into account, in the following section we will present a sample of the data collected during the analysis process. This triangulation process consisted of crossing data

obtained through interviews, field diaries and observation, which guarantees validity and reliability in our research project.

The following chart (Figure 2) shows the previously mentioned data encoding process. In it, 3 categories and 9 subcategories that emerged from the analysis and interconnection of the collected data are evidenced.
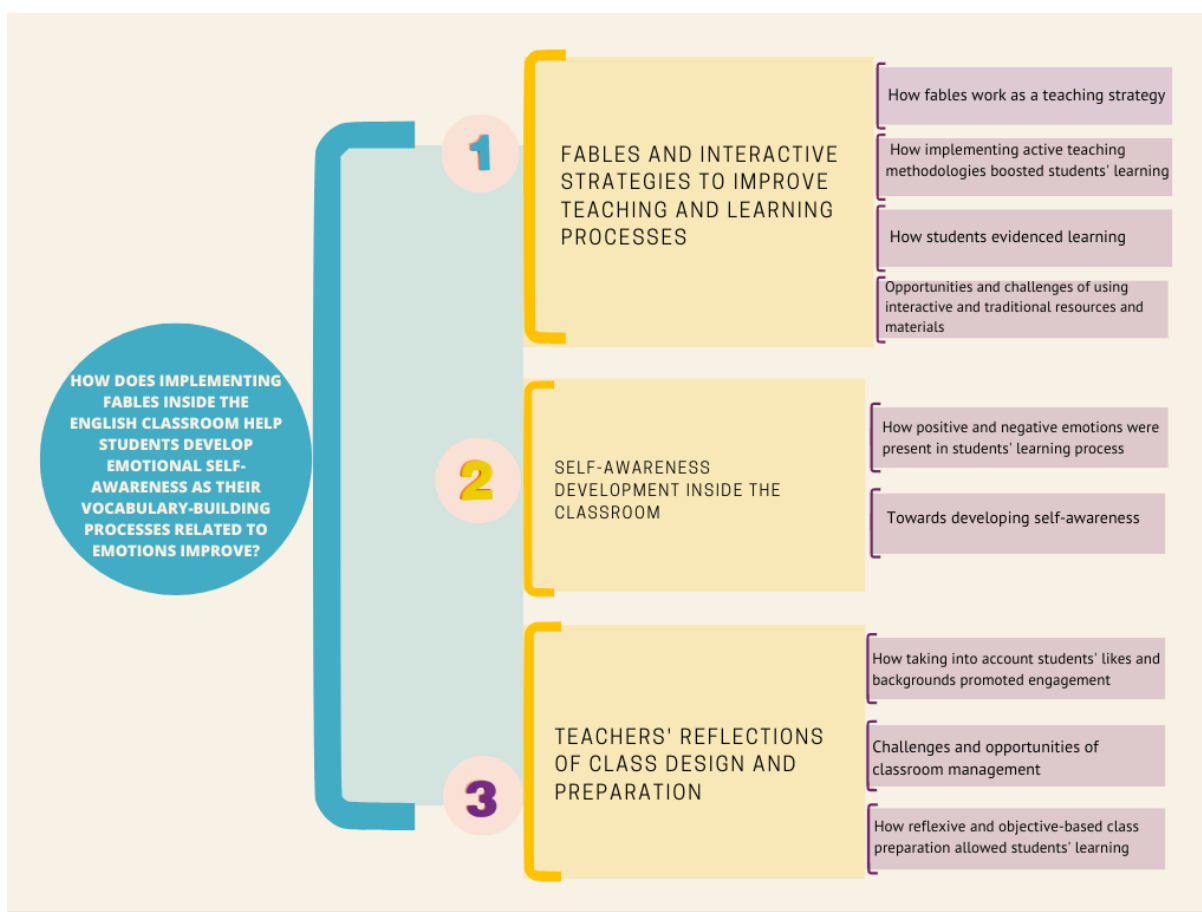
Figure 2. Code analysis and saturation: Main categories and subcategories.

Taking into account what we found among our data, two important categories arose to answer our research questions: *How does implementing fables inside the English classroom help students develop emotional self-awareness as their vocabulary-building processes related*

to emotions improve? The first main category was divided in two parts that were related to the reflection on how fables and interactive strategies help in the teaching and learning processes and how self-awareness was developed and carried out inside the classroom. The second category consists of understanding the role of class design and class preparation in the success of the sessions.

Therefore, after analyzing our data and identifying the categories, we were able to confirm that they were directly related and highlighted the focus of our Action research. Thus, the first cycle of our research aimed to identify and understand the way in which the implementation of fables in the classroom was a strategy that boosted the acquisition and recognition of vocabulary related to emotions, as well as the achievement of self-awareness during the learning process; and then, the second cycle was related to how the preparation and design of the classes contributed to students' comprehension and generated opportunities and challenges in classroom management.

5.2 Cycle I: Fables and interactive strategies to improve teaching and learning processes & Self-Awareness development inside the classroom.

The data collected for the first cycle is related to the two main categories of the implementation of the action research methodology for our project, which correspond to how the fables and interactive strategies worked to improve the teaching and learning process, along with how self-awareness developed within the class. We describe these two categories in the same cycle because they are connected to what happened during this cycle in our classes.

5.2.1 Fables and interactive strategies to improve teaching and learning processes.

The category of *Fables and interactive strategies to improve teaching and learning processes* stems from our desire to implement a literature resource such as the fable to achieve beneficial results regarding new vocabulary and students' understanding of the stories presented in them. For this, several sub-categories emerged, which matched the different stages of the action research methodology we used; those were portrayed by the questions: *What did we observe? What did we plan? How did we act? and What did we reflect on?* Such questions were answered in the following sections, where fragments of the data collected by our instruments were shared to describe our experience, the opinions of the students, and our reflections during the implementation.

Furthermore, the sub-categories that arose appear in an effort to understand how fables work within an educational context in which students do not have access to various resources and present a need in the acquisition of a foreign language. Along with this, what other strategies, activities, and resources we can use as teachers to boost and promote a better learning process for our students.

5.2.1.1 How implementing active methodologies boosted student's learning.

What did we plan?

During this stage, we focused on finding the fables that we would use during the classes, in addition to what type of activities would be appropriate for the children, taking into account the student's level of English and what they might like, the time we had for each class and the resources available in the school. Apart from these resources and activities, we were able to identify how the students felt during them, which gave us more ideas about what we could

implement in the following classes. In the coming excerpts it was evident how the students'

process was boosted through implementing fables with active teaching methodologies.

In the search for materials for our classes we took into account factors such as the

students' ages, and this led us to take into account resources with which everyone could have

fun while learning. Along these lines, taking class planning into account and improving its

environment by implementing new strategies or resources can positively impact class

participation and student motivation (Anderson, 2022).

> *Taking into account the age of the students, one of the best strategies to teach content is the use of playful resources such as songs and videos. This is because students focus on and are attracted to images, colors, and sounds.*
> (Observation diary - Date 23/09/2022)

In addition, it was important for us also to make use of activities in which we had specific

objectives to develop specific skills in the students. In line with this, as the following excerpts

prove it, we wanted to create a balance between capturing students' attention with activities,

strategies and/or resources that were new to them and that also provided new abilities, without

neglecting the basic foundations for learning a second language.

> *It is also important that when doing these activities other skills such as speaking, reading, listening & writing are included instead of focusing on just movements.*
> (Observation diary - Date 23/09/2022)

> *The variety of kinesthetic, visual and production activities allow students to always be aware of what is happening and develop the activities in the best way, by doing this they can improve their perspective, imagination, creativity, etc.*
> (Observation diary Date - 30/09/2022)

Furthermore, during the first sessions we used activities and resources that were

interactive but that the students already knew, such as the use of drawings, songs and short

warm ups that were connected to the theme of the fables, we wanted to promote creativity in the

students and create a space in which they could safely express themselves.

> *The implementation of the drawings allowed the students to be creative and demonstrate in the best way what they had understood about the fable.*

(Field Diary - Date 30/09/22)

The warm up activity allowed us to identify that the students enjoyed learning through other forms such as songs. In addition, it strengthened the vocabulary they already had.
(Observation Diary - Date 21/10/22)

As we were implementing these activities, the students showed comfort with respect to the class.

Taking into account the creativity, imagination and perspective of the students in front of what they are seeing allows them to feel more excited to see and understand new fables and learn about more vocabulary.
(Field Diary - Date 30/09/22)

Moreover, we began to use kinesthetic activities since we wanted learning from these to be memorable for the children and they could have fun while practicing what was seen in class. According to Briones (2021, P. 7-8) "... kinesthetic methods play a magnificent role in engaging ESL students practically and naturally. It is also an effort to demonstrate to ESL teachers the necessity to access students [...] interest positively and eliminate boredom and monotony from the ESL classrooms." At that moment we began to notice positive changes in the engagement of the students with the class as the following pieces of data depict it:

The practice activities in which they have to perform certain types of actions to understand what is being said or shown in English prove to be fun and capture their attention.
(Field Diary - Date 23/09/22)

The activities in which they had to imitate some emotion, face or character motivate participation and made students easily remember what that gesture means in Spanish-English.
(Field Diary - Date 23/09/22)

They show enthusiasm for the kinesthetic activities in which they must get up from the desk.
(Observation Diary - Date 09/09/22)

According to this, we were able to conclude that during the planning of the classes, different aspects that intervene in the successful development of the class must be taken into account, such as the level in which the students are and their tastes. In addition, it is important

to be willing to make changes that are beneficial or necessary so that students can feel comfortable during class, and this motivates them to participate more and explore their creativity in a more free way. Those changes made the class much more dynamic and attractive for the students, and in this way their learning was boosted. Therefore, the use of different resources and the implementation of new strategies for students prove to be a combination that works within the English class.

5.2.1.2 How fables work as a teaching strategy.

How did we act?

As mentioned before, in this stage we identified why we decided to choose fables as our main resource to implement in English classes. This is because in them we were able to find characteristics that made it a resource rich in vocabulary and which provided easy-to-understand stories for children who did not have extensive knowledge of the foreign language. For this reason, in the following excerpts we selected the multimedia forms in which we used the fable as a strategy for teaching a foreign language.

> *This video described the story more slowly and allowed us to pause in several scenes to ask the children what emotions the characters were feeling, the children answered these emotions in English and the reason why the characters felt that way.*
> (Field diary - Date 09/09/22)

> *Then, the teacher began to read the fable, pausing and repeating some words in Spanish so that the children understood the story and recognized new words such as "Jacket = Chaqueta". During this part the kids repeated several times some of the dialogues of the characters in the fable and made the faces corresponding to the emotion shown in the images.*
> (Field diary - Date 23/09/2022)

Throughout the implementation we used different resources to present the fables to the students in an attractive way; the videos and the readings were part of these strategies since they generated better interaction and understanding of new vocabulary in the students.

Using the fable, it was evident that the students were able to recognize emotions and situations expressed in English.
(Observation Diary - Date 21/10/2022)

In addition, for us as teachers it was essential that the students understood what was happening in the fable as well as the new vocabulary, so the strategies used were hand in hand with the students' native language, which means we adopted a translanguaging approach, so that they could internalize and identify what they had learned in class, since they could recognize it in a more intelligible form. Having both languages in our classes is aligned with what García (2009, Ch. 3 pr. 8) states about translanguaging: "...tranlanguagin are multiple discursive practices in which bilinguals engage in order to make sense or their bilingual words". This not only applied to words or the story of the fable, but to the internalization of emotions as well. Some examples of our data that depict these events are presented:

Ts explains the fable in the native language so that the students would understand the story better.
(Observation Diary - Date 30/09/22)

Review of fables and new words in the native language allows students to understand the fable, what the characters do, and what the moral of the story is.
(Field Diary - Date 30/09/22)

The fable is reproduced in Spanish so that students can identify words in the character's dialogue.
(Observation Diary - Date 21/10/22)

Some questions were asked to show what the children of the fable had understood. Several of them told parts of the story and talked about what the characters said.
(Field Diary - Date 30/09/22)

Ts ask questions at the end of the fable to identify if the students had understood the fable.
(Observation Diary - Date 30/09/22)

After making sure that the students had understood the fable, activities were implemented in which they could demonstrate that the learning was significant. During this, visual aids such as vocabulary written on the board, images of emotions or parts of the story were used so that students could express and recognize what they had learned and also relate it to their native language.

> *Ss share their favorite parts of the fable and mention some of the emotions of the characters.*
> (Observation diary - Date 30/09/22)
>
> *Ts play Eenie, Meenie, Miney, Moe with the students to see who will have to come forward and talk about the emotion they drew in their worksheet*
> (Observation diary - Date 09/09/22)
>
> *The activity to recognize emotions in English allowed the teachers to identify at a global level if throughout the implementation of the project the students learned the vocabulary related to this topic.*
> (Observation Diary - Date 28/10/22)
>
> *The activity consisted of seeing an image or gif (which represented an explicit emotion) and underneath there were two emotions (ex. Sad or Happy). The students had to select between one of the two and write it in their notebooks.*
> (Field Diary - Date 28/10/22)

During the development of the implementation of the fables we were able to notice that these do work as a teaching strategy, since the students were able to understand the vocabulary that was in the fable as well as the story presented in it. Likewise, the students were able to complete activities and demonstrate significant learning about what was seen in the fable by using both a translanguaging process.

5.2.1.3 How students evidenced learning.

What did we observe?

During this stage, we were able to observe that the children felt an affinity with fables and how their vocabulary improved as well as their understanding of the story and morals. This is evidenced by the following points.

In the first place, the participation in the class intensified as the children navigated more fables, and more activities were implemented in which they could participate freely. In most of these they had to give their opinion on something specific from the fable as a character or describe what they had understood from the resources shown, as the following examples show it:

> *Many of them actively participate in the activities of fables and the recognition of emotions in the story (showing understanding of the story and its characters)*
> (Observation diary - Date 09/09/22)

> *The students tried to tell in their own words what the fable was about and how the characters felt.*
> (Field Diary - Date 21/10/2022)

Second, having an environment in which children felt comfortable expressing their opinions and implementing activities that they could work on individually or collectively allowed students to feel that they contributed to the class and to the learning of their peers.

> *Ts began to ask all the children what they thought was the correct answer, so they raised their hands for the first, second, or third option. Despite the help of his classmates, the boy makes a mistake again and on a third attempt he selects the correct answer.*
> (Field diary - Date 30/09/2022)

Also, this kind of collective participation let us to know if the students felt engaged with these activities:

> *The rest of the students answered the questions correctly, which allowed us to show that the emotions taught up to that day did contribute and were memorable for the students.*
> (Field diary- Date 30/09/2022)

Thirdly, as teachers we believe that an important part of learning is the students' self-assessment so that they can identify their individual learning, which is why we decided to include moments in the class in which they could practice this exercise of reflection on the themes seen in the fable and its characters. The following excerpts from the field diary show how we could observe students reflecting on their learning journeys:

> *Ss share their favorite parts of the fable and mention some of the emotions of the characters.*
> (Observation Diary - Date 30/09/22)

> *Ss tell in their own words what happened in the fable and how the characters felt.*
> (Observation Diary - Date 21/10/22)

These activities account for the self-assessment process, since they gave the students the space to decide for themselves if what they were doing, saying and identifying was right or wrong:

> *Ss identify emotions of the facial expressions of movie characters.*
> (Observation Diary - Date 28/10/22)

> *Ss write the emotion that they believe is correct in the English notebook.*
> (Observation Diary - Date 28/10/22)

> *Ss have to self-evaluate and put a ✓ or X in front of each answer.*
> (Observation Diary - Date 28/10/22)

Lastly, thanks to the comfortable environment in which the students were immersed, they had the space to give their opinion about their own learning. Proof of this are the interviews, in which the students talked about how they felt during the implementation, how much they liked the activities and resources; and what they learned regarding vocabulary, and other skills such as reading comprehension and speaking; thus, the use they made of these outside the classroom. To support these ideas, some extracts from the data are shared:

> *Teacher: What has been your favorite fable? and Why?*
> *Abraham: The bat, the beast and the bird because the bat had... I didn't know... when at least he went to the lion's team and they lost, he switched to the bird's team... he was looking for the cattle, but when the groups made peace, the bat had to leave because he no longer had it. He wanted to just go to the winning team, and they didn't want him there anymore, so he went to his cave*
> (Interview- Abraham) (See Annex 3)

Teacher: Well, apart from English class, have you used any of these new words in another place like your home or other classes?
Johan: At my place?
Teacher: Have you used them? Great, and which ones have you used, tell me
Johan: Happy, relax, sad, angry
Teacher: And with whom have you practiced them?
Johan: Sometimes with my brother and with my mom
(Interview - Johan) (See Annex 4)

Teacher: Okay, have you used these words like happy, sad, or relaxed? Have you used them outside of class too?
Juan José: Yes.
Teacher: And where have you used them?
Juan José: Everywhere.
(Interview - Juan José) (See Annex 5)

Based on such observations, we were able to determine that there was indeed learning from the activities, strategies, and development process that each student had during the implementation. Therefore, by creating a space in which the students were engaged with the topics seen, the resources and activities they took the initiative of their own learning, which allowed them to be self-critical, collaborative, and participatory, which allowed them to demonstrate their own learning process in the foreign language.

5.2.1.4 Opportunities and challenges of using interactive and traditional resources and materials.

What did we reflect on?

We decided to locate this sub-category in this position taking into account the cyclic process of our action research. It is at this stage where we could reflect on how appropriate the resources and materials used during the implementation of the classes were. Considering that we used a number of both new-for-students and traditional resources within English classes, we

were able to identify certain opportunities and challenges for the use of these. Next, we will mention some sections that exemplify this.

When trying to achieve a balance of resources and activities that the children already knew and that were new, we encountered some challenges that affected in a certain way the development of the classes and the way in which the students participated in them. Many of these challenges were caused by traditional activities such as reading or writing, this occurred due to the academic level they had in certain skills, which could be affected by the lack of practice in these during the pandemic, as the collected data portrays it:

> *The differences of writing abilities of the students are very noticeable, even if words are written on the board they misspell some of them or take too much time to write them down which causes a lot of wasted time for the development of the class.*
> (Observation diary - Date 02/ 09/ 22)

> *Students find it difficult to maintain attention during classes with reading activities because they do not understand the story clearly, especially if this reading is done in a foreign language.*
> (Observation Diary - Date 23/09/2022)

On the other hand, the activities and resources that implied individual participation on the board in front of other classmates generated feelings of insecurity and fear, which negatively affected their development. The forthcoming extracts depict this situation:

> *One of them was one of the most reluctant to do the activity because he felt insecure about going in front of his classmates. But we supported him as well as his classmates and in the end, he was able to solve his exercise with ease and sat back in his position.*
> (Field diary - Date 28/10/ 2022)

> *All the students were very attentive, the roulette had become an object of pressure because they were afraid of making mistakes in front of their classmates, but they still jumped and got excited seeing how it stopped.*
> (Field diary - Date 28/10/ 2022)

Moreover, the use of other types of activities or resources in which competitiveness was generated made the students lose focus on the objective of the class and concentrate solely on winning, without paying attention to the instructions given by the teachers.

Several of the children did not pay attention to the proper pronunciation Due to their desire to be the winning team.
(Field diary - Date 28/10/ 2022)

As the previous extract from our field diary shows it, the competitive mentality was another challenge within the class, since it separated the students from the learning objectives; for this reason, implementing interactive or innovative tasks in which they had to work as a team meant that they would not follow the instructions correctly and therefore not achieve the aim of the activity.

On the other hand, during the classes there were also positive opportunities to use certain resources and activities that favored the use of fables in class. Thanks to these, we were able to motivate students to participate in the class; they also allowed them to better understand the topics and even become interested in learning more about fables and new vocabulary. The following extracts from the data portray how the resources we implemented were successful to the class development:

Ts play the song on the classroom TV and explain each step of the song to the students. First, the students follow the steps slowly, then the speed increases.
(Observation Diary - Date 21/10/22)

Using music as a resource that motivates students to move and sing while they learn is a great way to end the class, as their body relaxes and rests before continuing with other subjects.
(Observation Diary - Date 28/10/22)

Finally, it was clear that the students enjoyed the proposed activities and the resources we developed and used since these allowed them to express themselves freely and share with their peers.

Teacher: Other activities?
Valentina: the one with the videos
Teacher: Why did you like the videos?
Valentina: Because we get up to dance, we play a lot
(Interview - Valentina) (See Annex 6)

Teacher: What was your favorite activity?

Sebastian: The one about the emotions that you had to select an emotion to see if it was right… there it said an emotion like "happy" and there were about 3 emojis and we had to press the emoji that matched the emotion.
Teacher: Why did you like the activity?
Sebastian: Because we can learn more words and more emotions.
(Interview - Sebastian) (See Annex 7)

Thanks to the challenges and opportunities we had during the implementation of new activities and resources along with some traditional ones, we can say that the implementation was mostly successful, and we were able to reflect on these experiences in order to improve the development of our classes for the students and their learning process.

To summarize, fables and interactive strategies were useful to improve teaching and learning processes because fables acted as a teaching strategy that allowed students to learn. Apart from that, students evidenced learning through succeeding in the tasks, and there were several opportunities and challenges of using materials, so as teachers, we realized that we have to adapt our lesson plans taking into account their performance and engagement.

5.2.2 Self- awareness development inside the classroom.

Also, as part of the first research cycle, we evidenced the development of self-awareness within the classroom when implementing our didactic unit. For this, two sub-categories emerged which we will explain in the following sections in terms of how they are related to some of the steps of the action research process that we carried out in our intervention, and to answer the questions: What did we observe? and What did we reflect on?

5.2.2.1 Towards developing self - awareness.

What did we observe?

As indicated above, our research also focused on generating self-awareness in students and this is why we tried to implement it in the course of our intervention. A fundamental part of the use of fables was to demonstrate that they helped to develop self-awareness, for this reason we had to find a way to guide students towards achieving it. The moral, as Pardo (2018) affirms, has a great impact on children since it manages to awaken awareness and respect among students towards others (p.26). For this reason, activities were carried out that allowed students through what they learned with the fable to express their emotions and feelings regarding the topic, the characters, the emotions, and the stories that were presented. Below we will present some fragments of our field and observation diaries, as well as interviews that show the development of self-awareness in students.

Throughout our sessions we were able to notice that the students made their emotions or reactions to the stories of the fables evident in different ways, for example through the proposed activities:

> *Ss are asked to take out the worksheet with the drawing of the mirror that they were given the previous week (in which they had to draw themselves and the emotion they felt while they saw the fable of The Lion and The Mouse)*
> (Observation diary -Date 09/09/22)

Also, on many occasions the students talked about their point of view of the fable and how they felt, although in most cases this was evident from their reactions:

> *Some of the students at the end of the fable gave their point of view about what they observed and commented on the behavior of the main character.*
> (Observation diary - Date 21/10/22)

> *Some others expressed fear because of the terrifying figure of the lion, another student showed a sad face in his drawing and explained that he did not want the lion to eat the mouse, because even though the mouse was smaller, he had saved him and no one should hurt anyone who helps him, they should be friends.*
> (Field diary - Date 09/09/22)

Furthermore, apart from what we were able to evidence inside the classroom, in the interviews we had varied responses from the students about the emotions they felt while

watching the fables and how they related them to the moral of the story, as well as how they

could apply these reflections to their lives.

> *Ts: Why did you like learning with that one?*
> *Valentina: Because you have to, you don't have to misjudge people by their type.*
> (Valentina's interview)
>
> *Ts: What do you like the most about learning with fables?*
> *Fabiana: Reflection.*
> (Fabiana - interview) (See Annex 8)
>
> *Johan: Because it's pretty, I liked the story and... when the mouse helps the lion to get out of the... from the... where it is... from the trap, they became friends and then the lion didn't eat it and what? ... When the lion fell out of the trap he thanked the mouse*
> (Johan interview)
>
> *Ts: Ok, and now that we have used the fables, is there something you liked to learn through the fables?*
> *Johan: Yes*
> *Ts: What things?*
> *Johan: What do the videos teach us, for example, the day you showed us that one about the animals fighting, in the end they got together and became friends and I liked that.*
> (Johan interview)

Taking into account the above, although some of the students managed to meet the

objective and developed self-awareness, most of the students did not participate with their

opinions or reflections that the fable left them. These students always showed shyness and

focused their learning on the mere acquisition of vocabulary.

> *Once the selected student stopped, he had to go to the front and Daniela asked them if they wanted to show their drawing to the rest of the class, most said no and even one of the children did not want to go to the front out of pity.*
> (Field diary - Date 09/09/22)
>
> *As they passed, they were asked questions about how they felt while watching the fable or drawing the task, most answered that they felt "Happy".*
> (Field diary - Date 09/09/22)

Consequently, we realized that developing self-awareness was a challenging element in

our research process because not all students had a positive reaction to activities that tested

their self-awareness, and although there was a strong interaction when the fables were liked, many of the students preferred to limit themselves to expressing words related to emotions. Despite this, the students who managed to achieve the learning objective were able to easily express their position regarding what was stated in the fable and how it could be adapted in real life; it was here that we identified that the moral was a crucial component that allowed the development of self-awareness.

5.2.2.2 How positive and negative emotions were present in students' learning process.

What did we reflect on?

Although a successful development of self-awareness was not evident in all students, we could notice that in the process of learning and application for the development of self-awareness, students showed varied attitudes and emotions during the sessions. The following subcategory was created with the objective of comprehending which emotions were present during the learning process in the classroom and how these impacted the way the students acted, affecting positively or negatively the development of the class. The following statements prove how students' emotions and behaviors reconfigured the progress of the class.

During this analysis we were able to notice that many of the emotions generated in the development of the activities were negative, which is why they had an unfavorable influence on the progress of the class. Thus, some of these events had an impact on the performance of the group, since they were generated by conflicts between them.

> *One of the girls began to cry because it was a competition and one of her classmates had told her that because she did not speak well, her group would lose.*
> (Field Diary - Date 21/10/22)

Also, the students were honest in the interviews about the way they felt when there were negative situations within the class:

> *Ts: ...how have you felt in all these classes?...*
> *Johan: A little bad?*
> *Ts: Why?*
> *Johan: Because of how my classmates yell, they don't let me listen*
> (Johan interview)

> *Ts: How have you felt in all these classes? What has been that emotion that you have felt a lot?*
> *Fabiana: Happy and annoyed*
> *Ts: Why?*
> *Fabiana: Sometimes I am angry with my partners, and sometimes when they don't let me participate in class.*
> (Interview - Fabiana)

The previous excerpts showed how the relationship between the students also became a negative factor. The behavior within the classroom interrupted the learning process, since in many cases the activity had to be stopped to resolve the conflicts between them:

> *A teacher approaches the student and listens to the situation, resolves the conflict, and continues with the activity.*
> (Observation Diary - Date 21/10/22)

Despite this, positive emotions also became noticeable in the learning process; in this part, teaching strategies, activities, and student reactions to the diversity of resources presented were fundamental. We intentionally planned our classes for the enjoyment of the children while they navigated the learning process, that is why in the development of the classes we were able to identify the emotion that certain strategies and tools caused them, since their development and participation provided a motivating and cheerful atmosphere.

> *The children were excited and were very attentive to find out who had to go to the front.*
> (Field diary - Date 30/09/22)

> *Some students actively participated by raising their hands and saying some of the emotions that they remembered.*
> (Field diary - Date 30/09/22)

> *For the warm-up activity, we used the song "head, shoulders, knees and toes", which the children enjoyed as it allowed them to move and at the same time recognize parts of the body.*

(Field diary - Date 21/10/22)

Ts: How did you feel developing this activity?
Abraham: Good, very good, fantastic.
(Abraham - interview)

As a result of all of the above, we were able to understand that the resources, tools, and strategies used in the class delimited the learning process of the students. It was a hard task for us to identify the activities that had a positive impact on the students while they were learning. Capturing the attention of the students and involving them in the learning process allowed them to feel motivated and work hard towards the acquisition of vocabulary.

To summarize, positive and negative emotions in the learning process have a great influence on the students and on the development of the class, since we were able to understand what was stimulating and beneficial to achieve learning success through them. However, it became evident that although there were various emotions in the classroom, the students learned to identify them and react based on reflection to achieve successful learning for all.

5.3 Cycle II: Teachers' reflections of class design and preparation

This section presents the findings obtained during the second cycle of our research. For this, different sub-categories arose that were related to considering students' backgrounds as an important part for the class implementation, what challenges and opportunities we faced in regards to class management, and to how to implement a reflexive and objective-based class preparation to achieve students' learning. Each sub-category answers the questions: What did we plan? How did we act? What did we observe? and What did we reflect on? and took into account participants' opinions and behaviors as well as ours.

5.3.1 How taking into account students' likes and backgrounds promoted engagement.

What did we plan?

Taking into account the action research process that we followed during the first cycle, the planning of the didactic unit and the feedback from our tutor, the activities and resources that we used for classes were rethought and replanned to promote student engagement. Furthermore, we also took into account the way students reacted to some activities and how they enjoyed them.

As we mentioned earlier and we were able to observe in the first cycle, the activities that most positively impacted the attitude of the students were those of a kinesthetic nature:

> *The variety of kinesthetic, visual and production activities allow students to always be aware of what is happening and develop the activities in the best way, by doing this they can improve their perspective, imagination, creativity, etc.*
> (Observation Diary - 30/09/22)

This is because the students enjoyed being able to interact with their peers and in the same way being able to move around the room without having to sit down for the entire class:

> *They like activities where they have to move or follow instructions.*
> (Field diary - Date 09/09/22)

> *Kinesthetic activities involving oral expressions such as singing attract students' attention and allow them to interact freely.*
> (Field diary - Date 21/10/2022)

On the other hand, the resources that we planned for this second cycle focused more on being both auditory and visually striking. As our gathered data evidence it, the resource that stood out the most and was significant for the students were the songs in which they could follow specific movements and at the same time sing while practicing the new vocabulary.

> *The warm up activity allowed us to identify that the students enjoyed learning through other forms such as songs.*
> (Observation diary - Date 21/10/2022)

We think that the use of songs or music is really meaningful for the students as it stimulates their cognitive skills before starting the class.
(Observation Diary - 21/10/22)
In addition to the activities and resources mentioned above, we decided to include tasks

where they could work as a team and in the same way be more creative and free about their

individual work.

As we could see, students enjoy activities with draws but not coloring (specially boys) also soup letters, or match activities.
(Observation diary - Date 02/ 09/ 22)

As we could see in class, group activities students can notice their strengths and weaknesses to help each other and improve their performance in class.
(Observation Diary - 30/09/22)

Based on the above, it was very important to take into account what was observed in

cycle one and be open to making changes within our planning in order to create attractive

activities and resources for students. Moreover, this would not have been possible or successful

if the opinion and reaction of the students to the classes had not been taken into account,

without neglecting the main objectives of each session. This is why the mixture of all the

aforementioned factors managed to satisfactorily promote the engagement of the students in

the classes.

5.3.2 Challenges and opportunities of classroom management.

What did we observe?

Throughout this stage we were able to establish what the most important challenges and

opportunities for managing our classes were. During the following excerpts we will talk first

about the challenges that were repeated the most and that affected the management of the

class; then we'll talk about the opportunities we see and take advantage of to create a better

learning environment for students.

In the first place, despite having planned our sessions with specific time for each activity, one of the most common challenges was time management. This occurred because in traditional activities such as writing the students took much more time, since being such a large group they could have different levels of proficiency in this skill:

> *This activity took a long time, since some phrases were repeated and the students were expected to understand the story and learn new words.*
> *(*Field Diary - Date 23/09/22)

> *Due to the number of students and the number of words they had to write, it took a long time to finish and therefore no other activities could be done.*
> (Field Diary - Date 07/10/22)

And, while some students who spent less time than others in these types of activities could distract others and affect even more the way in which the class was delivered:

> *Several children took more time than necessary to write because they were distracted by their classmates and as teachers, we had to monitor each one of them so that they all had the same information.*
> (Field diary - Date 23/09/2022)

Secondly, as researchers we were able to show that student participation could be affected by factors such as group work, since in some cases this strategy, instead of being something positive that promoted collaborative work and learning achievement, distracted students creating disorder in the classroom.

> *The activities in which the students must pay attention and participate constantly in a group are not a good idea for the explanation of the topic, since the children distract each other, it generates disorder in the class and they lose the thread of the story.*
> (Field Diary - Date 23/09/22)

Furthermore, we had to make use of other types of resources so that more students participated in the proposed activities without feeling pressured:

> *We think that with only a small percentage of the classroom participating, it is necessary to find ways to randomly select students to participate, such as the use of roulette or other tools that allow all students to be an active part of the learning process for vocabulary acquisition, rather than having the same five students participate.*
> (Observation Diary - Date 21/10/22)

On the other hand, throughout our implementation we were also able to find opportunities to improve classroom management. To begin with, although previously we mentioned group work as a challenge during the explanation of the topics, when developing the activities, we were able to obtain positive results since they generated a good atmosphere among the students.

> *Group assessable activities allow for a more active environment and generate camaraderie among students by complementing their knowledge.* (Observation Diary - Date 30/09/22)

However, although group activities were a great option, we never left individual work aside as they allowed us to identify student understanding:

> *It is also necessary to do individual activities in which they can demonstrate understanding and development of skills without the help of third parties.* (Observation Diary - Date 30/09/22)

Also, since we noticed earlier that the written activities were not liked by the students and affected the estimated time of the activities, we decided to implement more games that made the learning memorable for the students.

> *Children often do not enjoy writing activities. The implementation of games in order to review the topics, words or actions seen can considerably help the way in which students remember and apply this new knowledge.*
> (Observation Diary - Date 07/10/22)

In addition, at some point in cycle two a conflict arose between the students; Taking into account the reflections on self-awareness during cycle one, this situation became an opportunity to apply what we had seen during the previous sessions and discuss a solution to the problem:

> *Conflicts that arise in the classroom can be solved through dialogue and recognition of the facts that initiated them.*
> (Observation Diary - Date 21/10/22)

In conclusion, for us the management of the classes was a fundamental factor of our implementation. Although challenges arose during the classes, we were able to learn from them to solve them and in the same way take advantage of the opportunities that we saw in each

session. For this reason, we consider that classroom management was a positive aspect of our implementation and of our preparation as teachers in training.

5.2.3 How reflexive and objective-based class preparation allowed students' learning?

What did we reflect on?

For this second cycle, it was essential to focus the activities in light of the project objectives and the results obtained in the previous cycle in order to have a successful implementation both for the children's learning and for the development of our research. Thus, the preparation of the classes was focused on the understanding of the students and the development of the necessary skills to learn a second language.

To begin with, the first thing we took into account was to create an environment in which students could work comfortably and feel good sharing their opinions. Anderson (2022) stated that by improving the general classroom environment, student motivation could be improved, confidence levels and academic performance (p.40). For this reason, it was important within the implementation to use this element to develop the activities in a timely manner.

> *Although our approach is for children to learn about the emotions they feel every day, we must also create environments or group activities in which they can feel comfortable.*
> (Field diary - Date 09/09/22)

With this in mind, we decided to carry out strategies and activities that would improve some language skills and vocabulary building, as well as resources that we had not previously worked on. The following data evidence what it says:

> *The activity to recognize emotions in English allowed the teachers to identify at a global level if throughout the implementation of the project the students learned the vocabulary related to this topic.*
> (Observation diary - Date 28/10/22)

A recount was made of the fable that we had seen in the previous class together with the students to get back on topic
(Field Diary - Date 07/10/22)

The songs used have shown that children can learn words, but not recognize the general context of the situations in the fables, so music could be used as a tool to reinforce previously learned vocabulary, but not as a strategy to present the fables.
(Observation Diary - Date 21/10/22)

Plus, for us it was important that creativity and imagination were evident in the individual

process of each student:

Taking into account the creativity, imagination and perspective of the students in front of what they are seeing allows them to feel more excited to see and understand new fables and learn about more vocabulary.
(Field diary - Date 30/09/22)

On the other hand, during the preparation of the class, moments prepared to review the

skills were taken into account, such as grammar and speaking:

Ts makes sure everyone has the words spelled correctly.
(Observation Diary - Date 07/10/22)

Ss make an effort to say and pronounce sentences appropriately.
(Observation Diary - Date 21/10/22)

For the broken telephone activity, we took into account phrases that were short and easy for the students to pronounce.
(Observation Diary - Date 21/10/22)

Finally, assessment was an important step to achieve better learning in the classroom.

Although as teachers we apply evaluation, we believe that students should have an active role

in their own learning; This is why during our planning we also included moments in which

students practiced self-assessment and from this they reflected on their academic performance.

Ts stop by each student's desk to grade their process and prevent them from cheating and correcting their answers.
(Observation Diary - Date 28/10/22)

We believe that self-assessment is an appropriate method for our population, as it allows us to recognize the different levels of learning that each student achieved.
(Observation Diary - Date 28/10/22)

We think that self-assessment should be present in other activities so that students can reflect on their performance and learning.

(Observation Diary - Date 28/10/22)

Reflection on class preparation was important for us because it allowed us to consider different factors that influence student learning, such as second language learning skills, class time and the way in which resources and activities are carried out, as well as the relevance of applying teacher and student evaluation of their own process. Taking all this into account, we believe that our plans were carefully applied and contributed to student learning.

To summarize, as a result of all of the above, the planning of the class took into account the objectives of the class, the likes and background of the students to generate a good atmosphere during the classes; this in order for students to feel engaged with the activities and resources presented. On top of that, although our planning was 100% thought in line with the students and the good management of the class, complications arose that affected the classes in a negative way. However, when reflecting on what was previously seen, solutions could be found that helped build a better learning process.

6. DISCUSSION

In the following section we will contrast and discuss the previously obtained results in our research with the theoretical framework that guided our project, in order to answer the research question initially posed: How does implementing fables inside the English classroom help students develop emotional Self-awareness as their vocabulary-building processes related to emotions improve? To solve this, two main themes arose, which we will mention below:

6.1 Fables for vocabulary teaching and learning

By carrying out this action research, we were able to realize that fables were a favorable tool for the development and acquisition of factors such as self-awareness and vocabulary. The fables as the cornerstone of our research project allowed us to understand that it was a great strategy in the classroom, since it functioned as a moldable and adaptable element that works according to the desired result and, therefore, can be used in different ways and at different times of a class time (Pardo, 2018, p. 24).

Thus, implementing fables for teaching meant defining learning objectives, such as vocabulary acquisition. For us, as teachers as well as researchers, it is essential that students acquire the necessary vocabulary for class progress, since students will not understand others and express themselves if they do not have sufficient vocabulary (Coxhead, 2013). Vocabulary building was fundamental in our classes, since Allen (2007) suggests that "by discussing and grouping the words into categories, students are creating attributes of the words in relation to each other and the topic being studied" (p. 26), this in order to achieve the academic objectives proposed to learn a second language. In this way we were able to think and plan the activities having the fable as a fundamental basis for learning.

In addition to the above, Santana (2005) states that besides communicating, the fable teaches and entertains; because of this, it can be described as a didactic resource. Thus, as we progressed with the fables we were able to develop our implementation plan, in such a way that during the classes we noticed great participation by the students, who felt more comfortable participating, either because they had questions about the class or because they wanted to express in their own words how a character felt or what were the key points of the fable, this allows to create a school environment where students will improve their disposition to participate taking into account how stories can be related with their personal life (Ee, 2009; Hirst and Slavik, 1998). In the same way, the use of fables also contributed to group work as well as

collaboration among students.

6.2. Developing self-awareness through fables

As mentioned in the course of this research, self-knowledge was another of the main objectives to be developed, so we tried to determine if the fables, apart from achieving learning, were a tool that individually improved the performance of students at such an early age; this was aligned to what Goleman (2006) mentioned, "in the early elementary years students should learn to recognize and accurately label their emotions and how they lead them to act" (para. 7). This was evidenced in our findings because the children were young, in some specific cases the use of the fables made them understand their emotions and reflect on the actions of the characters.

On the other hand, as Rodriguez (2010) states, the fable does have a manifested didactic intention and we find it in the moral. This was present in our findings since it not only allowed the children to mention it but also to relate it to a situation in their daily lives. Here we can also highlight what Goleman (2006) says by trying to develop self-awareness. Other aspects that students improved were the management of their emotions, behavior, empathy towards their peers, and also academic performance. In our findings, it is evident how the children became stronger and began to participate in the activities and expose their points of view in front of all their classmates.

Unfortunately this did not happen in all cases as mentioned above, most of the children did not achieve the objective that refers to demonstrate how the implementation of fables develops self-awareness, because contrary to what Lantieri & Goleman (2014) states, in such a short implementation, not all the participant children managed to master their emotions or

improve their self-awareness and this was reflected in their learning, since they did not perform

the tasks or group activities, which showed a low performance in their learning process.

7. CONCLUSIONS

In this section, we summarize the key elements that derived from the research questions

of our study which sought to understand how implementing fables inside the English classroom

help students develop emotional self-awareness as their vocabulary-building processes related

to emotions improve inside a public school in Bogotá.

- We decided to use AR for the implementation of our classes, since it had different

  phases, which were planning, action, observation, and reflection; and from this we were

  able to create a single didactic unit where the characteristics of the participants were

  taken into account to improve their performance in English class. This implementation

  was divided into two cycles where each phase of AR was taken into account.

- Three main categories were constituted after the analysis of the data: 1. Fables and

  interactive strategies to improve teaching and learning processes, 2. Self-Awareness

  development inside the classroom, and 3. Teachers' reflections of class design and

  preparation. These categories corresponded to the two cycles in which we divided our

  implementation: first, the approach of students to fables as a resource for the English

  class; second, how students demonstrate their learning and engagement during classes.

- In relation to the data collection instruments, the use of the observation diary and the

  field diaries allowed us to identify and reflect on what happened during the class in

  academic terms and in class management. In addition, thanks to the semi-structured

interviews, the participants were able to give their opinion about the classes and demonstrate what they had learned during the sessions.

● The fables allowed students to identify everyday life situations and reflect on how their actions and emotions can affect others. In addition, from the moral they were able to analyze the situations presented and make both individual and collective decisions that would positively affect everyone.

● It was evident that the students had a significant learning of both vocabulary-building and self-awareness thanks to the fables and the activities proposed in class. This could be observed in the increase in participation during the classes, in which the students talked about their emotions, recognized those of others and also made use of the vocabulary seen in the stories.

● We believe that the use of traditional resources and activities together with interactive ones was of the utmost importance to achieve the objectives proposed in this research. However, we consider that classroom management is also an important factor to consider in order to achieve a safe and rewarding learning environment for students.

● In order to improve our classes, we had to analyze the context of the students and their likes, as well as being willing to make changes in the planning taking into account situations presented by the educational institution. This in order for students to feel attracted to the class but also for there to be significant learning.

● It is important to take into account the positive and negative emotions within the class, since they directly affect the participants and also the way in which the class is being

carried out. This is why, when identifying negative emotions, these were immediately handled by the teachers and in the same way used as an example so that the students could reflect on those specific situations.

- We must highlight the fact that the use of AR with such a young population requires time, careful planning of activities and resources, patience, etc. During the implementation, challenging situations such as class environment, classroom management and time management may arise on the part of the institution or the students themselves.

8. LIMITATIONS AND THE WAY FORWARD

This first section describes the limitations of this study. In the first place, the implementation of our research was carried out in a non-bilingual public school, which meant that the English level of the students was basic and limited to low vocabulary. In addition, due to the fact that the children were receiving virtual classes for approximately two years because of the pandemic caused by Covid-19, the reading and writing skills were at different levels for each student, which became a limitation when it came to developing classroom activities.

In the second place, while conducting the research, some classes were canceled because the school had previously scheduled institutional activities, such as family day and recess week, which prevented us from conducting our English classes on a regular basis.

Finally, the class time to carry out the implementation each week was limited, preventing the development of the activities previously planned for each session. This, combined with the

limited foreign language skills of the students, influenced the number of fables, vocabulary, and sessions, which affected the weekly replanning of the classes. Finally, the class time to carry out the implementation each week was limited, which generated difficulties in the development of self-awareness and prevented the realization of the activities previously planned for each session. This, combined with the limited foreign language skills of the students, proved to be a linguistic barrier between what we wanted to teach and what the children learned; in addition, it influenced the number of fables, vocabulary, and sessions, which affected the weekly replanning of the classes.

This second section contains further recommendations for researchers interested in developing further investigation related to this study.

We believe that both the process of building vocabulary using literary resources and working on self-awareness with children are fields in which it is necessary to continue working and much more research can be carried out. In the first place, in Bogotá there are many schools in which there are populations that need to improve their vocabulary building process, there is also the possibility of using an infinite number of resources and activities, as well as new methodologies that motivate students and, in this way, contribute to this field proving what works with these populations.

Secondly, the field of emotions within the classroom and self-awareness, especially in children who are in the first years of school, is limited and there is not much research on it. According to Daniel Goleman (2006), it is necessary to promote emotional intelligence in the academic context since it allows students to recognize emotions and likewise act correctly (para. 7). Bearing this in mind, we believe that there are several research opportunities on this

topic, for example research on family contexts and how these positively or negatively affect the way in which students recognize their emotions and act based on them.

On the other hand, the emotions inside the classroom and the management of the classes are usually related and one affects the other; taking this into account, we believe that there is a need for research projects on strategies that promote both in a healthy and productive way with children who come from complicated contexts.

Finally, the use of AR research allows for a process of different phases that, as researchers, helps us to be more reflective about our own research and ourselves as pre-service teachers and researchers, therefore we recommend using this methodology with this type of research and population.

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10. ANNEXES

11.1 Data Collection Instruments

11.1.1 Annex 1: [Observation Diary](#)

11.1.2 Annex 2: [Field Diaries](#)

11.1.3 Annex 3: [Abraham's Interview Transcription](#)

11.1.4 Annex 4: [Johan's Interview Transcription](#)

11.1.5 Annex 5: [Juan Jose's Interview Transcription](#)

11.1.6 Annex 6: [Valentina's Interview Transcription](#)

11.1.7 Annex 7: [Sebastian's Interview Transcription](#)

11.1.8 Annex 8: [Fabiana's Interview Transcription](#)

11.2 Coding charts

11.2.1 Annex 9: [Researcher 1](#)

11.2.2 Annex 10: [Researcher 2](#)

11.2.3 Annex 11: [Researcher 3](#)

11.2.4 Annex 12: [Axial Codification](#)

11. APPENDICES

12.1 Appendix 1: School's authorization for implementation.

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Licenciatura en bilingüismo con énfasis en la enseñanza del Inglés
SOLICITUD DE AUTORIZACIÓN PARA DESARROLLAR PROYECTO DE
INVESTIGACIÓN.

Bogotá D.C, ___ Mayo, 2022

Señor Rector (a) :

_____

Con el fin de llevar a cabo la investigación titulada " **Fables to foster emotional vocabulary building and self-awareness for A1 students.** ". Dirigido por la profesora Jimena Alviar, miembro de la Facultad de Educación de la Universidad El Bosque, Bogotá, Colombia; Nos dirigimos a usted para solicitar su autorización para llevar a cabo dicho proyecto en las clases de inglés con los estudiantes del grado 303 (jornada tarde). Dicha autorización y participación es estrictamente voluntaria. **Le pedimos que lea detenidamente esta solicitud, y aclaramos que, si antes, durante o después de haber leído este documento tiene preguntas o inquietudes acerca del proyecto, no dude en contactar a alguna de las estudiantes investigadoras por los medios de contacto que más abajo se detallan.**

Esta investigación tiene como objetivo comprender cómo la lectura de fábulas dentro del aula de inglés ayuda a los alumnos de nivel A1 a desarrollar procesos de autoconciencia y construcción de vocabulario relacionados con las emociones en estudiantes de grado tercero (303) de la institución educativa Aquileo Parra I.E.D a través de una investigación-acción colaborativa.

Si usted autoriza la participación de sus estudiantes y la institución, la información obtenida será confidencial con fines académicos y de producción de conocimiento únicamente, sin ningún tipo de afectación a los participantes. Los datos estarán a cargo del equipo de investigación (Docente tutora y estudiantes de la Licenciatura en Bilingüismo con Énfasis en la Enseñanza del Inglés) para el posterior desarrollo de informes y tesis académicas. Como institución poseen el derecho de interrumpir y negar la investigación al considerar que ésta perjudica o incumple con lo acordado; si así sucede, la información recogida será descartada del estudio y eliminada.

Los beneficios directos que recibirá la institución o sus estudiantes son los resultados de las estrategias aplicadas para el desarrollo y fortalecimiento de habilidades comunicativas en una segunda lengua, contribuyendo al proyecto de bilingüismo que posee en su institución.

Las actividades que se van a realizar con aprox. 34 niños de primaria del grado 303 (jornada tarde).Estas actividades están comprendidas en 2 unidades didácticas conformadas por tres clases cada uno (6 clases); estas unidades empezarían a mediados de Agosto y finalizarán en Septiembre del presente año. La implementación será llevada a cabo bajo un enfoque comunicativo y basado en tareas, en donde se desarrollarán actividades significativas en la clase de Inglés, para recolectar y analizar dicha información

desde un enfoque cualitativo, sin generar ningún riesgo para los participantes o afectación a las actividades establecidas en el calendario académico de la institución.

Declaro haber sido informado(a) de los objetivos y procedimientos de la investigación voluntaria y del tipo de participación que se le solicitará aquí. Declaro haber sido informado(a) que este estudio no involucra ningún peligro o daños para la salud física o mental, con la posibilidad de negarme a participar en cualquier momento y sin recibir señalamiento alguno. Declaro saber que la información entregada será confidencial y anónima para usos y condiciones contemplados en este consentimiento.

Por consiguiente:

Acepto y autorizo a participar _____   No acepto y No autorizo a participar _____

Yo_____, como rector del

colegio_____, identificado con

CC._____, una vez informado(a) acerca de la investigación llevada a cabo en la

institución por la docente _____ y sus actividades para

estudios de maestría, autorizo su plena participación en dicha investigación.

Firma:_____ Fecha: _____

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12.2 Appendix 2: Parents informed consent.

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CONSENTIMIENTO INFORMADO
Padres o acudientes del estudiante
Título de la investigación:
FABLES TO FOSTER EMOTIONAL VOCABULARY BUILDING AND SELF-AWARENESS
FOR A1 STUDENTS
[Fábulas para fomentar el vocabulario emocional y la autoconciencia para estudiantes A1]

Contextualización del tema:
Después de estar inmersas en diversos escenarios de la enseñanza del inglés como lengua extranjera y posterior a llevar a cabo una reflexión acerca del rol del aprendizaje de una segunda lengua surge nuestro interés de conectar el aprendizaje de lenguas extranjeras con el desarrollo de habilidades blandas tales como la empatía en nuestros estudiantes. Para contribuir con la formación de ciudadanos empáticos, se busca a través de una intervención con unidades didácticas, abordar el concepto de las emociones y la autoconciencia en niños. Aprovechar el escenario de enseñanza de una segunda lengua y la motivación que esto representa en los niños y niñas nos permitirá abordar la falta de conciencia sobre las emociones dentro del salón de clases y la importancia de mejorar el vocabulario en su proceso de aprendizaje de Inglés, lo cual nos llevará a construir ambientes seguros en los que los estudiantes puedan expresar lo que sienten y puedan aprender significativamente.

Descripción de la investigación:
Con base en lo anterior, su hijo/hija está invitado/invitada a participar en una investigación sobre la identificación de las emociones que se pueden encontrar dentro del salón de clases en el marco del aprendizaje de una segunda lengua. El objetivo general de este proyecto es entender cómo leer fábulas dentro de la clase de Inglés ayuda a los estudiantes a desarrollar autoconciencia y construcción de vocabulario relacionado a las emociones.
La investigación está enmarcada en observaciones de clase de inglés y análisis de las producciones de su hijo/hija, los cuales se almacenarán en grabaciones de video de clase y fotos de la misma. Es importante aclarar que los datos de su hijo/hija serán anonimizados y almacenados en archivos electrónicos bajo clave de las investigadoras y que en las grabaciones de video o en las fotos NO se registrarán los rostros de los niños y niñas.
En esta investigación, es necesario que su hijo/hija cuente con su aprobación para poder tener en cuenta la información que sea desarrollada en clase y para que haga parte de las entrevistas y grupos focales que se realizarán.

Riesgos y beneficios:
No habrá retribución material o simbólica para su hijo/hija como participante de este proyecto, pero como beneficio, la reflexión que surja a raíz del proceso de investigación fomentará el desarrollo de habilidades blandas y competencias socioemocionales, tales como la empatía, facilidad de adaptación, entre otros. Al igual que la exposición y trabajo de habilidades relacionadas con el aprendizaje de una segunda lengua. Sin embargo, si a lo largo de las intervenciones su hijo/hija o usted siente algún tipo de inconformidad o incomodidad, el/ella o usted podrán manifestarlo. Su hijo/hija tiene el derecho de retirarse del proyecto cuando lo considere oportuno. Su retiro voluntario del proyecto no afectará la relación académica con su docente, ni su desempeño académico. No existe riesgo alguno al

hacer parte de esta investigación. Todas las actividades se desarrollarán dentro de su colegio, con su profesor de inglés y compañeros de curso y estas no representarán una actividad extra o aislada del programa de la clase.

Almacenamiento y confidencialidad de la información:
Solamente nosotras, como investigadoras tendremos acceso a la información personal de su hijo/hija. Los datos recolectados durante el desarrollo de este proyecto, así como las grabaciones de video y fotos serán confidenciales y anonimizadas al momento de reportarlas en el proceso de investigación. Esto quiere decir que reemplazaremos el nombre de su hijo/hija, y el de quienes hagan parte del proyecto, de forma tal que no puedan ser identificados. El nombre de su hijo/hija y datos de identificación únicamente aparecerán en este consentimiento informado. Tanto el consentimiento informado como los archivos audiovisuales serán asegurados en un archivo bajo clave en el computador de las investigadoras y serán destruidos seis meses después de la culminación del proyecto.

Tiempo:
La participación de su hijo/hija en el proceso de investigación tendrá una duración de 6 semanas (correspondientes al trabajo de clase que realizaremos los viernes para desarrollar el proyecto) La recolección de datos se llevará a cabo entre agosto y septiembre de 2022.
Yo (nombres y apellidos) _____ autorizo la participación de mi hijo/hija_____(nombres y apellidos del estudiante) en las observaciones de clase, clases y análisis de artefactos en esta investigación y que se registre el material audiovisual según la explicación realizada al respecto, así como el uso de los datos que se recolecten sobre su participación en este estudio.

Firma del padre de familia

_____   Fecha_____

Nombre: _____   C.C:_____

Firma de las investigadoras principales
_____   _____
_____   Fecha _____

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12.3 Appendix 3: Participants informed assent.

UNIVERSIDAD
EL BOSQUE

Título de la investigación:

**Fables to foster emotional
vocabulary building and self-awareness for A1 students.**

Fábulas para fomentar la construcción de vocabulario emocional y el autoconocimiento de
estudiantes de nivel de inglés A1.

Descripción de la investigación:

**Querido estudiante, estás invitado a ser parte de nuestra investigación en la que vas a
aprender y reflexionar sobre las emociones que experimentas a diario. ¡Todo lo que
desarrollaremos te permitirá reconocer y comprender mejor las emociones mientras
practicas inglés! Esto lo haremos en tu colegio durante los meses de agosto y
septiembre de 2022, a través de actividades, charlas grupales y experiencias en
nuestras clases de inglés.**

En este proceso no habrá consecuencias negativas en tus aprendizajes, ni en tu desempeño en el colegio. Debes
saber que tu identidad, es decir, tu nombre e información personal, serán un secreto que nosotras
mantendremos muy bien guardado bajo llave. También, debes saber que durante algunas actividades de
nuestras clases te grabaremos y tomaremos fotos mientras desarrollas las actividades, pero no se verá tu cara,
solo escucharemos tu voz y veremos tu proceso de aprendizaje. Por último, tienes el derecho a hacer todas las
preguntas que quieras y a informarnos si en algún momento no quieres participar más en este proyecto.

Yo _____ tengo _____ años

Quiero decir que me explicaron el objetivo del proyecto de investigación que se va
a desarrollar en mi clase de inglés, y

_____   _____
Si quiero participar   No quiero participar

Además, acepto que me graben y tomen fotos mientras desarrollo las actividades

☐ Si

☐ No

12.4 Appendix 4: Didactic Unit.

Cycle 1.

	Licenciatura en Bilingüismo con Énfasis en la enseñanza del Inglés – Universidad el Bosque		
UNIVERSIDAD EL BOSQUE	FORMATO PLANEACIÓN DE CLASES	Versión: 03	
	PROYECTO: Fables to foster emotional vocabulary building and self-awareness for A1 students.		
PROFESORAS: Lina Castellanos	Daniela Rizzo S.	Stefany Villamarín	**FECHA:**
CURSO: TERCERO			**AÑO: 2022**

PLANEACIÓN GENERAL

Cycle 1

FABLE	WEEKS	CONTENTS	OBJECTIVES	ACTIVITIES	MATERIALS
The lion and the mouse	1-3	**GENERAL EMOTION IN THE FABLE** Angry & Happy **VOCABULARY** Emotions in the fable: -Happy -Angry -Feared -Relieved -Sad **TASK (practice, production & evaluation)**	**Recognize emotions within a fable and its characters** - Understand what a fable is and its different parts - Identify the emotions they feel when watching fables - Explain the emotion represented using the vocabulary learned.	**Week 1:** **Song** "if you are happy": https://www.youtube.com/watch?v=B79u4vuYkl0 - The teachers will play the video song once on the TV so that the students can recognize the emotions and movements. On a second try, the song will play. Students and teachers will dance and sing the song. - Then, students should write in their English notebooks the new vocabulary learned. (happy, angry, scared, and sleepy) **Week 2:** **Presentation: FABLES** - The teachers will show a slide presentation in which they will explain what is a fable, the parts of the fable, its characteristics, and the moral of the story. After each explanation, the teachers will ask the students if they understood and if they have further questions about fables. The teachers will also ask the students if they know any fables and if they can name them. FABLES	Tv, internet Worksheets, pencils, colors English notebook

| | | - Relate the emotions with their physical expressions and write them down
- Describe their feelings related to the shared fable
- Identify the emotions from the fable
REFLECTION
Reflect on the behaviors the characters have during the story and how these are connected to real-life situations | | - Students will write in their English notebooks the main aspects of the topic **the fables**.

Song: The Lion and the Mouse
https://www.youtube.com/watch?v=1bjzKpWuJ2s

- The video about "The Lion and the Mouse" will be shown on the TV screen twice, after each playback the students will be asked what they understood from the story and what emotions they could recognize in the characters. Specific parts of the video will be selected and questions will be asked regarding what is happening in that part and what emotion can be found.
EX: What is happening here?
Is the lion happy? Why?

- Then, students should write in their English notebooks the new vocabulary learned.

Practice: Select the emotion
Each student will receive a worksheet with the characters of the fable making different facial expressions or doing a specific action that involves an emotion. Students will have to select with colors the correct name for that emotion and complete the sentences according to the picture shown in each exercise.
EX:
The lion feels……….. (happy, sad, angry)
https://www.canva.com/design/DAFEcKMmioE/RdgxRMVqpE-qEm4MkXw_7A/view?utm_content=DAFEcKMmioE&utm_campaign=designshare&utm_medium=link&utm_source=homepage_design_menu

Week 3:

Warm-up: Dice game

- Students will stand up and follow the teacher's instructions:
- The teacher will select some students at random to spin the dice.
Link Roulette:
https://view.genial.ly/631b5bc17b460f00185d2b9c/interactive-content-genially-sin-titulo | |

| | | | | 1st die: number of moves ------ 2nd die: what type of movement
Depending on the number that comes up, students will make the same amount of movements.
Example: 1st die: Number 2 ------- 2nd die: Backward = students will take 2 steps backward.

All students will move at the same time and take distance to avoid colliding.

Presentation: video Fable https://www.youtube.com/watch?v=CUfEZ6JjcTE

- Students will pay attention to the fable worked on the previous week (the lion and the mouse). In addition, they will be able to recall the emotions worked on in the previous session.
- After watching the fable, students will answer some questions related to the emotions experienced by the characters in the fable.

Evaluation: How did I feel?

- Students will receive a template with a drawing of a mirror, they must imagine and draw their face with the emotion they felt when listening to the fable and write the name of said emotion. (How did I feel…?) For this activity, the teachers will show again some parts of the video on the TV so the students can react to what they are seeing, along with this the teachers will ask the students how they felt according to the specific part of the story.
- Randomly (play Eenie, Meenie, Miney, Moe) each student will be selected to come in front of the class and present their drawing.

https://www.canva.com/design/DAFEcK9aEUM/npbyzt5w_02Dvy3cmwSHag/view?utm_content=DAFEcK9aEUM&utm_campaign=designshare&utm_medium=link&utm_source=homepage_design_men | |
| The Wind and The Sun. | 4-7 | **GENERAL EMOTION IN THE FABLE**

Ashamed | **Compare and determine negative and positive emotions present in the fable.**
- Distinguish new forms of greeting. | **Week 4:**

- Before starting the class, Students will write in the English notebook new vocabulary and phrases related to the new fable in English and its meaning. | |

| | | **VOCABULARY**
Emotions in the fable:

-snooty
-surprised
-tired
-suffocated
-Ashamed
-Angry

TASK (practice, production & evaluation)
- Relate the emotions with their physical expressions and write them down
- Talk about their own emotional experiences
- Identify the emotions from the fable
REFLECTION
Reflect on the behaviors the characters have during the story | - Acquire new words, actions, and emotions through repetition.
- Relate daily life experiences to the emotions present in the fable. | **Warm-up:** Follow the fable with me
- Teachers present some cards with different actions: (On the board a teacher will also write the expressions and their meaning so that they can be used by the students without mistakes)
- **Actions:**
Repeat with me
"Blow"
"go"
"Shine" (students must turn on their feet)
"It's hot" (fan)
  the emotions: (snooty, surprised, angry, tired, smiling, suffocated, ashamed) students will make expressions with their faces.
- Students will be sitting at their desks and listening to the teacher read the fable very carefully, each time one of the actions from the list is mentioned in the story a teacher will hold up the corresponding card and the children must perform that action or expression.

Choose your greeting
The teachers will post a picture on the wall at the entrance of the classroom. In the picture, there will be Four different ways in which students will be greeted. So, each student will look at the picture, and select the way he/she wants to say goodbye to the teachers. Then they will look for their desk and wait for all their classmates to come in. | **English notebook**

Printed Fable

Tv, internet |

		and how these are connected to real-life situations		 **Week 5:** **Warm up:** The teachers will greet the students and they will respond with the emotions learned in past classes. **Presentation: Video fable** https://youtu.be/0GGvRtuxglM - The teachers will play the video of the fable "The Wind and The Sun" on the classroom television. After watching the video once, it is played a second time although one of the teachers translates the fable in real-time so that the students can understand what the characters are saying. At the same time, each time a word related to the vocabulary learned in the previous class is found, the teachers ask the students what the word means in Spanish. - After watching the video, the teachers ask the students some questions to understand what they have understood and what emotions they recognize in the fable. **Production:** Emotions' quiz https://view.genial.ly/6334b1481dceb90018d75ed2/interactive-content-quiz-emociones - In group students will develop a quiz.	**Greetings image** **Pencil, eraser, colors** **Scissors, glue, tape.**

				- Teachers will randomly select a student to go to the class TV and select the correct answer. In case the student selects the wrong answer, his/her classmates will help him/her select the correct answer. This activity will help students reinforce and recognize the emotions learned in previous classes. **Homework:** Drawing - At home, students should draw a drawing about the fable in their English notebooks. In the next class, the students will exhibit their drawings in front of their classmates. **Week 6:** **Reviewing homework:** - Students will show the drawings they made in their notebook, each one individually telling what they drew and why it is related to the fable. **Presentation:** - Students will write in their English notebook new vocabulary related to the fable from the previous class. The teachers will write on the board with two colors (red and black) to distinguish the vocabulary and the translation, so the students will be able to recognize the learned words in their notebooks in a more assertive way. - The fable "the sun and the wind" will be presented again so that students can identify in the fable the vocabulary they have just written. Then the words will be pronounced together to achieve a correct pronunciation. **Week 7:** **Warm up:** The question box Around the classroom different emojis will be taped with the emotions present in the fable of the previous class and others that are not. Some students will put their hand inside the box, take out a question and read it out loud, the rest of the students will have to run to the emoji that represents the correct answer.	Question box

Example:

Question: How did the wind feel after blowing and blowing?
Answer:

😥

Production: What can I do?

Teachers will hand out pieces of paper to each child. On one side of each piece of paper, the students will draw negative emotions of the emotions learned. On the other side, the children will write what they do to avoid feeling this way.

After this, students will post their papers on the board and the rest of the class will read what they wrote. To finish, everyone will glue their pieces of paper in the English notebook.

Example:

I sit and drink juice

Cycle 2.

Cycle 2

FABLE	WEEK	CONTENTS	OBJECTIVES	ACTIVITIES	MATERIALS
The bat, the birds, and the beasts	8-9	**GENERAL EMOTION IN THE FABLE** Coward **VOCABULARY** Emotions in the fable: -Coward -Worried -Sad -Furious -Relieved -Angry **TASK (practice, production & evaluation)** - Relate the emotions with their physical expressions and write them down - Talk about their own emotional experiences - Identify the emotions from the fable **REFLECTION** Reflect on the behaviors the characters have during	Interpret the fable through the emotions present in it. - Understand the emotions presented by the main character - Identify the emotions they feel when watching fables - Express in their own words the behaviors that led the characters to feel those emotions. - Recognize emotions present in their environment	**Week 8:** **Warm up: Song** Head Shoulders Knees & Toes - The teachers will play the song "**Head Shoulders Knees & Toe**s" for the students to recognize. Then they will ask the students to stand up and try to follow the steps of the song, the teachers will also follow the steps and help the students to do them correctly. Head, shoulders, knees, and toes, **Presentation: Fable The Bat, the Beast, and the Bird** https://www.youtube.com/watch?v=3M7xFOsn0El&list=LL&index=1&t=28s - The teachers will play the fable on the classroom TV. Students will pay attention to the story and the emotions presented by the characters. - After watching the fable in English, students will have the opportunity to watch the same fable but in Spanish so that they can more easily understand the context of the fable and the new vocabulary. Spanish version: (194) El Murciélago, la Bestia y el Ave | Fábulas de Esopo | Pinkfong Cuentos Infantiles - YouTube - After watching the fables twice, students will try to tell in their own words what they observed and what emotions the characters had. **Practice:** Broken telephone - The teachers will take fragments of the fable; for example (the angry lion and the sad bat). Each sentence will be composed of three simple words so that the students can retain the words more easily and the pronunciation of the emotions will be simpler. - The students will line up in rows and stand up, the teacher will say the sentence to the first or the last student in the row, and immediately that student will share the message secretly to his/her partner, until the last student in his/her row, who	Tv, internet English notebook Pencil, eraser, colors

		the story and how these are connected to real-life situations		will have to tell the teacher the message. The row that says the correct sentence wins the point. - Students will have three attempts with different sentences. The group that says the most sentences correctly wins. **sentences:** - The sad bat hid in a cave - Birds and beast were furious - The angry king of the beasts **Homework:** - Students will have the homework to draw in their English notebook a picture related to the fable, for this they will write in the name of the fable and will look for it at home so they can see it as many times as they wish. **Week 9:** **Warm up:** Baamboozle [Emotions	Baamboozle - Baamboozle	The Most Fun Classroom Games!](#) - The teachers will share on the TV screen the Baamboozle web page, and on another page, they will show a roulette with the number of students in the classroom. - Each student will be a number, for this they will be numbered and will have to remember their number. Then, the teachers will spin the roulette wheel and the number that comes up will have to pass in front of the class. - On the Baamboozle page students will see different animals and must select the corresponding English color of the animal. ***All students will pass at least once.** **Production:** Choose the emotion - Using the same "Baamboozle" page, teachers will share an activity to select the correct emotion for the expression represented by the image. **Example:**	

				Angry or Sad? - Each student had to use their notebook and pencil, as they had to write the emotion they thought was correct. - After the students individually write their answers, the teachers will write on the board the correct answers and go through each of the stations verifying the number of correct answers each student had. **Practice: Song** Head Shoulders Knees & Toes - At the end of the class, the teachers will project the video of the song Head Shoulders Knees & Toes on the TV, and together with the students will dance and follow the steps of the song.	
The Wolf in Sheep's Clothing		**GENERAL EMOTION IN THE FABLE** **Frustrated** **VOCABULARY** Emotions in the fable: -Happy -Angry -Scared -Startled -Sad	Named the different emotions of the fable and how they can look through puppets and emoticons - Recognize which emotions represent main characters of the fable - Reflect why someone can have those emotions and how they can look. - Discuss why they relate to or choose some specific emotions that have been learned.	**Warm - up: "Today I am…"** - The teachers will start the class by showing on the TV screen some of the emotions related to the fable of the last class. (Scared, Frustrated, Startled, Angry, Sad, Happy) 	Tv, internet Template English notebook Cartoon template

		-Frustrated **TASK (practice, production & evaluation)** - Relate the emotions with their physical expressions and write them down - Talk about their own emotional experiences - Identify the emotions from the fable **REFLECTION** Reflect on the behaviors the characters have during the story and how these are connected to real-life situations		- Students and teachers will pronounce each of the emotions guided by the visual aids so that students can internalize the new vocabulary and perform the following activity. - then they will deliver a template with the silhouette of a boy and a girl to each student according to which each student prefers. Each child will draw the emotion with which they feel identified that day; they will also paint and add details to their template. Then cut it out and paste it in the English notebook. As a title, they will write "How I feel today". Example: (boy and girl template) https://www.canva.com/design/DAFHd_5zPh8/N-6by7SaI4XN59DOfE7TcQ/edit?utm_content=DAFHd_5zPh8&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton **Presentation: Mini play (puppets)** https://www.youtube.com/watch?v=wskz895jAb0 (This video can be used as an example of what are we going to do) - The students will be seated near the board to be able to observe the interpretation of the fable presented by the teachers. One teacher will be reading the fable in English, while the other two teachers will handle the puppets according to the story. *Occasionally, the teachers will stop and ask the students if they have understood the fable. **Practice: Virtual roulette of emotions (anger, happy, fear, startled, sad)** There will be a virtual roulette with emotions on the tv and different emotions attached to the board. Students will have turns to spin the virtual wheel to select an emoticon	Puppets, fable. Tv, internet, virtual roulette of emoticons, pieces of paper with names.

				related to the fable. On the board, the student will have to select among some cards the appropriate name for the emotion and pronounce it. *Students need to write all this new vocabulary in their notebooks. **Production: Cartoon** - The teachers will be showing an example of how to do the cartoon first and solving questions about it. Then, students will recreate the fable by drawing the emotions and expressions of the characters they remember in each part. Under each box, students will write the corresponding emotion (Teachers will tell them each scene so that students can remember and appropriately select what they will draw) https://www.canva.com/design/DAFEeEN9EuM/Qri3n9Fbj3p5zYkQ8T20Fg/edit?utm_content=DAFEeEN9EuM&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton **Example**: The wolf was very happy because he had found the skin of a sheep. The happy face will appear in the box and below the student will have to write "Happy" **Evaluation:** The teachers will be showing the last example and explain how students will be presenting their cartoons. Then, there will be an explanation of the cartoon of several students, comparing which emotions they chose with other classmates using the vocabulary of emotions that they just learned.	