"Latin American Essence": A didactic sequence for English Teaching Through Storytelling with an Environmental Approach

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Trabajo de grado como requisito para obtener el título de Licenciado en Bilingüismo con énfasis en inglés

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Content

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-Valeria Rodriguez Martinez

Abstract

This paper reports the proposal of a didactic sequence for teaching English and improving speaking skills through the use of storytelling with an environmental approach using social media. This project is a monograph on the quality of didactic sequence. The main objective is to improve the level of speaking skill in students of 7th grade in a public school. Reading analysis, videoclips, TikToks, games, and other social media are some of the tools that will be used by teachers in the classroom for students' learning process. The expected results of this project are many for both students and teachers.

 One of the most important is that students and teachers be aware of the importance of feeling part of the world and culture that surround them in the XXI century, and that they would understand that the changes start from the culture. The second is that students improve their level of speaking skill, being more fluent and that they have coherence when speaking.

Keywords: Culture, Didactic Sequence, Environmental Thinking, Stories, Storytelling, social media.

Resúmen

Este trabajo reporta la propuesta de una secuencia didáctica para la enseñanza del inglés y el mejoramiento de la expresión oral a través del uso de la narración con enfoque ambiental utilizando las redes sociales. Este proyecto es una monografía en calidad de secuencia didáctica. El objetivo principal es mejorar el nivel de expresión oral en estudiantes de 7mo grado de una escuela pública. El análisis de lecturas, videoclips, TikToks, juegos y otras redes sociales son algunas de las herramientas que utilizarán los docentes en el aula para el proceso de aprendizaje de los alumnos. Los resultados esperados de este proyecto son muchos tanto para los alumnos como para los docentes.

Uno de los más importantes es que estudiantes y docentes sean conscientes de la importancia de sentirse parte del mundo y la cultura que les rodea en el siglo XXI, y que entiendan que los cambios parten de la cultura. La segunda es que los alumnos mejoren su nivel de expresión oral, sean más fluidos y tengan coherencia al hablar.

Justification

Teaching English in High school has had changes during recent years. One of the major changes has to do with the implementation of different strategies and tools such as storytelling and digital platforms. That is important for English teaching since it is a proposal that changes the way in which teachers develop classes. Gutiérrez (2021) defines storytelling as an activity that allows the community to build meaning between them and understand the world through the stories.

Taking into account the previous definition, the importance of storytelling nowadays is that through this, people recover parts of their ancestors' stories. This is an important exercise that is imperative to carry out inside the classroom, with these students will be aware of their culture and at the same time, they improve their critical thinking and learn through funnier methodologies. With this strategy, students feel motivated to learn, as they are active participants in the story, and also, they could participate in creating the story or telling their stories. Storytelling shows positive results when it is used for teaching a second language since students feel familiar and comfortable with the use of this tool in the classroom and also the digital platforms because in XXI century the technologies, they gain strength and are present in everything, so including them for the teaching of a second language is innovative, interesting and beneficial for teachers and students since they would not only see them as leisure platforms, but yes as learning tools.

 In the international context, storytelling is used in most cases focused on the resolution and prevention of environmental problems. Teachers, communities, and the government use storytelling to make people aware of environmental problems, such as pollution, air pollution, and water pollution. There is a research study called "Stories are People and Land: Three Educators Respond to Environmental Teachings in Indigenous Children's Literature", this the focus was storytelling with an environmental cultural

approach, this inquiry was conducted by by Korteweg, Gonzalez, and Guillet (2010) School of Education, Lakehead University, Thunder Bay, Ontario, Canada. In this, professors found how people's perception about indigenous communities and the environment, and how using storytelling is a great tool to make people aware of the environment and preservation of ancestral knowledge. Also, they found the benefits of the use of indigenous texts for contributing to environmental education in schools, institutes, and universities.

Taking into account the challenges that the planet faces in the XXI century, environmental education is key to form critical and responsible humans for the future. Environmental education focuses on making students aware that they are part of nature and helps to improve the relation between humans and the environment. As a result, people could have a better future on earth, pollution will reduce its levels and water will not be scarce. One of the most important results of this research is to create conscious people about their relationship with the earth and themselves, so they understand that they treat the planet as a part of them that has life and feels.

In the national and regional context, storytelling has two approaches, ecological and cultural. In Bogotá, the British Council (2021) has a program with the ecological approach, in which children and teenagers create stories related to environmental pollution, and then illustrations are created from the story. This is done for the purpose of creating a close bond with the people who read the stories. Regarding environmental issues, Colombia has been leading the list not only in Latin America but also globally thanks to its different environmental initiatives. A research article called "Colombia among the 18 best projects of the Green Latin America Awards" (CAF Development Bank Of Latin American, 2016), which deals with the Green Latin America awards and how after a detailed analysis of the more than 1000 cases submitted by 24 countries of the continent; they chose 500 of which 80 belonged to Colombia. For the Top 18, in which the projects that will be awarded 3 belong to

Colombia and belong to 3 of the 6 awarded categories which are: Waste, human development, and energy. Therefore, it is important to continue strengthening these initiatives in the classroom to educate students on the importance of preserving the environment. A way of doing this is through storytelling.

In the regional context, storytelling is presented with "The griots: protagonists in the conservation of the folk myths of the Coffee Cultural Landscape" (Gutierrez & Vasquez, 2017), this article aims to answer a question: Is this about preserving or rescuing the Oral Tradition of Folk Myths in the Coffee Cultural Landscape? It was found that myths and some folk legends, highlighting only the most popular, are the most resistant to change from generation to generation since there is no way that the plot of each one of them is lost.

However, they are not exempted to disappear or have changed, so the next concern is to find more griots to keep these popular folk oral stories and find the way to where and how to keep them. To find the answer, numerous interviews were conducted with older adults, historians, and children between 7 and 11 years of age from localities and/or residents that represent three areas of the CCL. After obtaining the results, they concluded that in most cases it is the elderly who have been in charge of preserving these stories. It was concluded that popular myths and legends would begin to be preserved through digital media and platforms, thus making greater inclusion with young people and also the era of technology, giving rise to a new way of maintaining popular stories and ensuring that it does not undergo so many changes in the plot.

Having in mind the information presented above, it is easy to see a lack of projects related to teaching English and storytelling with an environmental approach in a regional and national context. In most cases, the environmental projects are directed to companies, and storytelling is used with society in general; but the union of these has not been explored in-depth in research projects. This is one of the tentative problems that could appear in the use

of storytelling with an environmental approach as a tool in the classroom. According to Gutiérrez (2015), the problem of environmental education is that it is not included in all the subjects that are taught in school. Environmental education is only presented in subjects related to biology or English as is suggested in the Basic Learning Rights (DBA's, by its acronym in Spanish). On the other hand, one of the problems with storytelling is related to students' individual interests. However, storytelling is used to improve students' motivation, concentration, and interest in a new topic thanks to the use of stories. This responsibility is in charge of the teachers and schools, the planning, and the purpose of each story that will be narrated by them. Due to the importance of increasing environmental awareness in our society and the multiple benefits that storytelling has in the creation of this awareness, it is imperative to develop research projects that incorporate environmental thinking through storytelling.

Therefore, the purpose of this didactic sequence is to teach English and improve speaking skills through the use of storytelling with an environmental approach with the help of social media. In the research, storytelling was generally defined by Gutiérrez (2021) as the activity to build meaning between communities, and it is the objective of this paper, to build awareness about the environment through English teaching. It is important to make XXI century students aware of the new environmental challenges of this decade, that is why it is essential to start environmental education from school. Thanks to this, students will help to solve environmental problems from childhood, and when they grow up, they will be aware of nature. This purpose will improve, with the help of social media because with this the purpose of this DS can be seen and heard in more places. This project will contribute to the development of more conscious students in the future, students will be conscious of the advantages of the good use of social media, and then create more critical students that could make better decisions for the earth. In relation to contributions for teachers, this didactic

sequence arises to help teachers in the classroom with concentration and motivation problems by students. For authors, this didactic sequence represents a challenge in the part of creating the union between English and stories with an environmental approach and this with the use of social media. With this project authors will be able to use this relation in their future classes, and also to create new relations between English and more subjects.

Literature Review

Many research studies about the use of storytelling in the classroom were carried out during these years, demonstrating the effectiveness of when teaching a second language. When teachers use storytelling, create a closer relation with students, as they usually empathize with characters and the situations that they live in the story. In the study called the stories are the people and the land: three educators respond to environmental teachings in Indigenous children's literature by Korteweg, Gonzalez, and Guillet (2010) investigated the use of Indigenous stories from Canada to give an environmental perspective to the history. The second study Called Storytelling as a tool for science teaching in bilingual primary education Aguilar, Alcántara (2017) investigated the use of storytelling to teach science subjects to children in 5th and 6th years, the study was carried out in a Seville school, Spain.

The third research called: Teaching English through Stories: A Meaningful and Fun Way for Children to Learn the Language (Porras, 2010) investigated the use of storytelling and story reading to teach English in Colombian primary schools. The final article called Introduction The tale as a pedagogical strategy to develop the inquiry in natural sciences (Castillo, 2017) investigated the use of storytelling with a specific purpose, teaching science to children and developing the self-enquiry by students at a primary school in Colombia. The fourth and last article is titled "TikTok as a Media to Enhancing the Speaking Skills of EFL Student's" (Zaitun et al, 2021), investigated the improvement of students' oral skills when telling stories about a person or place using the TikTok application.

This first article is titled "Stories are People and Land: Three Educators Respond to Environmental Teachings in Indigenous Children's Literature" and is written by Korteweg, Gonzalez, and Guillet (2010) showing how indigenous books and illustrations could serve to decolonize environmental awareness by offering accessible and immersive indigenous stories

of the land. Following this idea, its objectives are to recognize the role and power of children's literature in environmental education, providing formative commitments to the earth and also improve the awareness and appreciation of students and teachers of the various constructions and understandings of nature, the environment, and place.

The research was implemented in the traditional territory of the Fort William First Nation, at a College of Education in north-central Canada, and was developed as a collaborative, autoethnographic, dialogic interpretive study of our own responses from individual readers and in order to carry out this research, the methodology used was divided by individual and collaborative focal practices which consist of two main phases.

First, a bibliography of 20 illustrated books for indigenous children was selected, which each of the researchers read alone and in private on a weekly basis. Then they met to reflect with a strategy called "a reader response approach", this method involves three phases, the first is to commit and reflect in a journal of their own on each initial response to the narrative and the illustrations in the illustrated books. In the second phase, they met to discuss and respond to reflections of each of them in the diary and reflections on the interpretations and reinterpretations of the books of the others, after this they recorded their conversations and listened to them again to analyze individually and then discuss critical issues as a group for this, they worked with poster sheets to locate a common language, problems, changes, and convergences.

So, the objective of the paper is to rethink how deep the currents of thought, imagination, and representation of indigenous children are. Thus, the findings point to the significant contribution that indigenous children's literature can have for environmental education, and also to form and change the understanding of the earth by the people who are part of the educational circle, thus translating it as something much more important and

complex than a place "the earth". Thus, concluding that the contribution of indigenous texts, their knowledge and perspectives can contribute much more about environmental education in every sense of the word in classrooms at any educational level.

Authors found that indigenous stories give non-indigenous people a new overview of a part of history, taking into account all the parts that were lost by colonization and imperialism such as culture, and land. This research provides tools for teachers, in-service teachers, students and people in general with rich cultural and land experiences from an indigenous perspective about the relation between people, nature and land. Also, the research proposes the importance of the indigenous stories for a decolonization process for educators, and an alternative position about how students see the planet's environmental crisis.

The article called Storytelling as a tool for science teaching in bilingual primary education developed by Aguilar and Alcántara (2017), Professors in the Department of Social and Experimental Science Education. University of Córdoba (Spain). A similar study developed by Aguilar and Alcántara (2017) report related findings in the use of storytelling as a method to do a science class in a bilingual school. This study has some objectives, one of them is to improve Primary Science teaching and learning in English by means of storytelling as a methodological resource, to analyze the use of storytelling in order to implement it in Science teaching in English; to enhance Science understanding; to motivate students through stories by creating a positive learning atmosphere; to promote students' creativity and critical thinking; to foster teachers and students' attitudes towards the teaching and learning process of both Science and English.

The methodology used in this study was the proposed educational innovation consisting of three sessions; however, they only had one session to carry out this activity, and its results must be considered as a pilot study. The population in which it was put into

practice were two different classrooms (5th and 6th year), with 22 students each one, of a Bilingual school. Some of the materials that were implemented during this study were visual aids, such as students' pictures, flashcards or photographs, music, sound effects, and songs, which can be played every time that the represented characters appear, and of course, the most important material to be implemented is the story itself: "A Matter of Love" as a 'door opener' to instruction (Metz et al, 2007). In addition, an evaluation was made at the end of the session to verify that the students did understand the story; To make it a bit more precise, a rubric-type table was made with punctuation for each of the questions and this one released very positive results.

As mentioned above, the results were positive as they led to these conclusions. First, better attention and understanding of the students was achieved through motivation and as a result, their creativity and critical thinking were encouraged and increased through the use of stories. In this sense, an increasing attitude of learning, participation, and coordination is achieved among all members of the educational community.

As a conclusion, we discovered, thanks to this study, that storytelling is a perfect tool to teach science more effectively and to engage the students since it takes into account their interests. On the other hand, the use of stories is not only an instrument of entertainment but also an interesting and motivating way of learning. As evidence of the aforementioned, we have that the students of this study conducted a survey to assess their perception and opinion about the activity, the survey had positive responses that ended up affirming the effectiveness of storytelling.

The article Teaching English through Stories: A Meaningful and Fun Way for Children to Learn the Language was written in 2010 by the Ph.D. Nohora Porra, she is professor of la Licenciatura en Lengua Castellana e inglés de la Universidad Cooperativa de

Colombia. In the same way as the articles before, this research also includes storytelling as an enriching tool for students, that improves the learning process for them. In contrast with the previous one that used storytelling for teaching science and environmental awareness, the professor proposes the implementation of fun and meaningful didactic for teaching English to children, through the use of storytelling and story reading. Starting from the theoretical foundations of the proposal, it takes the theory of input hypothesis By Krashen & Terrel, this paper focuses on this theory in view of the importance of input in children to produce language, in this case, the receptive skills.

The paper presents a variety of benefits for children that learn through storytelling and story reading. Some of them, by using storytelling, are the development of understanding spoken language and increased thinking skills, the level of engagement that students have with this didactic, and the development of cultural values awareness. On the other hand, the benefits of using story reading are the connections that appear while students read, for example, the connection between pictures and written text. The ability to make predictions and learn vocabulary also is a big gain for students.

The methodology of the research was implemented by eight pre-service teachers of Universidad Cooperativa de Colombia; they implemented this research in a public school in Bucaramanga Colombia. First, they met the suggested curriculum by the school, and then, they met the students in their environment. Professor Nohora Porras was the coordinator of the research; she guided pre-service teachers to implement the proposal. Student teachers used big books with pictures for storytelling and story reading. They selected the stories based on the information collected from the students; all the stories were about cartoons and fairy that students chose.

To conclude this article, the study raises a series of interesting conclusions where the use of games to teach English shows that children learn a lot while they have fun. If teachers implement funny readings, stories, and games with a clear purpose, students feel comfortable, and they have a confident and stress-free environment for learning.

The following article entitled: TikTok as a Media to Enhancing the Speaking Skills of EFL Student's was research conducted since January 2021 and finally published in April of the same year by Zaitun et al (2021), Professors of Universitas Muhammadiyah Jakarta, Indonesia. The main objective of this research is to increase students' confidence, especially when speaking English with Storytelling as a way for students to tell stories with different word constructs using the TikTok app.

This research suggests that we currently live in a virtual education context due to the covid-19 pandemic, which has led to the use of applications for teaching and learning, and these media greatly affect the learning process, therefore you have to be careful and selective in choosing the correct media. The media and tools should not be difficult for students or make them feel strange when using them, on the other hand, they should also adapt to the trends and booms of the moment, such as the TikTok application. TikTok is a social network where you can upload videos with many editing features that allow you to create and edit as you wish.

The methodology, this research is qualitative with a qualitative descriptive approach that is used to reveal events that occur during research in online learning or when students tell stories using the TikTok app. The subjects of this study were class VIII students in Jakarta, totaling 36 students. The data collection procedures were observation, which was used to collect data on behavior and the meaning of these behaviors during the learning process. Test, a test was carried out to refine the understanding of the learning material that has been

delivered, this test is the creation of the video in the form of narration in the TikTok app, from this test the data that refer to the learning results are collected. And finally, a questionnaire was carried out that the students completed at the end, and this one dealt with the student's learning motivation.

In the initial observation, it was evidenced that the activities related to speaking did not give good results, the teachers almost did not use English for the explanations, and neither were the students asked to speak in English, it could be said that the teachers prefer to use only written texts They also did not use other means or apps apart from Zoom and Google to teach English. There were also three tests, a pre-test, and two post-tests, in the pre-test the results were very low, positioning almost 80% of the class with a score of 50/100. After performing the first exercise, the first post-test was done and the results increased greatly, placing the average 87% at 60-70 / 100, and finally, the last post-test yielded the following results: 72% of the students raised scores of 70-80 / 100 and the remaining 28% reached the maximum score of 90-95 / 100.

The paper concludes by showing a great variety of benefits and it can be concluded that the application with the use of appropriate methods and techniques can be used as a means of learning that can improve the oral skills of students. It is evident that the use of the application to learn English is very interactive and entertaining to improve the skills and confidence of the students to speak English and the students also feel happy learning English in an unconventional way.

Finally, we have the article called the tale as a pedagogical strategy to develop the inquiry in natural sciences written by Castillo (2017) Institución Educativa Agropecuaria el Escobal de Ramiriquí Boyacá, Colombia. This article complements and strengthens the ideas seen in previous articles about the utilities and benefits of storytelling, as it is used as a

pedagogical strategy in order to strengthen the communicative skills and oral and written expression of students, but also seeks to promote transformations and engage students in caring for nature through stories and stories that, as specified in the article, "lead to creativity and meaningful learning" (Castillo, 2017, p. 65)

The population of this article is eighth-grade students from the Escobal Agricultural Educational Institution in the municipality of Ramiriquí. The methodology used in this research was intentionally chosen to obtain the information that is intended for the development of the work and to find the expected results, so under this interest, the need arises to implement qualitative approach research which allows detailed descriptions of people, behaviors, various situations, observed interactions, and their manifestations. Therefore, each of the 3 cycles created was analyzed, which were: the first cycle is the diagnosis, the second cycle was the planning or preparation of an action plan, and the third and last cycle is the evaluation.

The data were obtained through the application of didactic sequences, analysis, interpretation, description, and reflection on the results obtained in the production of stories. From the subcategories: Understanding and construction of concepts, Ability to formulate questions, and use of scientific words, the development and strengthening of the competence of inquiry in natural sciences were verified, obtaining, as a result, the strengthening of communicative competencies, the basis for the knowledge construction.

Therefore, the results will be positive because it is unavoidable that children or someone else forget what they hear, even the stories contribute in many aspects as competences, especially linguistic competences, because it starts from the orality. Also, the story in majority of cases turns familiar and contributes in all aspects like teachings, creativity, values, imagination and

the way in which the children express those aspects that they acquire form the story when they start to hear it.

Since it mentions the strengthening of language skills, at the same time it gives space to the fun, the leisure that students need at an early age, which can confirm that this teaching method has almost no point against it.

The use of storytelling about earthworms in the process of evaluation makes students interested in the process and phenomenon that are present in the environment. This close relation with students and earthworms, made students aware of their milieu, community, and space where they live, creating purposeful students. Students also improve their critical thinking, in view that they need to inquire for themselves during the process. Finally, the author proposes that the use of didactic sequences that include storytelling impulses the use of knowledge and abilities in real and closer contexts.

Finally, this literature review showed how teachers could implement in their classes storytelling and environmental thinking with positive results for their students. The four articles found that the use of this tool has a big impact on their students, making them more interested, reflexive, respectful, and active in class. The students felt motivated in view that teachers take into account their interests and necessities, bringing and creating stories that students like and chose. A point to highlight is that two articles' storytelling was used to teach science, and it allows the use of this tool in any kind of subject. These are significant results of the use of stories with environmental emphasis with young children in school for learning a second language, so we think that we could be replicated in our context.

Conceptual Framework

In the following lines, there is the conceptual framework that supports this classroom project's didactic sequence. In the first part, there is the definition of didactic sequence; this will give a clear idea about what a didactic sequence is, the structure of a didactic sequence, and how to design a didactic sequence. The didactic sequence has many characteristics, but the most relevant is that this must have a linear activity that has a relation between each one of them, this made that teacher could achieve the goal of the didactic in a determinate period of time. On the other hand, it will address the concept of storytelling, to complete this concept we mentioned storytelling and its elements, how to tell a story to children, the use of social media for telling stories, and finally the types of storytelling, more specific: stories, oral stories, legends, and myths. Finally, an important component of this conceptual framework is Environmental thinking from storytelling since it is the principal topic of all of this didactic sequence classroom project, which will be the protagonist while developing all the concepts mentioned above.

Didactic sequence

The didactic sequence is widely used today in classrooms since this is a more dynamic way of including students in their learning process and involves them more deeply in a specific topic. On the other hand, the didactic sequence helps the teacher to achieve a proposed objective due to the fact that it is a logical organization of activities that has a goal learning process for students. According to Camps (2005) a didactic sequence is "A set of small activities or tasks that are temporarily articulated and related to a global objective or final task that will give meaning to the activities" (p.111), this means that a didactic sequence has a beginning and an end in a time with a specific purpose. Although time is important for a didactic sequence, it is important to highlight that it does not mean that it is linear, teachers could recycle activities in class but with different purposes. It is essential that the didactic

sequence has a general objective, inside this, there are different activities that have a specific objective that helps the teacher to achieve the general objective. For example, general objective: Learn the animals, activity: video about zoo animals; the specific objective of the activity: Learn 4 names of zoo's animals.

All the activities that are included in a didactic sequence, need to have a relation with the before as each element of the sequence works as an active part of a team, which is indispensable for achieving the goal. It is required that teachers take care when planning the activities for students, in view of each activity needing to connect with the before and the following. The previous ideas are also mentioned by Zavala (2008), when the author mentions that "it is a set of organized, structured, and articulated activities to achieve educational objectives that have a beginning and an end known to both teachers and students". (p. 16)

As it was mentioned before, the didactic sequence has a general objective and a specific objective in each activity; it means that teachers could use a didactic sequence for distinct subjects: science, math, language, etc. This definition is supported by Pérez (2010) when he affirms that the sequence addresses a language process that is connected with a specific situation that implies a specific topic. (p.58) This definition supports the use of a didactic sequence in any field of teaching, we can use that for teaching addition and subtraction to children, or writing. In relation to our context as an in-service English teacher, the didactic sequence is the set of activities that are made with a clear purpose for achieving an objective with students in the classroom. A D.S could be used for teaching any topic, like environmental, society, history, or daily life while making those topics easier and funnier for learners.

The structure of a didactic sequence

As it was mentioned before, a didactic sequence is a set of activities carefully planned for achieving an objective, so it is necessary that this has a structure that helps put it in order. The didactic sequence is divided into 3 important parts, that are: beginning, development, and evaluation; these names could change depending on the author. Smith & Ragan (2005) called these initial moments, development moments, and closing moments. Depending on the moment, the teachers must include a set of strategies that help them to cover the moment. For example, in the first moment the teacher will present the topic to students, so he needs to use strategies to present new content.

According to what has been said previously, the didactic sequence is made up of three types of activities that give them order from beginning to end, or as Diaz (2013) named these steps as "Opening, development, and closing activities" (p. 4) defines the opening activity as that first moment in which an environment suitable for learning is created, that means that for this first moment, the teacher can use real-life activities, discussions on topics that are meaningful to students, interviews, etc. In addition, this type of activity provokes students to bring information on previous knowledge, whether acquired in the academic field or through their personal experiences. Díaz, 2013 also defined that development activities have as the main objective that students get involved with all this new information. To achieve this, it is necessary to use activities that achieve the interaction between previous knowledge with new information, for this is necessary for activities such as the discussion of a reading or an academic video, presentations, and questions oriented by the teacher.

As Rodriguez et al. (2016) said, it is known that the closing moment has arrived when the objectives of the proposed activities are achieved and the union of the knowledge prior of students to the activities with those obtained during and after can be demonstrated. To demonstrate and put it into practice, there are evaluative options such as reports,

summaries, concept maps, presentations, among others. These suppose they will be able to demonstrate the knowledge of the students and the teacher will be able to evaluate the errors and the successes. It is worth mentioning that the evaluation options are not chosen at random, but rather parameters such as learning methods, tools, students, the audience to whom it will be presented, the level of formality or informality, and the objective achieved are taken into account, more precisely called resources or evaluation methods: visual, auditory, audiovisual, multisensory printed and finally technological

How to design a didactic sequence

As was mentioned before the definition of a didactic sequence, it is important to mention that the elements for designing a didactic sequence are a guide or steps that the teacher could use. It means that each teacher needs to modify it depending on the objectives that he has for his didactic sequence. According to Díaz (2013) "The structure of the sequence is integrated with two elements that are carried out in parallel: the sequence of activities for learning and assessment for learning inscribed in those same activities.". It is essential to clarify that it is important to have the general objective clear because this will be based on the sequence. Inside the first element, there are opportunities and difficulties for students, and in the second there are evaluation elements: products, homework, tasks, etc.

It is indispensable to highlight that a didactic sequence is located within a subject, in a limited time, and with a teacher who directs it (Tobón et al., 2010). It is also crucial for a didactic sequence to be coherent and related to the suggested curriculum assigned for the student's grades and the school in which it will be implemented. As mentioned above, the didactic sequence should have a previously defined period of time, this should be done in the identification of the sequence. The teacher must establish the dates of the sequence including the start date, dates of activities and deliveries, name of the teacher in charge, group in which

the sequence will be implemented, and name of the subject from which the didactic sequence will begin.

Finally, it is fundamental that a didactic sequence has a final product that students need to present at the end of the implementation. According to Camps (2005) the didactic sequence is intended to deliver a final text product that could be oral or written. As it is stated before, the activities that are proposed into the D.S must have the components that allow the student to deliver this final product. The importance of this delivery is because it is a part of the evaluation, so teachers could know if students achieve the objectives suggested.

Storytelling

Storytelling and its elements

Storytelling was presented in the daily life of every person since they were children. Parents and grandparents usually tell stories to children to tell something that happened in the past, to teach anecdotes to the youngest in their families. Reinders (2011) said that through stories people could know the culture of society because this is what makes us humans. (p.1) Storytelling is the art of telling a little part of the culture, customs, and beliefs to a person, who could be your family or not. Through stories children learn what happened in the past, and how they could change in the future if the results were bad; stories help families to educate their children.

As it was mentioned, children learn through stories, thus the person who is in charge of telling the story plays a fundamental role in the process in view that this person is who will transmit the knowledge. Duveskog et al., (2012) proposes that "Storytelling is the art of conveying events through words, images and sounds, often by improvisation or embellishment" (p. 225-237) it means, that narrator have the capacity of embellishment the story, make it pleasant for who is listen, for wrap around and catch who hear it. An essential

part of storytelling is the narrator, he is the person that will transmit the knowledge through the story, but also there are more elements of a story that are important for it.

Effective storytelling has different components that make the story successful for story receiver, Morgan and Dennehy (1997) proposed 5 crucial elements of each good story; the first is the setting in which the story will be developed and the context inside the story, the second is the build-ups that are the events previous the problems, at this point, listeners know that the knot of the story is approaching. The third element is the crisis, it is one of the most important elements in view that this is the reason for the story if this does not happen the story does not exist, the fourth element is the learning, in here is where characters analyze what they learn from the problem of the story. Finally, the 5th element is the teaching that the story leaves to listeners, here is where people find the reflection part. (p.3)

Finally, in contrast with the elements mentioned before, the characters also have great importance to the story. Characters must be selected according to public age, preferences, beliefs, and culture; it is not the same telling stories for children as for adults. Each population has its preferences, children, for example, prefer stories about heroes, animals and fantastic characters, on the other side, adults prefer real situations and characters. Storytelling is a magic door that is open for every person who is willing to listen or tell a story.

How to tell a story to children

As specified in the previous concept, the story is one of the oldest ways of transmitting knowledge, so being a good storyteller is a skill that gives us the power to educate, guide, and influence people through the stories we tell. West & Sarosy (2019) illustrate to us the idea that oral tradition has something unique to offer and is a link between the narrator and the one who listens to the story and describes it as a vital tool for educators who wish to have a meaningful relationship with their students. (p. 1)

That is why it is important to be clear about the following questions: What makes a teacher a good storyteller? Or what characteristics does a good storyteller have? Storytelling is the art of using words and movements to be able to create the elements and images of the story in the mind of the listener. In this sense, the narrator must have interactive tools to motivate the imagination of the recipients. Rosales, S., & Roig, R. (2016) mention that some of the most important and useful interactive actions to present a story are physical movements, gestures, and vocalization. (p.164). In addition, there are also other crucial factors when telling a story properly such as transmitting positive emotions with the content, since this is more likely to attract attention and cause an impact on the listener.

In this sense, every time a story is told, students must put into practice their critical thinking to connect it with their own experiences, likewise, with the elements previously seen they will be able to put their skills into practice since when telling a story, the listener explores new worlds and settings. On the other hand, Kadhim & Bushra (2017) argue that narration serves all learning styles such as auditory, visual, and kinesthetic, and various areas of intelligence such as spatial or linguistic. (p.6)

Types of stories

The stories are divided into two categories that are popular stories and literary stories, which are divided into two other subcategories made up of a type of story, the popular stories are: fairy tales, fables, myths, legends, and on the other hand literary stories are fantastic, children's, adventure, horror, micro-stories, science fiction, comedy, police or mystery stories, and short children's stories. Below we will briefly explain what each of them is about.

The popular tale: It is a narrative of tradition consisting of imaginary events that are presented in various versions, which are maintained in their development, but some details or events vary. It has 3 subtypes: fairy tales, animal tales, and customs tales. Myth and legend are also traditional narratives, but they are usually considered autonomous genres (a key

factor in differentiating them from the popular tale is that they are not presented as fiction).

To add, the literary story: It is the story "heard" and transmitted through writing. The author is usually known. The text, fixed in writing, is generally presented in a single version, without the game of variants characteristic of the popular tale.

To continue, it is going to show a fragment of each type of storytelling; First poetry, because poetry is feeling, emotion, sensitivity. Poetry is that literary genre that "allows the poem to express the inexpressible: human feeling" (Núñez, 2001, p.315) Poetry allows to express in an embellished way the feelings in all their splendor of the lyrical self. It usually has comparisons of what we feel with what we know, to give the reader an idea of the feeling expressed in letters and thus wrap it up and make it feel identified. We must concentrate on each line since it is full of signals that must be interpreted. (Álvarez, 2010)

In second place is the Story is a narrative account of an event that has occurred, whether it is fact or fiction. A story adds emotion, captures whoever reads or who listens, the events are authentic, the characters and descriptions of the scenes must be very precise, a good story always has a central element that captures from the beginning to the end and in some sometimes gives a moral indirectly. In the same way, and in the third place is the Oral story, this makes the speaker the creator of the text (even if he is the narrator of an existing story) since orality makes him the owner of changes, deletions of actions, and events. "Therefore, an Oral story tends to be an untold story, even when it is made up of stories already told" (Portelli, 2014; p.11). Oral history can also be with stories originally created either from imagination or experience and many times he also seeks to express a moral.

In the next place, we have the myth, this constitutes the history of the acts of supernatural beings, and they are considered true and sacred, almost always attributed to the creation or existence of something (Elidae, 1992) the myth does not try to reach these explanations in scientific ways but a little more fantastic, to finish we have the legends. The

legend is a narrative that "indicates the place with precision; the characters are determined individuals; their actions have a foundation that seems historical and are of a heroic quality". Likewise, he adds that it is "the localized, individualized narrative, an object of faith" (Gennep, 1982, pp. 21, 28). Legends are not only part of a culture, but they are also part of historical legends that can generally be located, that is, the name recognized places so you will hardly ever hear a legend with fantastic characteristics.

Social media and storytelling

The integrative task for this didactic sequence will be developed using social media as a principal tool that is why it is important to start defining what social media is. Social media is defined by Hagler (2013) cited in Shadid (2020); as digital applications that are used for different purposes, such as sharing information, sale, discussion, sharing ideas, etc. With this definition, it is important to highlight that not all platforms that are on the internet are social media. As the name indicated, the principal component of social media is the interaction between users, being the act of sharing ideas, the objective of these platforms. In this DS, the purpose of the social media will be pedagogic, in view that students will improve their speaking skills using these.

There are many types of social media platforms, such as Facebook, WhatsApp, Linked In, and YouTube. These are some of the social media platforms existing but, there are two that revolutionized the world, there are TikTok and Instagram. TikTok is a social media platform in which people share short videos for a maximum of 1 minute. It was created in Asia, and last year with the current pandemic this platform achieved success very quickly. Instagram, for its part, has more years on the internet. This is used for sharing photos and short videos but was in 2021 that this app includes the reels or short videos at the same time as TikTok.

As Instagram reels and TikTok are short videos, creators use this time for telling stories. The important thing is to achieve tell all the story in 1 minute, using effects, filters, backgrounds, and other tools. These platforms give an advantage to storytelling and as Schmier (2021) proposes, storytelling using digital platforms is a space for sharing self-narrative for an audience. It means, that students use these apps to share their ideas in an out-school space where they can be creative.

Social media has many advantages for teaching English, Greenhow (2011) states that using social media engages students to practice English and improve their communication skills. This is one of the benefits that social media has when it is used for teaching English. Instagram and TikTok are platforms that are used for sharing videos, and creators use these spaces for telling stories in most of the cases. Students could explore all these videos on TikTok and Instagram, there are a lot of possibilities that they could learn English while they watch funny videos on these platforms. As these platforms are global, students could stay in permanent contact with native English speakers, which means that students can practice listening and speaking each time that they are watching or creating a video.

Environmental thinking from storytelling

In this paper, the terms storytelling and didactic sequence play an essential role in the view that these are in which it is based, taking the part of storytelling it is necessary to clarify the author's vision with respect to the environment into the narration that will be used in the D.S. In this work, nature is understood as the union of the ecosystem and culture, the latter being our central theme for the stories. As a result, the narration that will be used in the didactic sequence will be about Colombian culture, the oral tradition of indigenous communities, and short stories that help students to reflect on and recover their origins (Noguera, 2004).

In addition to the last affirmations, Gutierrez (2021) raises that in each community, each person conceives herself as a part of storytelling, as through storytelling her culture and history are alive, and it is essential to understand humanity. In most cases, parents feel afraid when their sons do not comprehend why they tell them a lot of stories about their youngest lives, or personal anecdotes that their sons do not understand, but it is here where the process of recovering the oral tradition makes sense. With the help of these types of storytelling, parents, teachers, and any person could recover the sense of membership, the understanding of the past events, the development of critical thinking, and reflection.

Environmental storytelling collects pieces of what makes us humans, poetry, oral tradition, stories, and more; and what is better than telling stories that are typical of the students. As Figueroa (2009) proposes, storytelling is the interaction between beliefs, experiences, and memories from a community that is transmitted in each generation. These traditions are lost more and more by the new generations, as the act of telling a story implies human contact. With the technological era arriving, this human contact was abandoned in a corner, without the opportunity to be present in daily life as in the past days. Storytelling from the environment is a social movement, in which each part of colombianity is recovered and transmitted to the new generations for a deep understanding of the owner culture, tradition and create students with critical thinking and the ability to reflect in their history.

Overall, it is important to consider the importance of each of the constructs and concepts that were set out above and their role in the development of this didactic sequence. On one hand, we have all the given definitions that make up the didactic sequence construct, which is a set of activities related to each other and which follows a logical sequence to delve into a topic and achieve an objective reflected in a final task; On the other hand, the concepts about Storytelling explain the great importance it has in teaching, and it also gives us a guide on the step by step to follow in the implementation with the children. Finally, analyzing and

internalizing these concepts will help us to implement the didactic sequence in the best

possible measure and in this way achieve our main objective, which is to teach English

through stories about environmental thinking.

Methodology

This section will see some important factors such as the type of research and study, the context, the instructional design, and also the ethical consideration which are crucial to take into account before the implementation of this didactic sequence. Those factors are crucial to clarify for proper development of this didactic sequence.

Type of project

This project is a monograph on the quality of didactic sequence since the main objective is to improve the level of pronunciation of English through the use of storytelling and digital platforms, like Tik Tok or reels on Instagram so; specifically related to Colombian narratives in English and create awareness about environmental thinking in both children and teachers.

Type of study

According to the definition given by Camps (2005) didactic sequence is "A set of small activities or tasks that are temporarily articulated and related to a global objective or final task that will give meaning to the activities" (p.111), This means that a didactic sequence is a succession of articulated activities and actions, which are planned by a teacher and in which it is evident between each of the activities as their development progresses. On the other hand, it is also important to highlight that it does not mean that it is linear, teachers could recycle activities in class but with different purposes.

Context and participants

This didactic sequence is going to be designed for 7th grade high school students, whose ages are between 12 and 13 years old. This project is created to be implemented in a public school, so the activities proposed were designed carefully in order to guarantee that public institutions could implement them in the classroom. The Author's intention is that this

didactic sequence could be used in any public school that wants to improve English skills by students and give a creative way to do that and include social media.

Planning phase

In the planning phase section, the authors will present the main concepts regarding the design of a didactic sequence, the integrated task, pedagogical intentions, selection and analysis of didactic tools, and didactic contents. As it was previously mentioned this didactic sequence will be designed for 7th-grade public high school, in order to guarantee a funny and creative way for learning English. This DS has for integrated tasks the creation of a final product that has a video on social media component, in which students will represent a narration that will be created by them. Then, students will be divided into groups of three and they have to create a narration using TikTok or reels on Instagram as a tool. For this result, it is necessary that students have a preparation that helps them to achieve the integrated task, so students will be participants in a series of activities related to the type of stories, and how to create a story with an environmental approach, management of social media more specific TikTok and Instagram, what is TikTok and Instagram, and advantages of putting social networks to good use.

Ethical considerations

Due to the fact that this is a social and environmental study, is crucial to promote the respect of other cultures, roots, interest, ways to express in the society in which this didactics sequence is implemented. To guarantee that students ensure those values it is indispensable to take into account the following ethical considerations:

- It is important that while this didactic sequence is developed, the inclusion must need to be taken into account. Inclusion refers to the different conditions of the learners

such as, physiological, psychological and cognitive. Thus are the principal's aspect to guarantee the respect and the good development of the activities.

- During the development of this DS is crucial to take into account the student's rights, such as identity and free expression that include religion, beliefs and thoughts. All of this with the objective of do not violate the student's rights.

- This didactic sequence respects the author rights.

Instructional Design

To continue, there will be the didactic sequence proposed in this classroom project. This is going to be developed in 10 sessions, in which there will be exploring different topics that will help students and teachers achieve the integrative task. Each of the sessions will include the materials necessary to develop the class, there will be links inside the sessions to quickly locate them. At the end of the didactic sequence there will be the integrative task proposed, and a series of activities for giving closure to the didactic sequence. The DS is considered under the proposal of Camps (2005) who states that it is a series of activities that are interconnected to fullfil a purpose of language production. The author states that the DS follow three different stages. Therefore, the planning stage, the execution stage, and the assessment stage will be presented in the following table.

LATIN AMERICAN ESSENCE

Didactic sequence

Sequence Identification

- **Name of the subject:** English
- **Teachers' name:** Yuliana Alejandra Gomez Lasprilla, María Camila Zapata Ospina, Valeria Rodriguez Martinez
- **Group or groups:** 7th grade
- **English level of students:** A2 Basic
- **Dates of the didactic sequence:** 10 sessions - second semester of 2022

PLANNING OR PREPARATION PHASE
INTEGRATIVE TASK: Students should create in groups of three, a short video on TikTok that represents a type of story that they will create taking into account what the service teacher taught in classes. Stories have to be in one of these categories: Myth, legend, and story. They will present their own video, which means, creating a new one based on the narratives seen in class recorded on TikTok a video with two parts, they should be creative with material to set videos.
DIDACTIC GOALS: Improve speaking skills through the creation of videos on TikTok platform, with an environmental approach through a didactic sequence for 5th-grade students from a public school in Colombia.
DIDACTIC CONTENTS: •**Conceptual contents** What is a story, types of stories, characteristics of the stories, how to narrate a story, selection of the type of story. On the other hand, the types of text that will be used are legends, myths, popular stories, among others. In this way, the vocabulary will be culture, nature,

environmental thinking, importance, take care, narration, stories, earth, animals, names of different towns of Cultural Coffee Region (CCR), traditional, storytelling, among others. To complete the conceptual content, the students must use terms grammar: connectors in general, possessive adjectives, and questions to request information, those subjects of grammar are taken from the suggested curriculum for students at high school, in this case, students of fifth grade.

•**Procedural content:**

Analysis of the types of stories, recognize the teaching of each story, research for ancestors' stories, research for typical stories of the region in which they live. Also, the students will learn strategies for practice pronunciation, practice reading out loud different stories, tools for right narration, how to tell a story, activities for practice theatres or dramatizations, classes for improving their security in terms of speaking from an audience, the management of social media, simple editions of videos, how to manage the TikTok app and finally, in some cases the students have classes of arts to design theirs" virtual stands" or "scenarios" for the final product.

•**Attitudinal content:**

The importance of recognizing themselves as a part of nature in terms of culture, for helping the environment. Recognize animals and the environment as a fundamental part of the ecosystem and so the essential role that the culture plays in the preservation of it, and the importance to know about their roots and keep them. Finally, knowledge of popular histories of the different regions of the coffee cultural landscape to maintain oral traditions.

ANALYSIS AND SELECTION OF TEACHING DEVICES:

-Reading and analysis of a story.

-Reading and analysis of a myth and legend.

-Books with different stories, myths, legends, and narrations.

-Videos in which stories are narrated.

-Videoclips.

-TikTok's.

-Tutorials to learn about the TikTok platform.

-Dramatization classes.

-Charades play.

-Role plays.

-Research for information.

EXECUTION OR DEVELOPMENT PHASE

SESSION No 1

Objective: Understand the importance of Latin American Environmental thinking through reading and watching stories about environmental thinking.

Session time; 2:00:00 minutes.

Beginning 30 minutes

To start the class, the teacher will begin with a brief presentation of it in Spanish. To build a rapport with students, the teacher will start an icebreaker activity called "Build a story." This will be developed faster and in Spanish. The teacher will tell the class a short sentence to start the story, and each student has to continue the story with a new word, remembering what the person before said.

After that activity, the final story will be narrated for the teacher. To continue building rapport, each student has to introduce themselves to the class, telling their names, ages, and one thing that they like.

This class also the teacher will present to the students the DS, what is a DS, what are the general objective, etc. The DS will be presented through a brochure that will be projected in front of the class.

The teacher is going to project the brochure with the help of the video beam on the board, then the teacher will read the content and will ask some questions for check student understanding.

-What is the objective of the DS?

-What types of stories are we going to read, watch and create in the didactic sequence?

-What do you like the most about the DS?

There is the brochure:

https://drive.google.com/file/d/1lhc4EE6en0OmLuJvJ4g3sOs92JV7MhqF/view?usp=sharing

Middle 40 minutes

To start the class, the teacher will read 3 different texts with student's help, using the activity call "Popcorn". The game is the following:

-The teacher will start the text, reading aloud.

-Then, teachir will stop and says "Popcorn". When the teacher says popcorn, then teacher must call one student saying her/his name.

-After that, the student that was called needs to continue with the reading. Starting right where the teacher ended up.

There will be 3 types of stories, with different formats, the first is a myth, the second a legend and finally a story. The first is the legend of the Mapuche people from Chile it is called "Lagrimas de luna", the second is the myth of Ayoreo people from Bolivia it is called "Abuela Grillo"; the final is the story of Wayuu people from Colombia it is called "Un monstruo grande que pisa fuerte".

The stories will be in this link:

https://drive.google.com/drive/u/0/folders/12OE9L5_q7Atekf80v6A9fxVVuLsISVUH

After finishing reading the stories, the teacher will proceed to ask different questions in English to students, this activity will be developed at a round table.

-Describe how do you imagine Kuyén.

-Describe how abuela grillo makes rain.

-Who or what is Pulowi in the story?

-What is the role of the society in each story?

-Tell teacher and partners one reflection that stories leave to you.

End 20 minutes

Activity 1

In groups of 3 students, select one of the stories before and create a new ending for that one.

After that, tell the whole class about the new ending that you decided to create.

Homework

For the next class, students will have to think about where they can find these types of stories, whether they are viewed in digital formats, or only orally. If they are in digital formats, what are the most common where you can find these stories.

They will have to bring this task in written form in the notebook, as it will be socialized in the next class.

SESSION No 2:

Objective: Explore and learn about new forms of technology such as social networks, through a workshop on possible tools to use when studying and learning.

Session time; 1:30:00 minutes.

10 minutes -To start the class the teacher will ask the students how they imagine the abuela's grillo instagram? or TikTok? or if it is possible that the abuela's grillo has a social network? And what will be the purpose of the abuela's grillos social networks, what type of content she can post? Then the teacher asks the students if they use social networks which ones and what for?

15 minutes - Then, in the second part of the class, the teacher and students will talk about the functions that social networks have, such as: Instagram, Facebook, Tik Tok, Snapchat, WhatsApp.

35 minutes- To continue, the third activity, the students will do a joint activity where the names of some functions will be put like: chat, create, share and edit videos, track photos and short and long videos, share stories, send links and documents, share content, make lives ... among others; The students with this should make a venn diagram or something like that so, they can see which

ones have the same functions and which ones have more of what they want to define that could be more useful.

50 minutes- The next activity, the teacher will be shown a video where they talk about social networks more thoroughly and the students must take notes. After that, the teacher will divide the room into groups (the number of members depending on the attendance), each group will have a social network: Facebook, instagram, Tik tok, whatsapp and snapchat. They should prepare a play in which they act as if they were selling the social network, they should present the functions, the advantages, how it works, what they serve us for and in addition to that they must include some characteristics of how this social network could serve to education, each group will have 25 minutes to prepare their presentation which should last at least 5 minutes. (The speech must be in English; students can have support if necessary but should not read)

10 minutes- Finally, there will be a round table in which we will share the points of view about the new look at social networks and which ones they would use to share information to study and learn and for the next class the students must share how they will represent one of the stories in a social network, for example: How they expose or narrate "Un monstruo grande que pisa fuerte" in some social network and which one, and why?

SESSION No 3.

Objective: By the end of class the students will understand the parts of a story; in addition, they will learn how to create one, and how to tell a story.

Session time; 1:30:00 minutes.

For starting the class, the students will be asked to share the homework of the previous class that was to think about how they will expose or narrate "Un monstruo grande que pisa fuerte" or one of the stories from the previous classes. Five students have to tell the rest of the class how they

will represent one of the stories in a social network. Furthermore, the teacher will show a short vídeo called "Colombia only has 4 moods" as an example of the homework. The videos show in a very short way how they can use a platform like TikTok to tell a story in a hooking way especially for young learners.

At the begin, students will learn the elements of part 1 of a story: characters, settings, and events. For this, the teacher will first explain each one of them and how to identify them, and then we will read a short story called "La leyenda del maíz", and the students will be asked to identify the characters, where the story takes place and what is the order of events. Once this activity is finished, we will go to part 2 of the elements of a story: beginning, problem and solution, for this, the teacher will give a brief explanation and then he will tell the same story again and they will be asked to identify each of the moments. At the end we will socialize the answers of the pupils.

After finishing this activity, we will be moving to the stage of creating a story, for it a list will be given with the following phrases:

- Once upon a time

- Suddenly

- A long time ago

- Finally

Students will use these words to complete the sequence of the story, then we will begin to collectively create a story with the ideas of everyone in class, for this the teacher will ask them to choose the main character of our story, these characters could be animals, humans, monsters, etc. We will do the same activity for each of the elements: Settings, events, beginning, problem and solution. In that way, students will create their own story.

As the last activity for this class, we will learn how to tell a story, for this the teacher will explain the most important aspects when telling a story such as: intonation, volume, body language, face expressions, and interaction with the place and the audience. After doing this, the teacher will make an example with the story created by students and finally the students will try it too.

SESSION No 4.

Objective: Activities in order to practice intonation, hesitation, courses to narrate depending on whether the story needs drama, suspense or other types of emotions and breathing management.

Session time; 2 hours

Stage 1:

Sound emotions 15 minute

The teacher will introduce the class by asking students to pay attention to the following sounds.

- The first sound will be reproduced completely.
- The rest of the sounds will be reproduced only for 20 seconds.

For each sound students must close their eyes to concentrate on the sound. Then, there will be volunteers who will be able to express what they felt or imagined and what situations can be developed with those sounds.

After that, all the group will read the story that they created in the last class and what sounds they could add depending on the feelings or scenes of the story.

link video emotions

suspense sound

drama sound

horror sound

calm sound

persecution sound

triumph and happiness

Short reading practice without punctuation or intonation 15 minutes**.**

The second activity of the class will be some short and long sentences without punctuation, with intonation or without intonation, which should be read by some student volunteers, and they will analyze them together with the teacher to find sense or how they would say. Students have to identify if the message of the sentence is communicated correctly.

- Bar soap for children in the shape of a hippopotamus

- Vengan a comer niños

- Y entonces la bruja malvada empezó a gritar el maleficio vengan los poderes de la lluvia, la furia del viento, oh qué poderosa soy más que los rayos, buajaja mi maleficio completado y el rey estará a mi lado

- the tired soldiers returned to the camp

- the tired, soldiers, returned to the camp

- Ah muchas gracias--- Ah!! muchas gracias!!

- Dejo mis bienes a mi sobrino Juan no a mi hermano Luis tampoco jamás se pagará la cuenta al sastre nunca de ningún modo para los jesuitas todo lo dicho es mi deseo

- i don't give up - no i give up

- Acabaré contigo monstruo pum pum pum cae el monstruo al piso con gruñidos fuertes rawr rawr rawr jamas acabaras conmigo y escupe una llamarada de fuego booomm

- Rin rin renacuajo salió esta mañana muy tieso y muy majo con pantalón corto corbata a la moda sombrero encintado y chupa de moda Muchacho no salgas le grita mamá pero él hace un gesto y orondo se va en el camino encuentra un ratón vecino y le dice amigo vamos juntos donde doña ratona que habrá francachela y habrá comelona al llegar se acomoda el cuello coge el aldabón da dos tres golpes y preguntan quién es soy yo doña ratona beso usted los pies...

Stage 2:

5 minutes story cubes: 45 minutes

To continue the class, the teacher will narrate an example of a short story. The teacher will read it in two versions: the first with pauses, breathing, intonation, body language, and special effects. On the second opportunity the teacher will read it continuously without any type of narrative characteristic, one of the two versions will be in English and the other in Spanish.

Students can choose if they want to read the Spanish version with intonation, body language, etc. or without those characteristics. The English version must have to be read with the opposite selection.

The genre of the story will be randomly throwing a cube. Students should be done in groups of three with the objective that all students participate (the cube will be rolled the number of times necessary for all groups to be assigned a type of story) after each group has its type of history, they will have 5 minutes to prepare the story that in 5 minutes they will have to present to the class when it is their turn. The other students must guess the genre of the story. The story could be made up or an existing one.

1-Once upon a time, there was a princess trapped in a castle and she was always bored for not being able to leave the tower. Her biggest dream was to see the floating lights!! and one day her told to best friend pascal: oh, no!!! oh no pascal !! I want to get out of here help me escape! Trying to lower the tower he was screaming, ouch!! ouch!! ayy noo!! because he was hurting, but when he got down from the tower, he shouted... urra!! I am happy to leave the tower!!. And he went with pascal to fulfill his dream of seeing the floating lights, and eating the world, with pascal.

2-Érase una vez una princesa atrapada en un castillo y ella siempre se aburría por no poder salir de la torre su mayor sueño era ver las luces flotantes y un día le dijo a su mejor amigo pascal oh no oh no pascal yo quiero para salir de aquí ayúdame a escapar tratando de bajar la torre gritaba auch ouch ayy noo porque le dolía pero cuando bajó de la torre gritó urra estoy feliz de salir de la torre y se fue con pascal a cumplir su sueña con ver las luces flotantes y comerse el mundo con pascal.

1-Horror story

2-Fantastic story

3-Dramatic story

4-Happy story

5-Action story

6- Improvisation

Stage 3:

Tatarareos storytelling or role-playing turns 30 minutes

After the task activity the students will have a role play in which they will change randomly when the teacher indicates it. There will be 5 stories that they will dramatize, and they will be able to choose which one they want, the students will be in groups of 4 and each member will have a role within the story. The students already know the stories beforehand so immediately it is their turn they will go out to dramatize without having prepared something before, they will have to be very creative with the sounds and the body language, the tatareros, and everything necessary for the rest of the group to guess which story they are representing as they cannot speak. only the narrator but in some occasions to clarify the scenes.

1-Red Riding Hood: Little Red Riding Hood, the wolf, the grandmother, the hunter, the storyteller.

2-The wolf and the three little pigs: little pig 1, little pig 2, little pig 3, wolf, the storyteller.

3-The weeping woman: the weeping woman, the townspeople, the storyteller.

4-Lying shepherd: little shepherd, wolf, townspeople, storyteller

5-Alligator man: alligator man, womens, townspeople, storyteller.

turns: 1-narrator, 2-main character, 3-secondary character, 4-setting or sounds.

Listen and analyze 15 minutes

The teacher to finish the class is going to play 3 videos of three narrative stories in English, to analyze the importance of intonation, pauses, breathing and times when telling a story.

Students can choose the three stories they want from the following link:

https://learnenglishkids.britishcouncil.org/es/short-stories

After that the students and teacher will do a round table in order to analyze all the aspects learn and practice in class.

<div style="text-align:center">

SESSION No 5.

</div>

Objective: Analyze the importance of spot or set, facial and body language in order to help to expose or narrate better oral stories.

Session time; 2 hours

Stage 1:

Broken phone slides 15 minutes

The teacher will introduce the class by showing 15 slides with different scenarios and objects and will ask the students to say what situations they could imagine with them or what they feel when they see them, after this, the students will see 5 last slides with which all the group is going to tell an invented story like the game of "the broken telephone" according to the images on the slides, the characters can be invented, which happen with them, but the story must have a beginning, middle and end.

Presentation of the topic and charades 35 minutes

To continue, the teacher will assign time in the class to explain with slides what is and the importance of a set or an environment when telling stories, the importance of the characters, the body language to make a story better, more exciting, catch the attention and understand much better.

After the brief explanation they will play charades and there will be 10 rounds in which they will participate by volunteers, the words that they are going to act will be given in English secretly to whoever is going to go out to act. The categories or the only clue that is for classmates must also be in English, and the students' answers must be in English, if they say it in Spanish, it will not be valid.

Each student volunteer will have 2 minutes to achieve with all the possible movements of their body, sounds, and only the clue of the category that has corresponded to them to make their classmates guess what it is since they cannot speak.

CATEGORIES OR CLUES

professions: policeman and chef

situations: robbery and going to the gym

animals: sloth bear and tiger

emotions: sadness and fear

story or movie: spiderman and Pinocchio

Stage 2:

Hollywood Casting 45 minutes

To continue the class, the teacher will ask the students to do in groups of three to carry out a type of Hollywood casting in Spanish, where in order to pass the casting they must give their best effort with their facial expressions while their classmates read a short paragraph with different situations the objective is to put all the drama, suspense, emotion possible while the third member of the group quickly passes the props or support material to the partner who is acting and the support material will be provided by the teacher. The groups will be able to choose the role of each of the members: who acts, who narrates, and who passes the props.

To exemplify what will be done, the teacher made a video guide that he will present before starting the activity.

Each group will go to the front of the class to decide among all who did better and give feedback to each other. Each of the groups will have 10 minutes to rehearse and a maximum of 2 minutes to make their presentation.

EXAMPLE HOLLYWOOD CASTING VIDEO

SCRIPT: Bienvenidos al casting de hollywood, empecemos.

Y entonces vas muy feliz sonriente por la calle viendo con ternura y saludando los niños que ves pasar, pero de pronto un niño derrama su helado sobre tus zapatos nuevos y te enojas te enfureces, aprietas fuerte tus manos para contener el enojo y quieres gritarle al niño y de repente cruza la calle la calle un amigo que no veías hace muchos años y estas muy sorprendido y abres tus ojos y tus brazos para abrazarlo y ahora deseas gritar de alegría y se abrazan y lloran de felicidad y tu amigo quiere verte más tarde otra vez pero tú tienes otro compromiso y con tu cara de confusión miras tu reloj y ahora haces cara de preocupación y le explicas que no pueden verse más tarde, y sigues caminando y sientes que alguien te persigue y llevabas tanto tiempo caminando que miras a tu alrededor y ya no sabes en dónde estás y tienes miedo y te asustas y te

comes las uñas, truenas tus dedos y pides ayuda a los demás y nadie te escucha y te tiras al piso y

haces una pataleta y te levantas, empieza a llover coges tu paraguas y te paras y corres a un

restaurante te sientas y pides tú comida favorita y ahora estas feliz de nuevo.

Stage 3:

Columns 25 minutes

To end the class, the teacher will present in slides some examples of sets of plays, videos, set

narrations, among others. Some will be very well produced and others not so well; the goal is for

students to recognize and select those that are well set and those that are not.

After this, the teacher will draw a table on the board divided into 5 columns each with a category

that is: 1-horror, 2-happiness, 3-comedy, 4-fantasy, and 5-emotions or expressions. To complete

the table, the teacher will have printed 5 images that correspond to each of the 5 categories, that

is, there will be 25 images placed in disorder on a table and the students chosen by the teacher

will go to the front quickly to paste one image on the table column that corresponds in order to

identify that the importance and characteristics of the different situations and sets that can be

presented in narratives were clear.

SESSION No 6.

Objective: Know the different types of stories about Latin Environmental Thinking, through

oral expositions.

Time session: 1:30:00

Stage 1: 30 minutes

For starting, the class teacher will play hangman with students using flashcards for activating prior knowledge. There will be 3 flashcards about the stories that were seen in the first session.

Flashcards here: https://drive.google.com/drive/u/0/folders/1QoPrZlTUrC-5nDKE1L9ud_JYLHTwZ2MW

Students have to guess the name of different characters and scenarios of the stories of the first session. Students have to participate in English, using the letters of the alphabet.

Example:

Who are the protagonists of the story "Lagrimas de Luna"?

A: C_ __ __ _N and __ ___ __ _Ú

Questions:

-Who are the protagonists of the story "Lagrimas de Luna".

-Who throws grandmother cricket out of town?

-In which place the story of "Un monstruo grande que pisa fuerte" was developed?

To continue the class, the teacher will explain the differences that there are in each story. The story of "Lagrimas de luna" is a legend, the story of "Abuela Grillo" is a myth, and the story of the "Un monstruo grande que pisa fuerte" is an oral story. Then, the teacher will explain what a myth is, a legend, and a story, and what are the differences between them.

Myth, legend, and story information here:

https://docs.google.com/document/d/1jUB2yzQB4gZ1Rs_DuZqBodlYIgLV2P1w/edit?rtpof=true

Stage 2: 30 Minutes

In this part, students have to present a myth, a legend, or a story in groups of 3 or 4. The teacher will provide to each group of students a myth, a legend, or a story from the following book.

https://biblio.flacsoandes.edu.ec/libros/digital/43567.pdf

Students have to read, analyze and create in a cardboard sheet a drawing that represents the story selected. Also, they have to make an oral presentation following a model.

Our story is called _____. The principal character is / are _____. The place of the story is _____ (Big, beautiful, fantastic, etc.). My story is a _____ (myth, legend or story). I like the story because _____.

Stage 3: 30 minutes

Each group of students has to present their posters and make an oral presentation. This oral presentation will be graded by the teacher in charge.

Homework

Students have to answer the following questions for the next class in their notebooks. Students have to answer in English and share the answers in the next class.

-What is TikTok?

-Do you have TikTok?

-Do you know how to use TikTok?

SESSION No 7.

Objective: Explore the use of different tools that TikTok has for creating videos and create the TikTok channel for uploading future videos.

Time session: 1:30:00

Stage 1: 30 minutes

At the beginning of the class, the teacher is going to review the answers of the homework. The students and the teacher create a round table, to share their ideas and answers.

Also, there will be a series of questions that the teacher will ask to students; students raise their hands to answer the questions.

-Who has a cell phone with TikTok?

-Who has created a video on TikTok before?

-Who follows people on TikTok?

After this, the teacher will proceed to show videos showing how to make TikToks and its different tools.

Video: https://drive.google.com/file/d/1TMswFUaIDAXwoZsS1W06fCnub3-KSYzF/view?usp=drivesdk

Before that, students will have to divide into the groups in which they presented the previous exhibition.

Stage 2: 30 minutes

In this part students have to recover the information of the before expositions. Students will have to create a short speech of 2 minutes as maximum, for telling the story which they were exposed before. In this activity, students will use another model to follow in view that the speech will be as a TikTok. The Teacher has to explain the model and write on the board a model without names, so each group could use it for their stori**es.**

Model using the story of "Jardín de remedios" by Reinaldo Arteaga.

Example:

The story of the "Jardín de remedios" is located in Colombia.

The story is about a big garden inside the mountains.

In this garden, you can find many flowers and nature, that help you to cure you of diseases.

You do not take nature from the garden because is a holy place.

If you take something, a spirit can scare you.

Teachers will give 20 minutes for students to prepare their speech. Students can use the poster that they did before.

Stage 3: 30 minutes

Students have to present their speeches in the time proposed.

At the end of the class, the teacher and students will create an account on TikTok as a group, taken as a name the grade of the class, for example: Class 7-A. In this, students and the teacher will upload the videos that will be created in next classes.

SESSION No 8.

Objective: Know the use of TikTok for telling stories about environmental issues and Latinamerican stories.

Time session: 1:30:00

Stage 1: 45 minutes

At the beginning of the class, we will ask the students to work in pairs for the class activities. First, the teachers will ask them why TikTok is a great platform to tell Latin American legends and environmental issues. After listening to their possible answers, the teachers will go on to give some of the reasons why TikTok is an incredible application for this kind of activities, such as:

- At present, most of the young people do not know the legends and tales and ancient stories of the Latin region.

- TikTok is a modern and technological way to make old stories known to the young people of the 21st century

- A video from an average account on TikTok has a great reach in people, which can make a video about a legend very well-known and even viral. (Show stats about this)

After that, we will continue to show some TikToks examples like the following ones:

https://drive.google.com/drive/u/1/folders/1-Dj3xBLaINpPJpsQN9iNoEKphZCalNGY

Stage 2: 45 minutes

As in the previous class we created a TikTok account for the whole group, during the class we will ask students to create a TikTok account for each couple and for this we will use the systems room available for the school, the students will be able to decide if the account will have the names of the team members or if they use a creative name, for this part we will designate 15 minutes of the second stage of the class. Once the stage of creating the TikTok account is finished, the remaining time will be designated for the students to search for more related videos on the platform, during this the teachers will be monitoring that the students are doing the activity properly and looking for the material that has been requested from them. Finally, we will share the videos found by the students in the last 10 minutes.

Homework

One of the members of the work couple must carry a cell phone with a camera, the previously downloaded TikTok application and with the account of the work couple for the next session.

SESSION No. 9

Objective: Create a video telling an environmental story in English through the use of TikTok.

Time session: 1:30:00

Stage 1: 45 minutes

At the beginning of the class, the teacher will introduce the dynamics that today's class will have and the activities that will be carried out. The working pairs formed in the previous class must choose one of the legends brought by the teachers to the class, but for this the teachers will give a brief summary of each of the legends. Once the legends have been explained, each group must select one of them, each group will have 15 minutes to read their legend and if necessary, re-read it.

Link to the document with the legends here: Leyendas Latinoamericanas (16)

When the groups have finished reading their legends, the teachers will ask the following question: How would you tell that story? (Based on previous information and examples given by teachers). Following this, the teachers will explain that each group must make a TikTok in the style of "StoryTime" where they will tell their legends in their own way and that must have visual support such as images or use of the green screen that the application provides, sounds and other effects that the application provides. students want to use it, in addition this should last between 1 and 2 minutes maximum. As an example, a TikTok made by one of the teachers will be shown telling a legend called Las lagrimas de la luna (Mapuche Legend).

TikTok video link here:

https://drive.google.com/drive/u/1/folders/1otKeREZW7h-DQKkFzkO4WiAgaDzu1_c3

SCRIPT:

Have you ever heard the legend Las lagrimas de la Luna?

A very old Mapuche legend tells that the Moon (Cuyén) and the Sun (Antú) married very much in love in the presence of God (Nguenechen). Cuyén with a soft character and tender heart cared

for the needs of women and children, and Antú cared for men. Everything was going very well, and they spent their days traveling the sky together taking care of the Mapuches. But, with the passage of time, some inconveniences and discussions arose that led to a great fight, motivating their separation. Since then, they began to travel the sky alone. Antú goes out during the day and Cuyén at night. One day, when he was heating the earth, Antú fixed his gaze on a beautiful maiden. He took her to heaven and named her the golden star (Collipal); We know her through Lucero. Several centuries later, Cuyén saw them kissing themselves very much in love, and without being able to contain her grief, she cried so much that her tears reached the Mapu (land), and thus the beautiful lakes of the south were formed.

Stage 2: 45 minutes

For this last stage of the class, the students will dedicate all the remaining time to practice, record and edit their videos. The teachers will each be accompanied to different groups to support their process and facilitate tasks that are difficult for the students. At the end of the activity, we will allocate between 5 and 10 minutes to listen to how this experience was for the students and share what were the difficulties that arose along the way.

SESSION No. 10

Objective: Students presentation of the integrative task "Cinema Forum".

Time session: 2:00:00

Stage 1: 1:20:00

This session will be carried out in a different way since it is the last session in which the students will present the integrative task, the result of everything they learned during the last sessions. The tenth session will take place in the school auditorium, in which parents will be invited to see the presentations of the students' tik toks.

Before beginning the presentations, the students and the teacher will take 20 minutes to organize the last details related to logistics and order. It should be noted that the teachers will be in the auditorium in advance to start the installation of the audio and sound in order to minimize errors during the presentations. The Tik Toks are going to be played in order, each group of students will receive a turn so that before playing the Tik Tok they go out to the front of the auditorium to make a short intervention answering some questions that were previously announced in session N°8 and N°9 and in this way ensure the adequate preparation of the answers. The questions re the following ones:

- How did you feel in the process of creating your tik tok?- What did you learn during the whole process? *These two questions will be answered in Spanish*

-What tools and strategies did you use to create your tik tok and which ones were key to making your tik tok a success? *This question will be answered in English*

The teacher will be acting as a host throughout the event, announcing the groups and reading the questions to achieve order and the proper course of the event.To answer these questions students will have a maximum of 5 minutes to answer them.

Stage 2: 20 minutes

At the end of the presentations and as a conclusion of this event and didactic sequence, Teachers will ask parents and guardians for their opinions about the event and their children's

presentations, in this way, the activity of the last session will be concluded and both guardians

and students will be able to leave the auditorium.

Conclusions and Discussions

Conclusions

For the fulfillment of the general objective is important to highlight what is the input of each

session of the DS. During the first two sessions, students become aware of the relation

between environmental thinking and thecnology. Which students used to believe that it does

not exist or were insolated concepts. After that, students successfully created these

connections using these concepts in a real context, through the creation of stories**.**

Apart from the awareness of the environment and the use of technology, the students also

improve abilities for the real life such us speaking skills. Thanks to the continuous activities

of oral expression that were covered in the different classes proposed in this DS, students

have the capacity of create and narrate stories about their beliefs and traditions from their

community.

Based on previous achievements of the lesson plans that were implemented the main

objective of this DS that is improve speaking skills through the creation of videos on TikTok

platform, was successfully reached

Discussion

From the Instructional design of a didactic sequence to elaborate an oral production through the TikTok platform about Latinamerican environment as a teaching tool to enhance the English language we can conclude that:

Anna Camps (2005) "A didactic sequence is a set of small activities or tasks that are temporarily articulated and related to a global objective or final task that will give meaning to the activities" (p.111), We are agree with Camps since the creation of lessons that were articulated between them facilities the learning process for students.

Zaitun et al (2021) said that TikTok is a media to enhancing the speaking skills of EFL Student's. In this case we were able to prove that while students were using the App, they improve their oral skills since they had to use with educational proposes. Furthermore, with the constantly English exposition through oral material in that language, students improve their listening comprehension skills and enriched their lexical knowledge.

According to Gutierrez (2021) "Each community, each person conceives herself as a part of storytelling" we be able to prove that each students has their own narratives about their communities which are fundamental for the identity construction.

Recommendations

This didactic sequence was designed to be implemented for students at a public school, it means that any teacher can implement exactly as it is. As long as the characteristics of the students, the school, and the environment are similar to this DS.

- This didactic sequence was created for students of 7 grade, between 11 and 13 years old from a public school. It is important to adapt the class material or how to address the subject according to the population in which the didactic sequence is going to be developed. Its modifications will vary depends on the age, level of English and cognitive conditions that students handle.

- The teacher can select different texts with different genders depending on population and the context in which the students are. Also, the focus of the didactic sequence can be different in order of the materials, the subthemes, tools, the strategies, audiovisual sources, among others.

- It is not mandatory to use TIK TOK, the teachers can use other platforms depending on the interest, the capacity of access to technological resources, the age of the students, and the control of technological resources of the teacher.

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