REVEALING PERSONAL IDENTITY THROUGH CONFERENCES ABOUT SHORT

STORIES IN LOW-SES PRESCHOOLERS

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Abstract

This paper reveals personal identity through conferences about short stories in low-SES (Socio Economic Status) preschoolers between four and five years old in a kindergarten from the ICBF (Instituto Colombiano de Bienestar Familiar) in Bogotá. This research project´s objective is to analyze low-Ses preschoolers´ personal identity through conferences about short stories, identify criteria that determine low-SES preschoolers´ personal identity and describe the relationship between personal identity criteria and low-SES preschoolers´ life experiences. To achieve this purpose, the researchers selected ten preschoolers between four and five years old, five girls and five boys. For the implementation there were seven sessions in total in which the researchers applied seven personal identity criteria by showing children different short stories. These stories were created by the researchers and tailored to be relevant to the children. Also, different reading comprehension strategies and activities were carried out, children then drew about their life experiences and answered multiple questions designed by the researchers which were called conferences. To collect the data, the researchers used field notes, children´s drawings and conferences. After the process, it was found that feeling like part of a family, building relationships, recognizing their bodies and abilities, absorbing their environment, using their imagination to solve problems and dreaming about their future were relevant aspects and are related to their personal identity.

Resumen

Este proyecto revela la identidad personal a través de conferencias sobre cuentos cortos en niños de 4 a 5 años de edad en un jardín prescolar del ICBF (Instituto Colombiano de Bienestar Familiar de Bogotá). El objetivo de investigación del proyecto es analizar la identidad personal de los niños en edad preescolar mediante conferencias sobre cuentos cortos, identificar los criterios que determinan la identidad personal de los preescolares de estrato socio-economico bajo y describir la relación entre los criterios de identidad personal y las experiencias de vida de los mismos. Para lograr este propósito, se seleccionaron a diez niños en edad preescolar entre cuatro y cinco años de edad, cinco niñas y cinco niños. Para la implementación hubo siete sesiones en total en las que se aplicaron siete criterios de identidad personal mostrando a los niños diferentes cuentos cortos. Estas historias fueron creadas y adaptadas para que fueran relevantes para los niños. Además, se llevaron a cabo diferentes estrategias y actividades de comprensión de lectura, luego los niños dibujaron sobre sus experiencias de vida y contestaron múltiples preguntas que fueron llamadas conferencias. Para recolectar los datos, se utilizaron notas de campo, dibujos de los niños y conferencias. Después del proceso, se encontró que sentirse parte de una familia, construir relaciones, reconocer sus cuerpos y habilidades, absorber su entorno, usar su imaginación para resolver problemas y soñar con su futuro eran aspectos relevantes y estaban relacionados con su identidad personal.

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Introduction

During the observations to Low-SES (Socio Economic Status) preschoolers between four and five years old in "Mi Primera Infancia" kindergarten from ICBF (Instituto Colombiano de Bienestar Familiar) in Santa Fe neighborhood, it was concluded that this research project was built on revealing personal identity through conferences about short stories. This is important, because first of all they needed to be conscious of their reality, context and environment. Secondly, because they need to recognize their own personal identity not only to know themselves, but also to acquire the ability to think independently, make good decisions by themselves and have better opportunities in life, differently to those ones which their environment provides them.

In addition, this proposal emerged from the importance that revealing personal identity through conferences about short stories has in Low-SES preschoolers, because first of all, if they recognize who they are, then they will be able not only to be conscious about the environment where they live, but also to have the opportunity to change their situations or find the best way to face them.

All the above was developed according to preschoolers´ family conditions, and the area where they lived, in which drug addiction, sexual business and delinquency are found, so the lack of opportunities to study, the environment and all what children see every day was a big influence and a model for them to reveal their personal identity.

Also, they did not have access to different resources to learn a foreign language, such as internet, books or fairy tales, they did not have any contact with the language inside or outside the kindergarten, because there were not English teachers.

In this way, this project pretended to reveal low-SES preschoolers' personal

identity through reading them short stories, in which kids were able to associate their real and daily situations with such stories and activities, at the same time that they learned a foreign language.

To start, in the first chapter, it will be presented the justification of the project, the explanation of the statement problem, the description of the context, and the research question, which established that the main purpose is to reveal children´s oersonal identity through conferences about short stories. The objectives were built through the question and those are expected to attain at the end of the research project.

In the second chapter, it will be presented the literature review, which provides useful information about strategies, situations, aspects, variations, feelings, thoughts, and different points of view that children face while revealing personal identity in different contexts. Also, it will be presented the theoretical framework in which the most important constructs that support our proposal are developed. The first construct is short stories, the second is construction of identity which will have one sub construct named personal identity. These constructs and sub construct allowed to describe the way in which Low-SES preschoolers reveal personal identity and how the environment where they live and the people who they interact with influence their personal identity process.

In chapter three it is shown the research design that contains the specific procedures involved in our research process. Also, it allows us to collect all the information this project needs for the writing report. Additionally, in this chapter the reader will find the setting that will clarify the environment where preschoolers belong to, the participants, the instruments used, and the ethics which led it.

Chapter four contains the development of the pedagogical implementation plan

based on the theoretical framework, which will explain how the use of conferences about short stories revealed personal identity in preschoolers.

Chapter five shows results of the analysis of the data collected along the process where the seven sessions were implemented.

Finally, chapter six provides the conclusions of the pedagogical implementation, limitations, and further research while developing the seven sessions at the kindergarten from the ICBF.

Chapter 1

Justification

These children have difficult family circumstances, and the context of where they live it is complex because it is where most of the prostitution, sexual business, delinquency and drug addiction in Bogota is concentrated. Due to these factors, that area is called "Zona de tolerancia" or "Zona roja". According to the Director of the kindergarten, this widespread delinquency and drug addiction negatively impacts the development of preschoolers´ personal identity. As she said in the first interview "Some kids ask: what do those girls in short clothes do? And one of the girls said: I would like to dress like that when I grow up. Or they wondered I'm going to be like that guy who is on the floor "asleep". Who was really stoned".

Encouraging preschoolers to reveal their own personal identity through conferences about short stories is essential because it is important that they are aware of their reality. As mentioned by Weisberg (2013) who stated that "children first begin to separate pretend sequences and fictional stories from real-life events when they are are around five".Children at the age of five are more likely to start analyzing real life events and developing critical thought about different situations and thus to make good decisions. This is why it is important to do conferences about short story at this early age because this will help them to start creating a new possible reality from their point of view and provide them the opportunity to think of or have a different perspective about their lives.

Taking into account the above, there is a need to reveal personal identity through

implementing the short stories and provide them the opportunity to acquire critical thought in different contexts, by exposing them to different issues and situations. Also they will have the benefit not only to practice, communicate, and express their ideas, feelings or thoughts, but also to start knowing themselves and revealing their own personal identity in order to build new or different perspectives, and the significances to do something wrong or good depending on the context or situation.

All the above, will be rewarding despite their conditions and the environment where they live, and by using short stories and activities, they will then be able to acquire the abilities to think critically, a skill that will be useful for them to have a better and wider critical stance about different issues.

Therefore, this research aims to recognize the context, circumstances, and experiences low-SES preschoolers face in their real lives, and how they can be aware of their personal identity through conferences about short stories.

Research Problem

It was found that the participants of this project are beneficiaries from the ICBF, because they are children who do not have good life conditions, taking into account that they live in an inadequate context in which most of the prostitution, sexual business, delinquency and drug addiction are concentrated. Also, most of them are children of sex workers, drug addicts and displaced people. Thus, these are facts that make them part of a Low-SES background.

In addition, it is essential to notice the importance that the role of identity plays in this field, because many of these children are not aware of their environment or the challenging circumstances surrounding their families with regards to low socioeconomic status. All of the above adversely affects the preschoolers' personal identity because this age is crucial for its formation. As mentioned by Bickhard (1992) "the environment influences individuals, both microgenetically and developmentally, via the information that is generated in that environment and transmitted into the minds of those individuals". Taking into account the above, the environment where they live in turn influences their sense of who they are as people. This is a key focus of our project as the construction of personal identity can have major impacts on the decisions and choices these children will make as they grow older.

This issue became a key focus of the project after discussions with the Director of the school, who said that some students are unaware to their troublesome circumstances, while others are aware but afraid to talk about it. This project considers discussion of these difficult realities as a part of the development of self-identity crucially important,

because it provides children with a safe space to explore these issues and encourage

critical thinking. The idea is not to ignore the difficulties of the situation, but to provide a

means of critical thought to think of constructive ways to deal with their realities.

Research Question

What do short stories´ conferences reveal about Low-Ses preschoolers´s personal identity?

General Objective

To analyze low-Ses preschoolers´ personal identity through conferences about short stories.

Research Objectives

- To identify criteria that determine low-SES preschoolers´ personal identity.

- To describe the relationship between personal identity criteria and low-SES

  preschoolers´ life experiences.

Chapter 2

Literature Review

In order to contextualize this research, it is necessary to interpret and analyze previous studies related to this project. Those six studies were very useful and gave an overview to develop the activities that allowed this project to reveal and describe preschoolers´ personal identity.

To start, this first study called "The Self- Who Am I? Children´s Identity and Development Through Early Chilhood Education", provided by Raburu (2015) which is related to foster children´s self-identity development by making them draw and ask them questions such as: "Who am I?, Whay will I be when I grow up?". This study involved three pre-school clasess where participants from four to six years old in Kenyan.

This study aimed to analyze and foster children´s self-steam development and the way they build the basis for future relationships with others by asking them who they were in the present and who they wanted to be in the future.

To reach the study´s purpose, the researchers selected and observed three preschool groups of participant from four to six years old, then they interviewed children by asking then who they wanted to be in the future and then to draw it or write about it depending on children´s age. To gather the information, the researchers transcripted the interviews and analyze children's drawings and writings.

In this sense, the researchers found that identity differed from one child to another, they also found that children´s self could be modified and that children´s identities are based on their local environment, the people who they interact with, values, and each child´s unic development.

Regarding this, the study above is relevant for this project, because one of the main purposes was to discover what children wanted to be in the future and how it was related to their identity development, aspect that could be taken into account for this research proyect. Also, the reseaerchers used children´s drawings as an instrument to collect the data similarly to what this project tends to use.

A second study, Cázarez (2004) provided a research project called "La Identidad Personal y Los Niños Preescolares" This study focused on carrying out activities which help preschoolers develop their own identity. Basic capacities from personal and social formation and development fields which pertain to the PEP (Programa de Educación preescolar 2004) were studied to develop the activities.

Therefore, the general objective was to present a program with different activities to work on personal identity, made by an evaluation test and different activities to carry out into the kindergarten for teachers' community. The other objectives were to help preschoolers with their personal identity process, develop their own personality, make them recognize that every human being is different, and learn that all people have the same rights.

To achieve the purposes above, twenty-four children from kindergarten between three and four years old were evaluated. Then, the questionnaires for teachers and children´s parents were designed and applied and forty-five activities related to personal development, social, physical, and health field were designed, evaluated, and applied to the preschoolers.

Having seen the above, this study found, firstly that preschoolers had a remarkable progress in every competence; secondly, the application of all the activities

was successful, because preschoolers demonstrated an achievement in developing their own personal identity. Finally, what they learned is going to be with them for the rest of their lives, because as they learned something which is relevant for their lives, then they will not forget it.

In addition, what we culd take from the study above is the udea of creating meaningful activities for children, because the activities developed in the study were successful and provided to be effective to achieve the purpose of making preschoolers make progress in their own identity. Also, it is important to take into account that even when they were children, the construction of personal identity could be fruitfully adapted and achieved.

There is a third study given by Olguín & Soto (2015), who provide a study called "Organización de Identidad Personal en Niños y Niñas entre 6 y 11 años: Dimensiones de la Identidad". For this study, the researchers based on different identity dimensions and focused on the evolutionary constructivist approach.

The study´s purpose was to describe and characterize the organization of personal identity in twelve children boys and girls from six to eleven years old according to the identity dimensions proposed by Sepúlveda (2013) and analize their autobiography narratives focusing on the evolutionary constructivist approach.

To achieve this purpose, the researchers chose twelve children between six and eleven years old from a school in Chile and evaluated their personal identity development through their autobiography narratives which were analized according to the different identity dimensions and taking into account the evolutionary constructivist approach.

Moreover, to gather the information, the researchers interviewed all the participants, then they transcribed those interviews and finally collected and analized children´s autobiography narratives according to the identity dimensions and the evolutionary constructivist approach.

After the process above, the reasearchers found that children´s self is recognized through the identification with their own personal intrests. They also found that the strongest and main characteristics in children´s personal identity development are the ones that have been kept through time and the ones that are constantly reinforced for the future. Finally, according to the interpersonal relationships, the stronguest characteristics are their friendships and the interaction with family members or people who are close to them.

Additionally, the study above is relevant for this research proyect, because it is related to personal identity´s characteristics and dimensions that children use as basis for their developemt and process while they grow up. This are important aspects that could be taken for this research proyect. Also, although one of the instrument to collect the data was children´s narratives and for this research study are children´s drawings, both have a strong connection which is that through narratives and drawings children can frrely express their ideas, feelings and thoughts.

The fourth study is presented by Jelic (2014) and is named "Developing a sense of identity in preschoolers". This study is related to the development of children´s identity, the stronguest factor taken by children for their development and the methodologies, activities or strategies used by their teachers to encourage children to build their identity.

This study´s aim was to describe different factors that have influence in the development of children´s identity. Also, to analyze the ways in which preschoolers are encouraged to develop their identity, and the activities. Methodologies or strategies their teachers use to foster their identity development.

To achieve the goal, the researcher started with a questionarie that had opened and closed questions for fifty preschool teachers from different kindergartens at the municipality of Niksic. Some of the questions were related to types of preschoolers´ identity and the possible environment that stimulates children´s process. Also, the researcher chose twenty-five children between four and five years and interviewed them by asking them about what they thought identity was, their family, friends and what they wanted to be in the future. After the information, the researcher transcribed the interviews and categorized the answers in the questionaires.

Taking the above, one of the findings was that the estronguest factors that had influence in children´s identity development were their families, the social groups where they belong to, their traditions, culture and social conditions. Another finding was that teachers from the school where the study was carried out implemented different activities to help children with the development of their own identity by teaching them what identity was, motivating them to think about their own future, using portfolios for each child, and monitoring children´s needs.

In addition, this study is found relevant, because first of all the researcher worked with preschoolers and proved that there are some specific factors that children experiment in their personal identity developmet. Some of such factors are important and could be taken for this research proyect. Also, some of the strategies, methodologies and

activities used to foster such development were similar and made young children acquire a sence of self from an early age.

There is a fifth study, by Kats (2001) that is called "The construction of racial identity in children of mixed parentage". The study is focused on seeking commonalities and beginning to develop a theory of early identity development in children of mixed parentage. But it also explored the influence of diversity, culture, gender and status on personal identity development.

The purpose of the study was to study mothers and children, and to see how race and all of the other factors mentioned above affect their relationship and specifically the child's identity development. Kats stated that "children's identity development was seen as similarly diverse, discontinuous and dependent on many subtle influences, not just the mother's behavior". She also said that a father's role is important to develop children's identity, meaning that interaction between both the parents were integral to the process.

This study was relevant for our project because it showed that identity formation begins between the ages of three and four, which is very early in a child's life. While the study emphasised the importance of parental behaviour, it also showed how children play an active role in constructing their sense of identity and how complex and subtle the process is. In the case of this project, it suggests that using short stories to reveal personal identity in preschoolers is a valid exercise due to identity formation being such a complex process that is influenced by many subtle factors apart from the behaviour of parents.

The sixth and final study is a journal by Brooker & Woodhead (2008) that is called "developing positive identities" the main view point refers to multidimensional

identity which means "a child's name and nationality are established at birth as their formal legal identity, while their personal identity develops through their life course". But the development of personal identity depends on how far and in what ways children's context "families, preschools or wider society" respect diversity.

Moreover, the main objective of the journal was that children should be respected and accepted as people in their own right, as the authors mentioned "Young children should be recognized as active members of families, communities and societies, with their own concerns, interests and points of view". Also the authors discuss that if the environment, community or society where they live is characterized by inequalities or conflicts, they can experience discrimination and their identity, the sense of who they are, is in turn put at risk. The authors also state that developing personal identity is an active process influenced by the child's activities and relationships in daily settings, for example: at home, in society and kindergarten. It means that identity is constructed, co-constructed and reconstructed by the child through his or her interactions with close relatives, teachers, peers and others, according to the authors.

This journal was very significant for our project because through the authors we realized that children at early ages (three to six years old) are starting to develop their personal identity and that their relatives, teachers and friends are very important factors, along with their environment and treatment as people. This fits with many critical aspects of our study. It was very important to see the influence of diversity and discrimination on the formation of children's personal identity, as this correlates with the children in our study who are more likely to experience discrimination because of their low SES status.

Theoretical Framework

In this project the main constructs are defined in order to reveal children´s personal identity through conferences about reading short stories. This study was carried out based on a first construct, named Short Stories and a second called construction of identity, which has a sub-construct named personal identity. The constructs are presented sequentially and their definitions will provide a wider idea about the theoretical base of this study.

Short Stories.

Short stories were used in our project as a medium, because they are able to combine short texts, images and can be followed at the pace that the teacher sets, either slow or fast. They give them an advantage over other mediums such as pictures or writing as the students are engaged and kept interested in the story by the images and the music while simultaneously being exposed to the writing and narration, which aid their comprehension. Later the definition of short stories will be displayed, and supported by some authors who express why short stories can be used in children and how to make them.

According to Hansen (2015) short stories are a "brief fictional prose narrative that is shorter than a novel and that usually deals with only a few characters". (p. 1)

Taking into account the above, short stories are a little narrative prose as well as the ones that we created in our research project, with the only difference that in the study above, such narratives were based on few fictional characters and the ones that we created were based real events.

Additionally, Erkaya & Rocha (2005) support that "short stories can be used to

improve students' vocabulary and reading" (p. 3) short stories certainly improve children's vocabulary because at the beginning of the sessions we practiced with them the vocabulary as an introduction of the short story and they repeated it many times, as a result they always felt engaged with the short story wanting to learn more vocabulary.

Moreover, Erkaya & Rocha (2005) discuss some other benefits of short stories. According to them, these include "motivational, literary, cultural and higher-order thinking benefits" (p. 2) these motivational benefits in particular are crucial for children to feel engaged with the short story. For example, in our project they felt motivated with the short stories because they were made colorful, with different characters, animals, people and they were made creatively and adapted for their real situations. These motivational measures helped us to more effectively engage them in the story and thus provided us more material to work with afterwards in the form of reactions and responses that we can analyze.

Furthermore, Squire (1964) revealed in his study some reactions and responses from students about four short stories, most importantly self-involvement and personal associations. These reactions in particular showed an expression of the students' personal identities in the different ways the students involved themselves in the story and also the way they associated events and people from the stories to those from their own lives. Such reactions and responses that involve personal realities into a fictional short story could be part of our students' reactions after reading. The idea is that after reading it, they will start to have similar reactions and responses to involve themselves in the story and make connections between their own lives and the events of the story.

Finally, Bunting (n.d) mentioned seven steps about how to write a short story (1.

Write the basic stories. 2. Figure out who the protagonist is. 3. Write the perfect first line. 4. Create your scene list. 5. Research. 6. Write/ edit/ write/ edit. 7. Publish). Taking into account these steps, we used all of them in order to have a sequence to create and write the short stories.

How to write a short story in seven steps

1. Write the basic stories.
2. Figure out who the protagonist is
3. Write the perfect first line
4. Create your scene list
5. Research.
6. Write/ edit/ write/ edit.
7. Publish
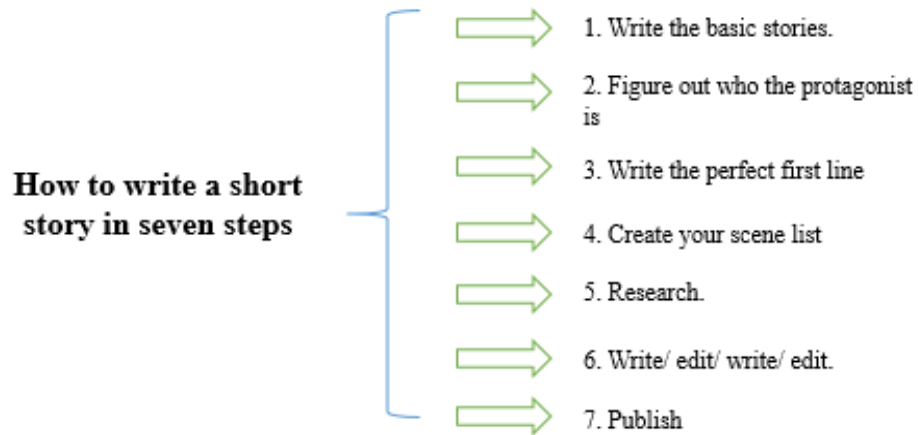
Graph #1

Those steps were really useful, because using that sequence was easy to organize the stages while writing the short stories, also it helped us to provide a structure and to notice which parts needed more work.

With the above, the second construct named construction of identity will be presented, taking into account that this construct is going to help the research study to answer part of the research question and reveal about children´s personal identity.

Construction of Identity.

As a first view, according to Programa de la Educación Preescolar (2004) children start developing their own personal identity by acquiring the ability to build interpersonal relationships and understand emotions. As children grow up, they begin to

relate to different people and start building different interpersonal relationships which will influence the development of their own personal identity.

In addition, this program states that children´s emotions, conduct and learning are influenced by family, school and social contexts. With this, it is important to take into account that even when emotions, conducts and learning are individual processes, such areas and contexts influence children personal identity development.

Also, Programa de la Educación Preescolar (2004) argues that self-concept and self-stem are part of children's identity construction. According to this, it is important to take into account that to build personal identity, children need to start developing their self-concept and self-esteem.

Frabetti (2009) provides a second view, in which he expresses that children absorb all the information provided by their environment. In here it can be seen the importance of children's surroundings, taking into account that such setting is the place where they live, what they see every day and where they collect more information from.

In addition, the author says that during the process in which children start knowing how things work, society rules and what people expect from them, they start acquiring different habits, abilities and conducts that make them different from the others. With this, it can be noticed the influence of environment, family, friends and all what surrounds children when they start building their personal identity.

There is a third view given by Daros (2009) who affirms "self-identity is knowledge that is born and strengthened through continuous experiences" (p. 6). Based on this, not only family, society or personal relationships are part of self-identity construction, but also the continuous experiences children have in their lives and the way

in which they interact with people.

Finally, it is important to take into account that personal identity is built by the join of different areas such as interpersonal relationships, family, society, self-esteem and all the experiences children have in different situations and contexts.

There is another view provided by Wenger (1997) who proposes different aspects from identity, in which he argues that we develop our identity by negotiating experiences of membership in social communities. The aspects he mentions are: identity as negotiated experience, identity as community membership, identity as learning trajectory and identity as a relation between the local and the global.

Having seen the above, it is necessary to study in depth the first sub-construct named Personal Identity, which belongs to the second construct already mentioned. The definitions below helped us to focus our research project on specific aspects and find the answer for the research question.

Personal Identity.

There is a first view given by Gómez (2012) who says that personal identity involves feelings, thoughts and attitudes which belong to every person. That is why all people are different, having everyone his/her own essence, opinion, perspective and style about how to solve a specific problem or how to give his/her own point of view about any situation.

There is another view in which personal identity is built on one's opinions, likes, dislikes and how one would react in any given situation. Taking in morals and values one builds to form a concept of "self". It also involves one´s physical characteristics, qualities, limitations, and the recognition of their image which contains not only what

they think or the concept they have about themselves, but also the acceptance of their own body and the capacities or abilities they have when they perform a specific task. (Guía para la Educación Preescolar, 2013.)

Taken the above, it can be considered that while in the first view, personal identity is understood as the set of thoughts, attitudes and feelings which make the person a unique human being, the second view emphasizes on developing qualities, limitations, physical characteristics, the recognition of the own image and the ability every person has to carry out a specific task.

Based on authors such as Daros, Gómez, Programa de Educación Preescolar, Frabetti, McVey & others and Taylor, we found seven criteria which are linked to personal identity. This criteria will lead this study to achieve this project's purpose. In this sense, the purpose of every criterion will be described.

This first personal identity criterion is called "The idea of the self in child's identity" which was proposed by Daros (2009) who emphasizes the importance for children to identify and recognize their own names and not to let others use nicknames. So, in here, the idea is to know if children´s family, friends and people who they know call them by their own names or if they use nicknames. Also, to know how they feel when they are called like that and what they answer when people call them by using that nickname. All of this with the purpose of making children learn that their names have value. It identifies them and teaches them that even when the others call them by using nicknames, they should not get offended, because they know inside who they are regardless of what people say.

The second criterion is called "What they say and think about me", was proposed

by Gomez (2012), who states that when children develop their identity, they base on the interactions with people who look after them. This criterion was taken with the idea of letting the researchers know not only about the concept children have of their own families, but also to know deeply about their family life and interactions by asking them questions related to their own families. This is done, with the purpose of making them understand that every nuclear family is composed differently and even when some of them are not living with their mother, father or another relative, it does not mean that they do not have a real family, but as all people are different, then their nuclear family is different too.

Programa de Educación Preescolar (2004) proposes the third criterion called "Personal and social development" which is focused on friends´ treatment. According to this program, emotions, behavior and learning are all individual processes, but they also come with some influence from home and their schoolyard interactions as well as social context. In these different contexts children learn different ways to interact with others, develop different notions about the meaning of being part of a group and learn new ways to participate and share with others. This all comes from individual and shared experiences in the three different contexts: home, school, and friendship. Furthermore, all these factors are very important for children. With this, as well as the context of this project in mind, the main idea is to try to understand how the relations between the participants and their friends are, and how important for them is the way in which they are treated by their friends. The overall aim of this research project is to make children conscious of the importance of respecting others by showing and reading them stories related to this topic.

Children absorb all the information they take from their environment (Frabetti, 2009). With this, we can notice how children are exposed and influenced by all what surrounds them and how this becomes essential part for the development of their personal identity. From the above, we took the fourth criterion called "I Construct my identity by absorbing my surroundings". It is focused on knowing how much the place where they live, the context and their family conditions influence and are part of their own identity. Taking into account that people start building their own identity by interacting with all what surround them.

The fifth criterion, which is "Neckties and high heels" was taken from Frabetty (2009) who affirms that through the process of building personal identity, children learn how the world works, its rules, and the way they have to behave into the society, they start acquiring a set of habits, abilities and conducts that make them part of it and at the same time, they learn how to recognize their own image both physical and moral, taken from the others when they interact with them. Thus, the purpose of this research study is that researchers discover what children think about themselves and the different reasons why they do it. Thus, making children develop a positive perception of their self-image, regardless of what the others think of themselves.

The sixth criterion, called "body image" was taken from McVey, Murphy & Harison (2011) who suggest, if childfren do not feel confident with their physical appearance, then they will not be satidfied with themselves. With this, we can notice that appearance is an important factor that influences the development of children's personal identity in a positive or negative way depending on what they think of themselves. That is why this sixth criterion´s aim is to know what parts of the body children do not like

and why. This is to make them understand that every person's body is different, and also make them feel proud of and happy with their own body, recognizing that as people are different then we acquire different abilities for different tasks and activities.

Finally, the seventh criterion called "media´s externalization", was selected from Taylor (2012) who states. "The self-identity includes not only present perceptions, but also future and idealized self-conceptions that act as the aspirations and goals toward which children strive" (p.1). Taking the above, this last criterion is related to children's goals, and what they want to be in the future. The objective is to make children understand that even when they were born in a place with a low-SES, they can make their dreams and goals real having thus a better future.

As a conclusion, it can be noticed the important role that developing personal identity plays in children, because by one side, the value for kids to develop their own feelings, thoughts, attitudes, and by the other side, to know themselves by discovering and accepting their physical characteristics, qualities, limitations, and abilities.

Chapter 3

Research Design

In this chapter, the intention is to describe the methodological procedures followed in order to implement conferences about short stories to reveal prechoolers's personal identity. Then it will be set the research paradigm and explain the research approach. After this, it will be presented the setting, the participants and the data collection instruments.

Research Paradigm

This study was a qualitative research because one of the main purposes is to understand the feelings, values, perceptions and perspectives that influence the behavior of the selected participants, taking into account that the aim is to observe what comes about while implementing short stories to evidence children's personal identity.

In words of Merriam (2009) "Qualitative researchers are interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world" (p. 13). When implementing the qualitative approach, it was important to observe the participants´ behaviors and their social context, which was essential while conducting a research study, to help them to get involved in it and all the activities planned.

This study's paradigm approach focuses on a qualitative approach in terms of the descriptions and clarifications given from the data collected. These descriptions and clarifications are based on the participant's opinions and points of view, which let this project to do some interpretations and descriptions. This allowed us to have a clear overview when analyzing the data collected.

Research Approach

The research approach that aids the purpose of this study is action research. The following image is based on Mcallister (n.d) it represents the process carried out in this research project:
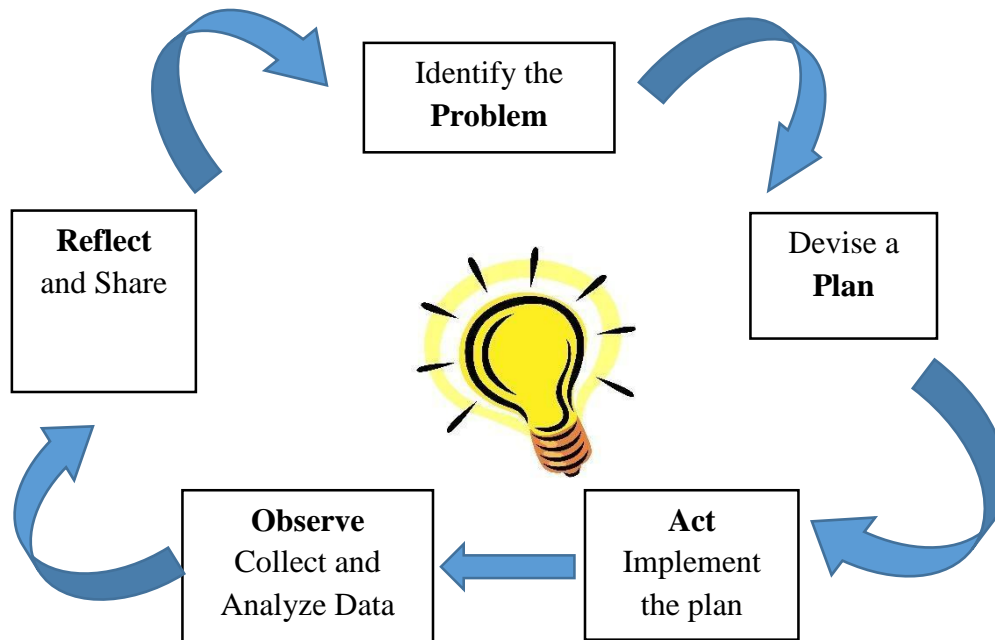
Graph #2. Mcallister. (n.d)

According to O'Brien (1998) "Action research is "learning by doing" here, a group of people identify a problem, do something to solve it, see how successful their efforts were, and if not satisfied, try again". (p. 1) Giving this, by the use of the data collection, the researchers put into practice and improve it taking into account the population in which this project focused.

Besides the researchers are able to see the problems they face in the learning process and the way to find an alternative that can help in the development of this population, also as a result it will help researchers to recover their educational level.

On the other hand, according to Coats as quoted in Zeni (1998) "Action research

involves practitioners in studying their own professional practice and framing their own questions" (p. 8). Having this, action research is also beneficial in areas of teaching practice that need to be explored or settings, in which continued improvement is the focus. Also it serves for improving the daily role as teachers and researchers, and the relations between the teaching and learning practice are directly connected with action research.

On the contrary, according to Koshy (2005) "Action research is a powerful and useful model for practitioner research" (p. 25). Also, The auther mentions some advantages in action research such as: research can be set within a specific context or situation, researchers can be participants – they don't have to be distant and detached from the situation, action research involves continuous evaluation and modifications can be made as the project progresses. There are opportunities for theory to emerge from the research rather than always follow a previously formulated theory; the study can lead to open-ended outcomes, through action research, the researcher can bring a story to life.

Setting

Santa Fe neighborhood is called "zona de tolerancia" or "zona roja" because it is there where most of the prostitution and sexual business, delinquency and drug addiction are found. With this, it can be noticed that those realities prevent the development of a good education and the adequate tools to acquire it.

Kindergarten Jardín Infantil Mi Primera Infancia, Jardín Infantil Mi Primera Infancia has around eighty students between ten months and six years old. The Kindergarten has one Director who is also a teacher and there are a few volunteers who offer help with different activities that can be taught to children and who also assist by

cooking meals for them. These kids who are between four and five years old and live in Santa Fe neighborhood are beneficiaries from the ICBF and most of them are children of sex workers. The kindergarten is located in this neighborhood and it has as a mission to educate kids with the aim of making them be good human beings in the future according to what the director said. Taking into account the above, it can be understood that in this kindergarten they provide kids knowledge and a good education by teaching them the value of the good things such as love, respect, kindness, hope, and so on.

Humanity is very important in Jardín Infantil Mi Primera Infancia, because as it was mentioned before, those kids live in a hard environment, so one of the main aims is to teach them values and provide them resources for them to have a good future and performance in life.

Participants

The participants for this research project are preschoolers between four and five years old. There were ten students; five girls and five boys. Most of them live close to the kindergarten and also live in unconventional family arrangements, where they live with one or two family members, such as with one parent, uncles or grandparents.

In addition, these students belong to social stratum 1 and come from a very difficult environment. They also have experiences that affect them physically and emotionally. Due to the difficulties mentioned by our participants, but also to the lack of quality of academic training and resources, because the kindergarten does not have enough economic support to invest in educational resources.

Data Collection Instruments

In this part of the chapter, the different instruments used for collecting data will be explained. There were used the following:

Field Notes.

Based on Johnson (2012) "Field notes are the written observations of what you see taking place in your classroom" (p. 3). In this part, using field notes came from the viewpoint as the vehicle for success data collection to gather specific information. Also, it was written about the aspects of the lessons in order to go further in the process of analyzing. Also, the author argues that "field notes can be either of three types: thick descriptions during, quick notes during, and notes and reflections after" (Johnson, 2012, p.3-4). The first type is Thick Descriptions During, which involves taking notes while teaching is taking place. It means that teachers can observe another teacher´s teaching, or observe his/her own while somebody else is teaching. The second is Quick Notes During, which means making quick notes to hold your ideas as teacher. The last type is Notes and Reflections After, in which some teachers record their observations after the lesson at the end of the day.

The kinds of field notes that were used in this project are thick descriptions during and quick notes during. They were implemented to observe and register the situations kids face while reading them the short stories. However, quick notes during were used to remember the most important or relevant things, taking into account that in many cases, some commentaries or notes that come to the mind want to be taken, so the best way to do it is by using this kind of field note. Taken this, it is important to know well every participant in this research study to make the commentaries clear and easy for

each of them or for the study. In this sense, during the implementation we wrote seven field notes, see appendix N. 1. The field note format which we based on Gamboa (2013).

Students' Artifacts.

Student's artifacts are all participant´s drawings used for task based activities and collected in every session during the implementation applied by the researchers.

According to McGreal, Broderick & Jones (1984) "Artifacts are simple objects, usually tools or ornaments showing human workmanship or modification, as distinguished from natural objects" (p. 20). Having this, artifacts are useful to facilitate students learning through acting as supplements to textbooks, learning kits, audiovisual aids, worksheets, quizzes and different assessment.

It provides a full meaning of the learning process to the participants chosen for this project. While they developed some of the task based activities at their age, kindergarteners are not able to write or read yet. Thus, considering their age, their way of learning and some other important aspects the activities that the researchers designed were specific for them, such us: coloring the image, joining the dots and color, finding the character in the picture, circle the object in the drawing, matching the images and words and finding the right way.

Artifact collection was chosen as an instrument in regarding to the explanation above. For this research project seven drawings per participant were collected taking thus forty-seven in total. Keeping this data collection was crucial in order to analyze the learning process in every participant and answer the research question. Also, It is important to mention that the information we got from the artifacts are different perspectives, opinions, feelings, thoughts, and points of view that children had about the

different stories and situations discussed or shared reflected in draws, paintings, and the different activities they are asked to do during the research project. Taking into account that a child's draw is not as simple as it is thought, because inside a draw behavior, perspectives, and ways of thinking about different social and important issues in which children reflect their own life experiences can be analyzed.

Conferences.

According to Matthes (2015), conferences are spaces in which questions can be asked and ideas, opinions, or problems can be discussed. Taken this, for this project conferences were spaces in which teachers asked students questions related to their drawings and every short story in order to gather information to answer the research question.

Conferences were made at the end of every session. Thus, they are seven per criterion. Furthermore, the questions asked by the teachers and children´s answers are going to be recorded and can change or modify depending on children´s answers. (See appendix number five).

Ethics

In here it is important to mention that all participant's names were changed and their identities were saved confidentially. Also, we clarify that all the information used in this project was leaded for research purposes. Similarly, to accomplish this research project, we got the school and children´s parents' permission, see appendix N. 2.

Additionally, in the consent form, we asked children's parents, the teacher in charged and the principal of the kindergarten permission to participate in our research project. It was also clarified that what children would do during the implementation was

to participate in an interview and draw. We also let parents and teachers know that children´s participation was totally voluntary and if they wanted to back out they were completely free to do it.

Finally, we clarified that children´s identities were going to be saved, their names would be saved and all the information would be confidential and used for research purposes only. At the end of the format, we wrote down our cellphones so they could contact us in case they had any questions about the research project.

Chapter 4

Pedagogical Intervention

During the implementation, we used two reading comprehension strategies, which are imagery and visual literacy. Their purpose was to make children understand different texts or stories and reveal children´s construction of personal identity while reading them the short stories. Also, we decided to implement seven sessions called I am what my name means, Family figures, Close life connections, as a sponge I absorb my surroundings, reflective mirror, moving identity, and imaginary future.

Reading Comprehension through Images

Reading comprehension strategies and drawing as a prewriting strategy were used in this project, first of all, because through reading comprehension strategies children will understand the short stories, and through prewriting strategy to connect them with their own experiences and acquire the ability to give their own opinions about the situations presented in each story.

To start, the first reading strategy imagery was used during the implementation with the purpose of making children acquire the ability not only to understand a story by using images instead of words, but also to go beyond the story.

To initiate, with the first strategy called imagery, we will mention that according to Rasinski (1985) "imagery is this ability to represent in visual images episodes from written language, is a powerful tool that many readers intuitively use to aid their reading comprehension" (p. 280). In here, the author presents imagery as a strategy to develop reading comprehension in children by showing through images the content of written texts instead of making children read whole texts. Also, it is important to notice that in

here, the author uses visual interpretation for children to comprehend the texts. So, it can be said that visual interpretation helps children to develop reading comprehension in the early stages by using images to tell stories.

The second strategy visual literacy, is given by Carry (n.d) who states: "Visual literacy is the ability to decode interpret create question challenge and evaluate texts that communicate with visual images as well as, or rather than, words." (p. 2). In here, images and visual material are implemented to develop the ability not only to understand, but also to interpret, analyze, and improve reading comprehension in different kinds of texts.

Considering the above and taking into account that in this case reading comprehension was led differently, based on our population needs and the fact that these kids did not have the ability to read and write yet because of their short age; it was found that they can develop reading comprehension by showing them different images depending on every context or situation and letting then think and discuss about them. To achieve this purpose, reading comprehension was developed by using the two strategies already mentioned by providing children different visual images and material designed by the researchers, like short stories, which were designed according to their real life and environment, with the purpose of making children comprehend the story and acquire the ability to develop critical thinking and analyze how they build their own personal identity by familiarizing and connecting their own experiences with these real stories.

TBA (Task Based Approach)

Task based approach was used during the implementation primarily because this approach allowed the students to see the vocabulary and keywords, read the stories, be

asked comprehension questions and express themselves through drawing.

The sessions were developed using the model proposed by Richards & Rodgers (2001), who say that "a task is an activity or goal that is carried out using language, such as finding a solution to a puzzle, reading a map and giving directions, making a telephone call, writing a letter, or reading a set of instructions and assembling a toy" (p. 224). From this, it can be seen that when a task is used to develop any activity to accomlich an objective.

We also decided to use TBA during implementation because as Willis & Willis (2007), state, "The most effective way to teach a language is by engaging learners in a real language use in the classroom" (p.7) with this in mind, students may learn more effectively when they are using the language in a real context. It is also important because it allows for meaningful communication and provides for practical extra-linguistic skill building.

Taking into account the above, the task is the means to an end, taking into account a few steps to reach this "end". As such, the task is very important because it is the most effective way to teach and get students to participate. It also helps them to put into practice what they learned, they themselves can also create and argue with their own knowledge, such as when our students drew their families, their neighborhoods, friends and their homes from their own personal perspective.

Furthermore, tasks can also be used as a more engaging and interesting way of setting homework, for example a research task or a creative response that gives students an objective to fulfill and avoids tedious and boring workbook type exercises. It provides an effective way to teach a language that is engaging learners in real language in the classroom, which helped us because the preschoolers felt comfortable with the activities.

The stages that we used for the planning tasks for our preschoolers were based on

the plan model by Ellis (2003). They are the following:

Pre-task: The purpose of this was that students used, pronounced and recognized the vocabulary learnt in another context. To start we showed some vocabulary on little pieces of paper which served as an introduction for us to explain the concepts and ask them questions to see how much they understood and to set the context for the during and post task stages.

During task: the purpose of this was that the teachers showed students the short stories while they played a recording about the story. We read stories to the preschoolers that used the vocabulary already seen and introduced in the pre-task stage and did a comprehension exercise to check their progress.

Post-task: the purpose for this was that students were asked to draw what they understand from the story and afterwards, we asked them questions about their drawings and what they represent to further check understanding and provide them with a means of expression that does not exclude them based on their current literacy skills. These drawings are further analyzed after the class for signs and progress to reveal children's personal identity.

Implementation

The following chart will provide a quick look at the sessions and identity issues done in the kindergarten. (See appendix N. 3)

Session Number	Criterion	Criterion´s name	Story´s Name
1	"The idea of the self in child's identity"	I am what my name means	The Shy Apple
2	"What they say and think about me"	Family figures	A Special Family
3	"Personal and social development"	Close life connections	Lucy and the Nice Little Pig
4	"I construct identity by absorbing my surroundings"	As a sponge I absorb my surroundings	A Better Place
5	"Neckties and high heels"	Reflective mirror	Learning a Good Lesson
6	"Body image"	Moving Identity	A Big Change
7	"Media´s externalization"	Imaginary future	A Dream Made Real

Translated by the researhers

Taken the above information, every step of the implementation will be presented in detail, by showing every stage during the pre-task, during-task, post-task, every identity aspect, learning objective and the kind of data collected.

IMPLEMENTATION TABLE Graph #2

Session Number	1
Topic	I am what my name means
Vocabulary	Apple, freckles, sad, walk, happy.
Identity Aspect	Students will be able to recognize their name and identify with it, even when people call them by using a nickname.
Learning objectives	-Students will understand and comprehend the story. -Students will be able to use, pronounce and recognize the vocabulary learnt in another context.
Pedagogical activities	**-Pre-task.** Teachers will present children the vocabulary of the story, by showing them big flashcards with images and words of the new vocabulary, for them to learn the meaning by associating the new word with the image. Then, students will practice pronunciation, by repeating every new word at the same time that one of the teachers will show them the big flash cards, while the other teacher observes them and fills the field note. After that, one of the teachers will make children develop some activities. While the other one observes and take notes. **Pre-task Vocabulary Activities:** **Activity 1** Join the dots and color: In this activity, teachers will give to the students a piece of paper with an apple drawn by dots and they have to join them to draw the apple and then color it. **Activity 2** Matching: In this activity, children are going to be sitting in their respective chairs and teacher will give to every kid a piece of paper in which they must match the vocabulary learnt with the right scene of the story. **-During-Task.**

	To present the short story, teachers will show students a video about the first personal identity criteria called name. The video will be accompanied by a recording made by the teachers telling the short story. **Short Story (See appendix 3- short story #1)** After listening to the short story, children will develop one reading comprehension activity. **Reading Comprehension Activity:** **Activity 1** Color the apples: In this activity, teachers will give students a piece of paper with two apples drawn. The first one is a happy apple and the second one a sad apple, both apples with freckles. Then children must color both apples. **-Post-Task.** **Activity 1** In this session, children will be asked to draw themselves. After that, one of the teachers will choose some student randomly and ask each of them to show the drawing and ask them to describe why they drew themselves like that. The questions will appear depending on the students´ answers. **Activity 2** Reflection: Finally, after the session, teachers will make a short reflection, in which children will understand that it is important to recognize their own name and identify with it. Also, they will learn about the importance of calling people by their own name instead of using nicknames.
Kind of data to be collected	Field notes, which will be taken for teachers during the implementation to collect data. Student artifacts, which will show us how children see themselves. Conferences, which are all the questions that will provide us the enough information to know how it affects children not to be called by their names,

	the way they are called, who calls them like that and why that person does it.

Session Number	2
Topic	Family figures
Vocabulary	Son, Mother, Daughter, House, Sad, Park, Happy family
Identity Aspect	Students will realize that even though the parental figure sometimes cannot be with them all the time, that there is still always somebody thinking of them and who cares for and loves them.
Learning objectives	-Students will understand and comprehend the story. -Students will be able to use and recognize the vocabulary learnt in another context.
Pedagogical activities	**-Pre-task.** To start this session, teachers will present the vocabulary of the story, by showing students slides. Every slide will have the image of the new vocabulary and its respective word. After that, teachers will make children develop two vocabulary activities. **Pre-task Vocabulary activities:** **Activity 1** Matching: In this activity, children are going to be sitting in their respective chairs and the teacher will give to every kid a piece of paper which will have the vocabulary from the slides and also the images from the story. The students must match the vocabulary learnt with the right image of the story. **Activity 2** For this activity, the teacher will give each student a piece of paper with the characters from the story. The paper displays the characters in black and white. The students will be asked to fill in each character a specific color, for example they will be instructed to color in the mother with red pencil, the daughter with blue and the son with green. The students will be instructed in both English and Spanish as it will allow us not only to

reinforce the vocabulary from the story (mother, son, daughter), but also that red = rojo, blue = azul and green = verde.

-During Task.

To present this story, teachers will show students a short video made using moovly; the video go along a recording made by the teachers telling the story, they will show students the video while playing the recording. The short story is related to one of the personal identity criteria called 'building friendships'

Short Story (See appendix 3- short story #2)

After listening to the short story, children will develop two reading comprehension activities.

Reading Comprehension Activities:

Activity 1

In order to check comprehension, the students will be put in pairs and asked to arrange cutouts of the figures from the story with cutouts of the vocabulary items. To check, the animation will be played again at the end with pauses to show which word corresponds with which picture.

Activity 2

The teacher is going to show children the images seen one by one and children will have pieces of paper with the vocabulary in their hands and the idea is that for example when the teacher shows them the picture of mom in the story they put on the table right word vocabulary (mom) while the other teacher checks if it is the correct word.

-Post-Task.

Activity 1.

In this session, children will be asked to draw their family.

After that, one of the teachers will choose some students randomly and ask them some questions about what they drew.

Questions:

- ¿A quién dibujaste?

- ¿Por qué?

	- ¿Con quién vives?
	- ¿Cómo es la relación con ellos?
	- ¿Con quién te gustaría vivir?
	- ¿Te sientes cómodo viviendo con ellos?
	The questions can vary depending on the students´ answers.
	Activity 2.
	Reflection:
	The students will be able to recognize various family members and see that a happy family can exist in various forms – the main message to take away is that family is very important. We need to remember that our family loves us even when things are difficult and that family members need to look after each other.
Kind of data to be collected	Field notes, which will be taken for teachers during the implementation to collect data. Student artifacts, which will show us children´s family. Conferences, which are all the questions that will provide us the enough information about the relationship children have with their family and how are they important for them and to develop their personal identity.

Session Number	3
Topic	Close life connections
Vocabulary	Classroom, friends, draw, pencil, rabbit, take, push, laugh, fall, pig, help, happy.
Identity Aspect	Students will recognize that they should not make fun of their peers and that they should be supportive and help others.
Learning objectives	-Students will understand, pronounce and comprehend the story. -Students will be able to use and recognize the vocabulary learnt in another context.
Pedagogical activities	**-Pre-task.**

To start this session, teachers will present the vocabulary of the story, by showing students slides. Every slide will have the image of the new vocabulary and its respective word.

After that, teachers will make children develop two vocabulary activities.

Pre-task Vocabulary Activities:

Activity 1

What can you see in the picture? The teacher is going to ask the children to sit in their chairs after she going to give them a piece of paper with pictures related to the short story and then the teacher is going to ask everyone they see in the pictures and then they will repeat it twice, this for practice vocabulary seen.

Activity 2

In the same organization, each child will receive a piece of paper with the vocabulary seen and will connect the dots in order to practice writing and vocabulary.

-During Task.

To present the story, teachers will show students a big illustrated story book made by them, which will contain a short story about one of the personal identity criteria called building friendships. One of the teachers will tell students the story while the other one shows them the big illustrated story book. During the presentation of the story, teachers will stop, if necessary, to make sure that children understand what the story is about.

Short Story (See appendix 3- short story #3)

After listening to the short story, children will develop two reading comprehension activities.

Reading Comprehension Activities:

Activity 1

Listen and color: the teacher will go through each chair giving children some pieces of paper with images related to the short story, then the teacher will play the listening and they will hear the vocabulary and go to color the character that they believe is correct.

	Activity 2 In pairs, the teacher will distribute pieces of paper to children with all the scenes of the short story in disorder, then she will be asked to organize the story in the right sequence, the couple who wins will have a happy face on notebook. **-Post-Task.** **Activity 1** In this session, children will be asked to draw themselves playing with their friends. After that, one of the teachers will choose some students randomly and ask them some questions about what they drew. Questions: - ¿Quiénes son ellos? - ¿Cuando ustedes están jugando se empujan? - ¿Por qué? - ¿A ti te gustaría que te empujaran? The questions can vary depending on the students´ answers. **Activity 2** Reflection: Remember that we cannot take things from others without permission because that is wrong, it is not good. For example: you would not like them to take their things. Right? So, we must always ask permission to borrow things.
Kind of data to be collected	Field notes, which will be taken for teachers during the implementation to collect data. Student artifacts, which will show us participants´ friends. Conferences, which are all the questions that will provide us the enough information about the relationship between participants with their friends and the role they play in participants´ personal identity´s development.

Session Number	4
Topic	As a sponge I absorb my surroundings
Vocabulary	Cat, place, dirty, garbage, night, think, help, clean, happy
Identity Aspect	Students will recognize that they shouldn't litter and that they should be careful to put their rubbish in a bin because of the bad consequences it has for the environment.
Learning objectives	-Students will be able to use, recognize and pronounce the vocabulary learnt in another context. -Students will understand and comprehend the story.
Pedagogical activities	**-Pre-task.** Teachers will present children the vocabulary of the story, by showing them slides with images and words of the new vocabulary, for them to learn the meaning by associating the new word with the image. Teachers will make students practice pronunciation, by making them repeat every new word at the same time teachers show them the slides. After that, students will develop three vocabulary activities. **Activity 1** Find the right way, in this activity children will be organized in their chairs then the teacher will give them pieces of paper and the idea is that they have to 'find the way' vocabulary with the image for example: cat and the image related to the cat. **Activity 2** Who is hidden?: In this activity, teachers will give children a paper with the characters and some of the objects from the story hidden behind different places. Then, children individually must find all characters or objects and circle them. **-During Task.** To present this story, teachers will show students a short video made using moovly; the video go along a recording made by the teachers telling the story, they will show students the video while playing the recording. The

short story is related to one of the personal identity criteria called 'environment'

Short Story (See appendix 3- story #4)

After listening to the short story, children will develop two reading comprehension activities.

Reading Comprehension Activities:

Activity 1

In order to check comprehension, the students will be put in pairs and asked to arrange cutouts of the figures from the story with cutouts of the vocabulary items. To check, the animation will be played again at the end with pauses to show which word corresponds with which picture.

Activity 2

Listen and circle, in this activity the students will be organized in the same groups and the idea is that the teachers will give them pieces of paper with the vocabulary of the story, then the teacher will put on a recording made by the teachers about vocabulary related to the story and while the students are listening to the recording they will circle the correct words.

-Post-Task.

Activity 1

In this session, children will be asked to draw how the want the neighborhood to look.

After that, one of the teachers will choose some students randomly and ask them some questions about what they drew.

Questions:

- ¿Cuéntame sobre tu dibujo?

- ¿Piensas que así se vería bien tu barrio?

- ¿Por qué?

- ¿Piensas que las personas deberían ayudar para que se vea así?

- ¿Tu qué harías para lograrlo?

- ¿Le pedirías ayuda a alguien?

- ¿Quienes?

	- ¿Por qué? The questions can vary depending on the students´ answers. **Activity 2** Reflection: Keep in mind that everything is changing on our planet. For this reason it is important that we work together and help the planet, picking up trash we find not throw trash on the street, because if we do Mother Earth is angry with us. Do you want that?
Kind of data to be collected	Field notes, which will be taken for teachers during the implementation to collect data. Student artifacts, which will show us children's environment. Conferences, which are all the questions that will provide us the enough information about how the environment where they live influences the development of their personal identity.

Session Number	5
Topic	Reflective mirror
Vocabulary	happy, dog, sad, lion, run, win
Identity Aspect	-Students will be able to identify their own qualities and recognize that every person has different abilities.
Learning objectives	-Students will comprehend the story. -Students will be able to use and recognize the vocabulary learnt in another context.
Pedagogical activities	**-Pre-task.** Teachers will present children the vocabulary of the story, by showing them big flashcards with images and words of the new vocabulary, for them to learn the meaning by associating the new word with the image. Teachers will make students practice pronunciation, by making them repeat every new word at the same time teachers show them the big flash cards. After that, students will develop two vocabulary activities.

Pre-task Vocabulary Activities:

Activity 1

Matching: In this activity, children are going to be sitting in their respective chairs and teacher will give to every kid a piece of paper in which they must match the vocabulary learnt with the right scene of the story.

Activity 2

What can you see in the picture? In this activity, teachers will give to every student a piece of paper with images from the vocabulary learnt and images different from the story. After that, students must find the right images and circle them.

-During Task.

To present the story, teachers will show students a big illustrated story book made by them, which will contain a short story about one of the personal identity´s criteria called self-image. One of the teachers will tell students the story while the other one show them the big illustrated story book. During the presentation of the story, teachers will stop, if necessary, to make sure that children understand what the story is about.

Short Story (See appendix 3- story #5)

After listening to the short story, children will develop one reading comprehension activity.

Reading Comprehension Activity:

Activity 1

Who says this? (listening activity): In this activity, teachers will organize children by couples. Then they will give to every couple a piece of paper with images of some of the scenes of the story. After that, children will listen to a short recording, in which they will hear some of the words every character said in the story. While they hear the character talking, teachers will stop the recording and ask children who said that, the children must show them the right image of the character who said what they just heard in the recording.

-Post-Task.

	Activity 1 In this session, children will be asked to draw one thing they think they are good doing and another thing they think they are not good at doing it. After that, one of the teachers will choose some students randomly and ask them some questions about what they drew. Questions: - ¿Que te gusta hacer? - ¿Piensas que haces bien eso? - ¿Por qué? - ¿Te dicen que lo haces bien? - ¿Quién te lo dice? - ¿Que ese so otro que dibujaste? - ¿Eso te gusta hacerlo? - ¿Piensas que no lo haces bien? - ¿Por qué? - ¿Te dicen que no lo haces bien? - ¿Crees que lo puedes hacer bien? The questions can vary depending on the students´ answers. **Activity 2** Reflection: Do not forget that as the dog was intelligent by running faster and he could win the race, we are intelligent in different ways. It does not matter if some children are better by doing other things, because, we can be better too by doing different things. Also, we can help each other by using our intelligence.
Kind of data to be collected	Field notes, which will be taken for teachers during the implementation to save the most relevant aspects that happened during the session, which can be significant while collecting the data. Student artifacts, which will show us how children see themselves.

	Conferences, which are all the questions that will provide us the enough information about what children think of themselves, their abilities and the things they consider they are good or not good at doing.

Session Number	6
Topic	Moving Identity
Vocabulary	boy, black, play, park, sad, friends
Identity Aspect	-Students will recognize that all people have different physical characteristics. -Students will be able to develop the value of accepting people, even when they are different or have a different physical appearance.
Learning objectives	-Students will be able to use, recognize and pronounce the vocabulary learnt in another context. -Students will understand and comprehend the story.
Pedagogical activities	**-Pre-task.** Teachers will present children the vocabulary of the story, by showing them big flashcards with images and words of the new vocabulary, for them to learn the meaning by associating the new word with the image. Teachers will make students practice pronunciation, by making them repeat every new word at the same time teachers show them the big flash cards. After that, students will develop one vocabulary activity. **Pre-task Vocabulary Activity:** **Activity 1**

Who is hidden?: In this activity, teachers will give children a paper with the characters and some of the objects from the story hidden behind different places. Then, children individually must find all characters or objects and circle them.

-During Task.

To present the story, teachers will perform it, by using puppets. During the story, teachers will talk and perform every scene of the story slowly, for children to understand it. The story is related to one of the personal identity´s criteria called recognition and acceptance of my body.

Short Story (See appendix 3- short story #6)

After listening to the short story, children will develop one reading comprehension activity.

Reading Comprehension Activity:

Activity 1

What was the end? In this activity, teachers will give to every student a piece of paper with two scenes from the story shown. One of the scenes will be the end and the other one will have another scene. Both scenes will have a circle beside them for students to color it with the right color, so students must color the end of the story with blue and the other scene with yellow.

-Post-Task.

Activity 1

In this session, children will be asked to draw themselves and color only their favorite parts of their body.

After that, teachers will choose some students randomly and ask them the following questions:

- ¿Qué parte de tu cuerpo es la que más te gusta?

- ¿Por qué?

- ¿Qué parte de tu cuerpo no te gusta tanto?

- ¿Por qué?

The questions can vary depending on the students´ answers.

	Activity 2 Reflection: Remember that our body is beautiful. For example, people are like colors, some of them are white, some, yellow, some black, some are a Little bit red and as colors are beautiful, people too, because it is not important what is the color of your skin, it does not matter if you are smaller, taller, or if you have big or small arms or legs, or if you are fat or thin, because what is important is what you have inside, in your heart.
Kind of data to be collected	Field notes, which will be taken for teachers during the implementation to collect data. Student artifacts, which will show us how children see themselves. Conferences, which are all the questions that will provide us the enough information about children´s favorite parts of their body, the parts they do not like too much and how much influence people who think and talk about their bodies have in the development of their personal identity.

Session Number	7
Topic	Imaginary future
Vocabulary	bear, doctor, money, sad, study, teacher
Identity Aspect	-Students will be able to recognize what they want to be in the future. -Students will learn that they can become who they want to be in the future, even when the resources or opportunities are not enough.
Learning objectives	-Students will be able to use and recognize the vocabulary learnt in another context. -Students will understand the story.
Pedagogical activities	**-Pre-task.** Teachers will present children the vocabulary of the story, by showing them big flashcards with images and words of the new vocabulary, for then to learn the meaning by associating the new word with the image. Teachers

will make students practice pronunciation, by making them repeat every new word at the same time teachers show them the big flash cards.

After that, teachers will make children develop two vocabulary activities.

Pre-task Vocabulary Activities:

Activity 1

What can you see in the picture? In here, teachers will organize children by pairs and give to every pair a piece of paper, with images of the characters, vocabulary of the story and other objects different from the story shown. After that, children must circle all objects, people or things related to the story. This is for children to familiarize with the story and recognize the characters and the vocabulary learnt

Activity 2

Join the dots and color: In here, teachers will give to every student a guide, which will have dots to draw an image, the images are going to refer to the words bear and sad from the vocabulary learnt. Children must join the dots to discover the image and color it.

After the activities, children will practice the pronunciation of the vocabulary.

-During Task.

To present the story, teachers will show students a video, which will contain a short story about one of the personal identity´s criteria called who I want to be. The video will contain a recording, in which students will listen teachers´ voices telling the story. During the presentation of the video, teachers will stop, if necessary, to make sure that children understand what the story is about.

Short Story (See appendix 3- short story #7)

After listening to the short story, children will develop one reading comprehension activities.

Reading Comprehension Activities:

Activity 1

	Find the end and tell the story. For this activity, teachers will give to every student a piece of paper with two option of finding the right end of the story shown. The right way will contain all the scenes of the story and the wrong one will contain scenes from a different story. When children finish the activity, one of the teachers will choose two of them randomly and they must tell us what the story was about by looking at the scenes of the paper given. **-Post-Task.** **Activity 1** In this session, children will be asked to draw about what they want to be when they grow up. After that, teachers will choose some students randomly and ask them the following questions: - ¿Qué quieres ser cuando seas grande? - ¿Te gusta mucho eso? - ¿¿Qué es lo que más te gusta de ser eso que quieres ser? - ¿¿Tus amigos saben que quieres ser eso? - ¿Qué te dicen ellos cuando tú les cuentas que quieres ser eso? - y ¿Tu familia también sabe? - y ¿Ellos que te dicen cuando tu les cuentas lo que quieres ser? The questions can vary depending on the students´ answers. **Activity 2** Reflection: We can be all what we dream and what we want, even if we do not have enough money, sources, or even when people tell us that we cannot do it, because we can demonstrate that we can do it if we study hard and try.
Kind of data to be collected	Field notes, which will be taken for teachers during the implementation to collect data. Student artifacts, which will show us what children want to be when they grow up.

	Conferences, which are all the questions that will provide us the enough information about what children want to be when they grow up and the influence people who tell them they can or cannot be that have in the development of their personal identity.

Chapter 5

Data Analysis

After the implementation and categorization process, this chapter will provide the

analysis and results of the information gathered during the pedagogical implementation, in

order to answer what do reading short stories reveal about Low-Ses preschoolers' personal

identity?

First of all, to analyze all the data, we collected and typed all the field notes and

what children told us about their drawings during the conferences. Then we selected the

most relevant information given from all children and highlighted it by using different

colors to make easier the selection process and establish the categories and subcategories.

As a second step, we developed a chart divided in three sections. The first one

were the conferences, then we wrote all the field notes taken during the implementation in

which every number below represent each session, also we wrote all our own

commentaries we considered were relevant and useful to analyze the data and answer our

research question and finally, to triangulate the information, in the same chart we

compared all the information collected with our theoretical framework. According to the

triangulation, many similar elements and a few comparisons were found.

Additionally, it is important to mention that from all the investigation made during

the research study, the type of analysis used during the research process was a priori.

According to Hodkinson (2009), A priori research refers to a research approach where

outcome predictions have already been made and the research process seeks to confirm

whether the predictions are correct or not. We chose this type of analysis, because the

categories came from the study of the data collected, taking into account the authors and

what was written on the theoretical framework.

After the process of analyzing all the data collected we found two main categories, they are: Others´ influences in my personal identity construction, and its subcategories are: Influencial figures and Respect for myself, my environment and other people. The second category is called Recognizing myself and its sub categories are I am what my name means, and I will be what I imagine and think about myself. We joined all the issues related to the identity.

This graph represents the research question, two categories and its subcategories

Research Question

What do short stories´conferences reveal about Low-Ses preschoolers personal identity?

Category 1:

other's influence in my personal identity construction

Cateory 2:

Recognizing myself

Subcategories:

Influencial figures

Respect for myself, my environment and other people

Subcategories:

I am what my name means

I will be what I imagine and think about myself

Graph #3 Categories

Others´ influences in my personal identity construction

This first category shows how all the short stories related to family, friends and environment evidenced the bases or tools children use to develop their personal identity.

In addition, participant's artifacts, conferences and field notes revealed how people,

situations and the environment where children live have a big and notable influence over children´s personal identity construction, and how different situations and people´s perspectives can guide or encourage children's personal identity development.

Influencial Figures.

Conferences, children´s drawings and field notes revealed what children's experiences, the interaction with relatives, friends and the environment around them including the school and home play an important role in their persona identity development.

To start, during the second session called recognizing my family, it could be seen that according to their respective families´ rules, they start understanding how life works, what rules they have to follow, or the way they have to behave.

Additionally, we found that through the activities developed during the sessions and the questions made during the conferences, the short stories reveal the way children interact with their family or people who take care of them and how their relationship is. The following examples show how children start constructing their personal identity from the perspective and relationship they have with their family:

To start, there is an example provided by Daniel, in picture number one and during the conference when I asked him where his father was and he said: "Yo no tengo papá, pero tengo unas hermanas…." In here, first of all, he familiarized with the short story, taking into account that this one was about a family without the father figure. Taking into consideration, Daniel´s conference and drawing reveal to us that through the experience of not having a father, he recognizes that his family nucleus is composed by his mother and some sisters. As seen from picture 1 (below) where he draws himself and his sister smiling outside their house, he seems to accept this and is relatively happy living with his

mother and sisters.

Thus, the construction of personal identity is made by all the experiences children have had during their lives (Daros, 2009). With this in mind, we can notice the important role experiences play in the development or construction of children's personal identity.

Daniel´s drawing Picture #1

Moreover, this second field note revealed more about Daniel´s personal identity, it provided us some insights into how the children react when they become aware of, or have reinforced the fact that their family settings often differ to what is considered 'normal' by other children. In here, there is a prime example of how many children are not overly affected by these facts. Daniel is very happy living with his mother, sisters and he is not affected by not having a father. While he says that it can be strange sometimes living with so many females, he does not seem to mind not having a father figure presents in his immediate family.

FIELD NOTE # 2

DATE: 26-04-2016   # OF PARTICIPANTS: 13

RESEARCHERS: Milena Naranjo and Adriana Jimenez

OBSERVATION	COMMENTS
Lots of the children experienced various different sensations while viewing the video which was planned for the second session. This was because some of the students don't live with their mother and father in a 'traditional' family setting, but rather live just with their mother, or their grandmother, or with their siblings and some are adopted.	Daniel is one boy who lives just with his mother and sisters. For him, it doesn't matter if he has a father, he has never mentioned anything about him and is happy with his living situation even if he realizes it is not a 'traditional' setting. He does sometimes mention that it is a bit strange living with so many females, however.

There is another example given by Gaby, provided in picture number 2 and who during conference number thirteen said she did not like living with her father, because he was not nice to her and her family. With this example, we can notice the way Gaby starts developing her own opinion and criterion by saying that she disagrees or does not feel comfortable in some circumstances or with specific people. Gaby told us that she did not like living with her father, because she saw that his mother had to cook because his father demanded her to do it, but he did not help her or did not do anything in the house. She also told us about her parent's relationship by saying that they fought a lot every day, because they did not have enough money to buy all what they needed, because her mother did not cook well, or because children had almost always a bad behavior: "Entonces él pelea con mi mamá y le dice que no cocina bien y ella lo muerde en todo lado. Corría y después le pegó acá".

Example of conference number thirteen:

T: ¿Por qué te pega tu mama?

St: Entones le pego le pego a mi hermana le pego u palazo acá en el cachete, mi papa entonces mi papa estaba allí acostado en la cama y él se fue con mi mama y me deja sola

T: ¿Y te gusta vivir con tu mama y con tu papa?

St: A mí no me gusta vivir con mi papá

T: ¿Por qué no?

St: A mí me gusta vivir con mi mama, yo ya me voy a ir yo quiero vivir con mi mama y ya me voy a ir de otra casa entonces yo ya conozco a mi mama que me mete al chorro de agua y ella me viste y me trae acá

T: ¿Si?

St: Entones ella mi mama mi mama entonces mi mamá me dijo que me alistara para ir al trabajo porque ahí ya mi papa lo van a llevar pa la cárcel

T: Y ¿por qué lo van a llevar a la cárcel?

St: Porque yo lo conozco y lo van a llevar, mañana se lo llevan para la cárcel y mi mamá cocina todos los días mi papá no porque, le dice mi mamá ¡cocine! Entonces el pelea con mi mamá y mi mamá lo muerde en todo lado, corría y después la pego acá, (pointing her face) le pego ahí y entonces eso me dijo y la llevaron pal médico que respondiera porque no se podía entonces mi mamá me dijo que si yo le decía a mi mamá que mi papa que vaya

Taken the above, from an early stage, children develop the ability to perceive and interpret people's emotions, intentions and act as a consequence (Guía para la Educación Preescolar, 2013). In here, from what the author says and the example given by the participant, we can analyze that Gaby, a five years old girl can understand her parents' emotions, feelings, intentions and act according to what she sees.

Also, it is important to mention that even when she is a little girl, she has the ability to observe and distinguish every situation, reaction and people´s behaviors. Thus, she is not only noticing what is happening around her, but also acting as a consequence of what she perceives. That is why in some situations she has an inappropriate behavior.

Also, if Gaby sees that every time her mother bites her father, he stops bothering her, then she will start building her personal identity by thinking that biting is the best way to make her classmates or teachers stop bothering her. In the same way, we can confirm the above when Daros (2009) suggests that personal identity starts being built through the different experiences children have during their lives.

Additionally, the conferences revealed that Gaby starts building her personal

identity based on what she lives and sees in her house, the way her parents interact and communicate, so if she realizes that her parents fight every time they have an argument, then she will imitate that behavior and think that violence is the best way to solve problems no matter what the problem is about.

Gaby´ drawing Picture #2

Furthermore, this second field note revealed some more about Gaby's personal identity.

FIELD NOTE # 2
DATE: 26-04-2016   # OF PARTICIPANTS: 13
RESEARCHERS: Milena Naranjo and Adriana Jimenez

OBSERVATION	COMMENTS
Children were interested in drawing their families, but there was a special case (Gaby) she drew herself, not her family.	Gaby is one of the most hyperactive girls in the class, she cannot keep herself concentrated. She always wants to be the leader and looks for opportunities to lead her classmates in activities. Also, in an activity where students had to draw their impressions of their families, she deliberately chose to draw only herself – both to demonstrate her strength of character in not following instructions and also to demonstrate her independence that she doesn't necessarily need a family to support her.

From the above field note, Gaby is a girl with a strong personality who also suffers

from hyperactivity and associated behavioral problems, such as acting out with violence towards her teachers and classmates. This behavior can be explained by taking into context some of the aforementioned hardships that Gaby has faced in her home. By both disregard instructions and also excluding the rest of her family from the activity, we can observe a strong sense of self-reliance in Gaby – she takes it upon herself to look after herself.

On the contrary, there is another example provided while making the conferences and what the participant lets us know about her drawing. Her name is Lupita, and this is conference number twenty-five. This conference happened while asking her about her drawing:

> T: Lupita. ¿A ti te dicen que dibujas las muñecas bonitas o que las dibujas feas?
> St: Bonitas
> T: y ¿Quién te dice que las dibujas bonitas?
> St: Mi Papá, mi Mamá, mi abuela y mis primos
> T: ¿y tu crees que las dibujas bien o mal?
> St: Bien, porque ellos me dicen que lo hago bien.

Lupita´s drawing Picture # 9

With the example above, we can realize that Lupita builds her personal identity

taking what her family tells her. So if they tell her she is doing well them she will take that positive phrase and keep it for her, because she considers it important. Also, we can see this reflected from the author Gómez (2012) when argues that children's personal identity construction starts being developed from what they hear about them from their family or people who they related or share with. Thus, if they hear that they are strong, intelligent, and able to do something, useful and so on, them they will believe and keep such characteristics for them to build their identity.

There is another example, that was given while the conversation in conference number twenty-nine and while Sussan was telling us about her drawing, shows a different perspective, in which Sussi let us know that she does not pay too much attention or believe what her family think about her. The following is Sussan´s drawing and conversation:

T: ¿Te acuerdas en la historia cuando el león le dijo al perro que él no era inteligente?

St: Si

T: ¿Y a ti te han dicho alguna vez que no sabes hacer algo o que no lo hace bien?

St: Pues algunas veces me dicen porque yo no aprendo a leer, pero si he aprendido a hacer poquitos números y vocales no si hacer

T: ¿Y cuándo te dicen que no sabes leer bien cómo te sientes?

St: Bien

T: ¿No te importa que te digan eso?

St: No

T: ¿No, porque tú sabes que puedes aprender cierto?

St: Sí y tengo que crecer un poquito

T: Exacto, necesitas crecer más para aprender mas

St: Sí, por eso ha comido lo que hay

T: Siii muy bien

T: ¿Y quién te dice a veces que tú no puedes hacer las cosas?

St: Pueeeeees gente

St: Que yo tengo mucha familia

Through the observation, this field note number five and Susan's drawing, mention

some more about her thoughts and feelings.

DATE: 10-05-2016   # OF PARTICIPANTS: 10
RESEARCHERS: Milena Naranjo and Adriana Jimenez

OBSERVATION	COMMENTS
Some of the children did a really good drawings, especially one of the girls Sussan, she told us, and basically that she does not care what other people say for example: T: ¿Y cuándo te dicen que no sabes leer bien cómo te sientes? St: Bien T: ¿No te importa que te digan eso? St: No	With this in mind, we can notice that Sussan has a strong personality, she effectively does not matter other thought, and it is a really important factor personal identity.

Susan's drawing Picture # 10

With the example above, we can compare that while according to Gómez (2012), children see themselves as their parents see them, in this case Sussan tells us that sometimes her mother says that she is not intelligent, but she also let us know that it was not the truth because she knew that she needed to learn and grow up to do things better. So in here we can see how Sussan builds her identity by acquiring the ability to develop her own thoughts about herself.

On the other hand, while developing the session called building friendships and when we showed them the short story, which was about a rabbit who was on school

painting with her friends, the conference showed us that they had lived the same situation than in the short story at least more than twice. So they got easily familiarized with it.

Example of conference number fourteen:

T: Aaa ¿y a qué juegan?

St: Aa a a chortace lo codos y y y Daniel le tita aniel le tita… un niño te tita una pisada a oto niño y lo empuja

T: Uyy ¿y tú crees que eso está bien?

St: No

T: ¿Y por qué no?

St: Pote eso es una tosa una tosa muy peligoso

T: ¿Y tú cómo debes tratar a tus amigos?

St: Yo les dibo: no debe hacer eso y le toti el lápiz al oto niño y le doy el lápiz al oto niño y mile diuje un pato

In addition, the conference and children´s drawings revealed that they recognized as a bad thing when their friends pushed them or told them things that they did not like. Also, at their age they have the ability to understand that pushing each other or "fighting" even between friends is not a good thing.

As an evidence of the above, there is an example given by Pipe found in conference number fourteen and picture number 3. During the conference, he told us the way his friends play, by "chocarse los codos" (bumping elbows), but he let us know that he did not participate in the game, because he thought that it is a dangerous thing: Pipe: "Porque eso es una cosa muy peligrosa". In here, the implementation of the short story reveals us not only the way children play sometimes, but also what Pipe thinks about these kinds of games.

Additionally, we could notice that Pipe had the ability to develop his own opinion or thoughts about something by saying that he thought playing like that could be a little dangerous, even when he saw that his classmates or friends enjoyed it or at least pretended to do have fun. Thus, through the field notes, Pipe´s drawing and conference we found how

Pipe started building his own perspective or point of view about a specific situation.

Pipe´s drawing Picture # 3

In the same way, this field note number three shows more evidence that supports those examples above observed in the conferences, as well as in the children drawings.

FIELD NOTE # 3
DATE: 28-04-2016   # OF PARTICIPANTS: 11
RESEARCHERS: Milena Naranjo and Adriana Jimenez

OBSERVATION	COMMENTS
It was also observed that children treat others as a response to how other children treat them. During our research, they were aware that pushing someone else is bad. To illustrate this point, one kid said: "*a mi me pegan mucho entonces eso esta mal pegar*".	Children understood that they should not push others, they thought that pushing someone is a bad action and they would not like that someone do the same to them. Thus, they realized that it is a negative personal trait and did not want to make it a part of their personal identity, showing that actions and events that happen between other children can influence the construction of personal identity.

It is important to notice that some of the children are conscious that if they treat someone well, they will receive the same treatment but if they treat someone badly, then they will receive bad treatment too.

Another example given by Gaby in conference number sixteen and picture number 4, showed that if her friends treated her well she answered yes, but when I asked her how

did she treat them, her answer was: "yo no se. Yo no los trato así, porque yo destapo los cajones y destapo mis barbies" Through this answer, the short story revealed us that although her friends are kind and good, she does not treat them in the same way.

T: ¿Tus amigos son juiciosos y siempre te tratan bien?
St: Si
T: ¿Y tu como los tratas a ellos?
St: Yo no se….. yo no los trato así
T: ¿No? ¿Cómo los tratas a ellos? Cuéntame
St: Porque yo destapo los cajones y destapo mis barbies

Also, by using her body language, Gaby let us know that she recognized that the way she treated her friends was not right, but after some sessions, we could realize that she acted like that with her friends, because of the family´s behaviors she could perceive in her house. Furthermore, as we confirmed in past examples, Gaby comes from a family where the violence is used to solve problems.

On top of that, Gaby´s drawing revealed us that she built her own personal identity by reflecting what she lived or saw in her family, and absorbed all the information she collected from them to take such information and have those inappropriate behaviors outside her house as well as the relationships she had with her friends and teachers.

Gaby´s drawing Picture # 4

To conclude with this, there is a final example, provided by Amy´s drawing (see picture number seven) and during conference number nineteen, in which there were revealed different facts according to the conversation between Amy, one of the participants and the teacher:

> T: ¿Tus amigos te pegan a veces? ¿O Cómo te tratan?
>
> Amy: No, ellos me tratan bien
>
> T: ¿Y si ellos te pegaran tu cómo te sentirías?
>
> Amy: Triste, mi mama dice que les pegue si ellos me pegan.
>
> T: ¿Y tú crees que eso está bien o mal?
>
> Amy: Mal
>
> T: ¿Por qué?
>
> Amy: Porque jamás debes hacer eso o si no Dios te castiga y papa Noel te deja solo carbón.

(conference N. 19)

Amy´s drawing Picture # 5

With the example above, in the fourth line of the conversation we can notice two facts revealed from the short story. Firstly, we can notice that Amy started building her own personal identity by developing the ability to perceive people´s feelings in different situations.

Apart from this, children in an early stage develop the ability to interpret, take and perceive people's intentions, feelings and emotions depending on the situation (Guía para la Educación Preescolar, 2013). With this, reading the short story revealed us that even when Amy said that her friends had never been bad with her, she would have felt sad even if they did it.

Secondly, in the same line when Amy says: "mi mamá dice que les pegue si ellos me pegan" we can see a direct influence and persuasion from her mother. In here, Amy started constructing her personal identity by collecting all the information given by her family, in this case her mother, so we can notice that her mother taught her to be or treat the same way she was treated by people.

On the contrary, in the last line of the conversation, we can interpret that if in this case Amy´s mother did not have enough influence on her, other people close to her did it, because as we can see, when she said: "Porque jamás debes hacer eso o si no Dios te castiga y papa Noel te deja solo carbon", it is because she has been told that more than one from a person who she considers important in her live and in the development of her personal identity.

Finally, and after reading children the short story, conferences, field notes and the information they provide us about their drawings which are the students´ artifacts revealed that Amy had the ability to go beyond it and recognize that even when people treated her badly, she did not have to do the same, but treating them with respect and tolerance.

Respecting myself, my environment and other people.

During the implementation, the field notes, conferences and children´s drawings revealed us that as well as family and friends, the environment where we live and all what

surrounds us play an important role and influence our personal identity´s construction. Also, children recognized their neighborhood as a dirty and insecure place and how much their neighborhood changed at nights, becoming more insecure and noisy. With this, we can notice the big influence the environment has on children´s personal identity construction.

This sub category shows not only the environment where children lived, but also how through the use of the short story, they acquired the ability to think of different solutions to solve social problems.

In addition, another issue revealed was that children started constructing their personal identity by developing the ability to create or look for different possible solutions to solve some of the most common problems in their neighborhood such as: Insecurity and garbage.

A first example is provided by Daniel in picture number six and during conference number twenty-three when I asked him how his neighborhood was, he said "el otro día me estaba saludando un muchacho y yo le dije hola y casi me roba" In here, we can notice that Daniel felt unsafe in his neighborhood, so he prefered not to talk to anybody or go out too much.

Example of conference number twenty-three

St: No, el otro día, el otro día me estaba saludando a un muchacho y yo le dije hola y casi me roba

T: ¿En serio? Nooo ¿por eso es mejor no hablar con personas que tú no conoces, cierto?

St: Si

T: Mmmm ¿y tu casa?

St: Esta es mi casa

T: ¿Y esta es otra casa?

St: No ese es el taller

T: ¿Aaaa y taller de qué?

St: De tomar en el bar, esta es una nube

Additionally, while showing me his drawing I asked him: "y ¿Esa es otra casa?" and he said "No, ese el taller de tomar en el bar" Also, he let us know that he did not feel comfortable having a bar besides his house. With this, we can notice that: children absorb what surrounds them (Frabetti, 2009). In the same way, they start building their own personal identity by receiving all what their environment offers them, taking into account that in this case, Daniel understood that talking to strangers could be dangerous and that fact was already part of his personal identity construction.

Daniel´s drawing Picture # 6

Moreover, the fourth field note revealed some more of the reality that some of the children face every day in their neighborhood.

FIELD NOTE # 4
DATE: 03-04-2016   # OF PARTICIPANTS: 8
RESEARCHERS: Milena Naranjo and Adriana Jimenez

OBSERVATION	COMMENTS
During the session number four children were very interested in the topic and many of them discussed about their neighborhood, for example things that they like or dislike.	Some of the children discussed bad things about their neighborhood, in David's case, he said that he did not feel comfortable because he feels that someone will steal him or his family but also he said that on weekends he cannot sleep because of the noise of a bar that is in front of his house

Finally, there is an example provided by Adam´s drawing (see picture # 7) and conference # 20.

T: Uy que dibujo tan lindo. ¿En tu barrio hay mucha basura?

St: Si, mire toda esa basura

T: y ¿Te gusta tu barrio?

St: Yo prefiero que mi barrio esté limpio y no sucio, porque me gusta más la mano limpia que la sucia. (In here, Adam points the picture of two hands, one dirty and the other one, clean. Those hands belong to some of the vocabulary taught)

T: si, que bien. Adam, tú ¿te acuerdas cuando en la historia los cats ayudaron a recoger la basura?

St: Sí, y dejaron todo limpio y se pusieron happy y antes cuando la calle estaba sucia se pusieron sad.

T: y tú ¿Cómo crees que puedes ayudar a que tu barrio se vea más limpio?

St: Mire, (he shows me his drawing) tiene que voltear el tornado para que la basura se vaya. El tornado tiene que recogerla.

Adam´s drawing Picture # 7

Taken this, we can notice that Adam let us know three important factors. First, the ability to say he did not like when his neighborhood was dirty and finally, the way he familiarizes with the short story and connected the vocabulary learnt and the situation of the story with his real life.

To conclude with this, taking the last part of the conversation during the conference,

imagination is a fundamental tool for personal identity construction, because through it, children start developing the ability to solve real problems (Frabetti, 2009). Here, in the last part of the conversation, Adam used his imagination to solve a specific real problem which was about the garbage in his neighborhood.

Additionally, below there is more evidence of the field note number four. As a part of one of our short stories, it emerged that the environment can also influence personal identity. During the research, children were shown a short story focusing on clean vs dirty environments. From the examples shown in the short story, the children realized that the neighborhood in which they live is dirty, according to their answers.

This showed that they were aware that their dirty environment was a relevant factor that affects their personal identity development. However, children also expressed the weay they feel about their lives and themselves if they lived in a better and cleaner) setting.

Recognizing myself

I am what my name means.

The information collected revealed the way children recognize the importance of having and being called by their own names, and how children show us the way they start acquiring identity by having a name. Also, conferences reveal how children start realizing that they belong to their families or the society, when they discover that having their own names give them independence and a specific place or role into the society.

During the implementation of the session number one, and after presenting the short story called name, we could notice that when children started interacting with their classmates they called them by their names or using the word "amigo(a)" (friend), but they never used nicknames to refer to them. In session number 1, Katy asks Daniel for a color,

and she says: Amigo: ¿Me prestas el color azul? And in the same session, Sara tells

Camilo: Camilo, ¿me pasas el lápiz, por fa?

FIELD NOTE # 1	
DATE: 21-04-2016	# OF PARTICIPANTS: 11
RESEARCHERS: Milena Naranjo and Adriana Jimenez	
OBSERVATION	**COMMENTS**
The topic for this session was to experiment with the first of the seven personal criteria called name. After the activity focusing on calling people names and teasing, the teacher then asked the students to draw themselves and from observing the drawings we could see that some were drawn happy and others were drawn sad.	After asking each student why the drew what they did, a trend emerged where the students who had drawn a sad face to represent themselves said they drew themselves sad because they didn't realize name calling could hurt other people's feelings. Most of them use words like "Amig@" or "Amiguit@".

In addition, field note number one, mentions the awareness children have in calling

others by their names, but most of them use words like "Amiga-amigo" or "Compañera-

compañero" to call one instead of their names.

There is an example, provided during the conference # 1 and the participant's

drawing (see picture number eight), I asked Daniel if people always called by his name and

he said: "Ay veces que me dicen Daniela" so I asked if he liked that and he said "no". After

that I asked him what he did every time he was called like that and he said: "pues yo me

meto a mi cuarto y no le abro"

T: ¿A ti te dicen por tu nombre o te dicen de otra manera?

St: Ay veces que me dicen Daniela

T: ¿Daniela? ¿Y quién te dice así?

St: Una niña

T: ¿Y te gusta que te diga así?

St: No

T: ¿Por qué?

St: Porque eso es malo

T: ¿Y tú le dices a ella, la llamar por el nombre? ¿O le dices otra cosa?

St: Yo le digo el nombre

T: ¿Y qué haces cuando ella te dice Daniela?

St: Pues yo me meto a mi cuarto y no le abro

T: ¿Quién es la niña?

St: Una niña que vive en nuestra casa

Daniel´s drawing Picture #8

With the above, we analyzed that reading the short story revealed Daniel recognizes his gender. He recognizes that he is a boy and not a girl that is why he feels uncomfortable and upset when they call him Daniela.

Also, the conference made after reading the short story called name, revealed that every time people call Daniel "Daniela", he feels confused and compared with a girl, which is an important point in the development of the personal identity, taking into account that he already knows that his real name is what identifies him from the others even when there are people who are called by the same name.

As a second issue, Daniel recognizes and knows that Daniela is not his name, so he does not identify with it, also he thinks that being called Daniela is something that is not good for him. Additionally, the conference revealed the way he reacts every time he is called Daniela, when he says that he prefers running to his room and close the door. Which means that he disagrees with the nickname some people use when calling him.

To conclude with this first category and according to Watzlawik (2016). With this, we can notice not only the importance of having a name, but also the power and influence it has at developing our own personal identity. (p1).

Our own name is what identifies us, it is what makes us part of our family, the society or the world and what gives us a specific role into our community. Also, having a name makes us feel that we belong to ourselves and makes us feel unique and different from the others.

I will be what I Imagine and Think about Myself.

This sub category showed us that children build their personal identity by recognizing and accepting their bodies from the others. In here, they do not only recognize that their bodies are different but also that from their differences they can acquire different abilities. Also, This subcategory lets us know how children start imagining what they want to do or be in the future, taking their surroundings, experiences, people who they interact with and the relationships they start building.

To start with this sub category, there is a first example provided by Jimmy in conference number thirty-two and while telling us about his drawing. The following are the conversation and his drawing.

T: ¿Cuál es la parte de tu cuerpo que más te gusta?

St: mis manos, porque puedo hacer muchas cosas con ellas y también me gustan los pies, ayudan a caminar.

T: ¿y a ti alguien te dice que tus manos son bonitas? ¿O que tus pies son bonitos?

St: Hay veces que me dicen que mis manos son bonitas pero los pies no

T: ¿y quién te dice que tus manos son bonitas?

St: Mi mamá, mis hermanas y todos mis amigos

T: ¿Ellos te dicen que tienes manos bonitas?

St: Sí, pero los pies no

T: ¿No? ¿Qué te dicen, que son feos o no te dicen nada?

St: me dicen que no son bonitos y que no sirven para nada

T: ¿y tú cómo te sientes cuando te dicen eso?

St: Mal

T: ¿y tú qué haces cuando te dicen eso?

St: le digo a mi mamá

T: y ella que dice

St: Ella dice pues bueno, porque ella siempre anda pendiente de la comida de nosotros

T: ¿pero tu si crees que tienes pies bonitos?

St: si

Moreover, the sixth field note revealed some more of the reality that Jimmy faced when his friend told him that he has ugly feet.

FIELD NOTE # 6
DATE: 11-05-2016   # OF PARTICIPANTS: 10
RESEARCHERS: Milena Naranjo and Adriana Jimenez

OBSERVATION	COMMENTS
Latter there is an example of Jimmy's drawing. Jimmy is very receptive to what other say, for example: we were talking about what is his favorite body part, and he said"my hands".	But we notice that he felt bad when he was told that his hands were useless, so for that reason he tried to make his drawing with his hand bigger that the other student's hands.

Jimmi´s drawing Picture # 11

With this example, we can see how Jimmy recognizes first of all that they really like his hand and second that he also recognizes the different abilities or activities he can develop by using their hands. Also, he let us know that even when some members of his family tell them that his feet are useless or ugly, he does not believe that but on the contrary he affirms that he like his feet too because he can use them to walk.

On the other hand, there is an example provided by a participant called Tommy, in which we could notice that what he wants to be in the future reveals more about his personal identity developmen. During conference number thirty-seven and while asking him about his drawing and what he wanted to be in the future, he said: "Yo quiero matar policias" after he said that then we started looking for more information, so we asked him about his family, situations and experiences he or his family had had with the police. While asking him, Tommy told us that one day he saw that his brother was injured and when he asked him what had happened then he told Tommy that the police had punched him really hard.

This is an example of conference number thirty-seven

T: y ¿qué quieres hacer cuando seas policía?

St: matar al policía y un edificio gande

T: uy, y que más quieres hacer cuando seas policía

St: y matar a los lalones y policías

T: uy, y eso ¿Por qué?

St: Es que mi hermano estaba afuera de la casa y los policías le pegaron duro, duro

Tommy´s drawing Picture # 12

With the above, we can notice that Tommy starts having negative feelings and thoughts about police officers, because of what his brother said they had done to him. Also, we can see how Tommy reacts by drawing and saying that he wants to kill cops, because he things or he has been told that by using the revenge then he will make justice and keep his brother saved.

Moreover, the seventh field note revealed some more of Tommy's thoughts.

FIELD NOTE # 7	
DATE: 17-05-2016	# OF PARTICIPANTS: 10
RESEARCHERS: Milena Naranjo and Adriana Jimenez	

OBSERVATION	COMMENTS
There is an example of Tommy who was really interested in the topic "what do you want to do or be in the future" he was like: I want to kill police officers, because he faced a bad experience with his brother.	The experience that Tommy faced with his brother and according to what they told us, reflects hatred that he has about cops.

Additionaly, there is another example given by María when in conference number thirty-five while showing us her drawing she said: "yo quiero ser la señora de la cafetería"

T: María, ¿qué dibujaste?

St: esta soy yo la que estaba parada atendiendo un señor

T: ¿qué quieres ser cuando seas grande?

St: una señora de cafetería y enfermera y de cocinera

María's drawing Picture # 13

Field note number seven above shows more evidence that supports what Maria wants to be.

FIELD NOTE # 7

DATE: 17-05-2016   # OF PARTICIPANTS: 10

RESEARCHERS: Milena Naranjo and Adriana Jimenez

OBSERVATION	COMMENTS
Later, another example was about Maria's drawing, she seemed to be happy no matter what happens to her.	We noticed that Maria is happy as she is, she is not like the other students because she wants to work in a cafeteria like her mom, whereas the other students want to be Astronauts, chefs or police officers.

Finally, according to Maria´s conference, drawing and field note, we can realize that children start building their personal identity by absorbing what they see, live, experiment and the relationship they have with other people. Also, during the conference we asked Maria if her mother or any member of her family worked in a cafeteria and her answer was: "sí, mi mamá es la señora de la cafetería".

Chapter 6

Conclusions

Relevant Findings.

One of the first things that we noticed during this project was that the students were more sensitive about their names and what people called them than we initially imagined. They really did not like it when others called them by their last name or nicknames because as they said during the project "I do not feel good when someone calls me like that". According to the student Pipe.

Also some of the children are aware of their reality in an innocent way, they have identified that their reality is negative as it does not allow them to do what they would ideally like to (play and walk outside) due to it being very dirty, some of them called the neighbourhood "club de chicas y sucios"
This shows that they are aware that their dirty environment is a factor that affects how they would otherwise feel about their lives and themselves if they lived in a better (cleaner) setting.

Otherwise those children are happy as they are, they have plenty of imagination and original ideas. Many of them think of a better neighborhood, but are not overly saddened by their surroundings as they spend a lot of their time thinking about playing and fantasizing just like kids from other areas.

Most of the preschoolers are influenced by their relatives, it can be seen the impact their families have to build their self-image, because if a person who they really care or love tells them that they cannot do something then the average they agreed with the statement is going to be higher than if a person they do not care too much do it. Also, they

know they do something good because somebody else told them.

Finally, we considered that the most important thing, is that the preschoolers need lots of love, due to their environment they are very affectionate, and because almost the 98% of the preschoolers of them receive bad treat from their relatives.

Research Question's Answers.

In this section we will answer the research question what do reading short stories to Low-Ses preschoolers reveal about their personal identity? To answer the research question, we will start by stating that, the conferences about short stories revealed that feeling important, smart, having a family, being part of it, the society or any other group is essential for them. As we are social human beings and while children start building their own personal identity, they need to be guided by people who surround them during their process. It can be mother, father, any relative close to them, friends, teachers, or any other person who they consider important in their lives.

Another important aspect revealed by the conferences about short stories is that children start developing their personal identity from what they see, hear, who they live with and the different situations they live in their houses. We can confirm this according to Daros, (2009) when he affirms that children build their personal identity from their experiences.

There is another aspect revealed by the conferences about children's personal identity, which is the high influence of friendships. In here, we realized that children start developing their own personal identity from the relationship they build with their friends. Thus, to develop their identity, children start taking different behaviors and manners from their friends. We can confirm this, according to (Guía para la Educación Preescolar, 2013)

when they affirm that, children in an early stage develop the ability to interpret, take and perceive people's intentions, feelings and emotions depending on the situation.

Similarly, according to Frabetti (2009), Children start building their own personal identity by absorbing what their entire environment and all what surrounds them offer them and this is another aspect revealed by the conferences. Thus, the environment where children live and all what surrounds them contribute to the development of their personal identity. Because like a sponge, children take and absorb all what they see, perceive and also, they remember all the experiences they have in any situation or place and apply them to their real life.

To continue with this, another aspect about children`s personal identity revealed while doing the conferences about short stories was that they build their personal identity through their self-image. Reading them the short stories showed us how children start making connections of what they see and think of themselves and what the perception they have from the others. In other words, Children start building their personal identity by taking what they think or how they see themselves and the perspective they have from what the others (family, friends, take cares, people who they know or see every day) think or see about them.

Children start building their own personal identity by recognizing and accepting their bodies not only as something that they have and they can use to move, eat, react and so on, but also as an instrument to learn, help, and develop different activities. Also, children recognized their physical appearance differences and construct identity from them.

Another aspect revealed was that children start developing their identity by discovering and dreaming about what they wanted to be in the future. This imaginary stage,

let us know that they started acquiring the ability to look for different options until they found what they thought what they wanted to do or be. Also, it is important to take into account that this children's thoughts or dreams can change while they grow up.

Pedagogical Implications

Based on the findings of this project the following pedagogical implications were made during all the process.

Initially, we identified the zone, who were the people we were going to work and identified the needs. Based on that we had an overview of how would be the best way to help them.

The elaboration of the implementations was made by using different type of resources such as videos "by movly", puppets, big short stories and big flashcards to make the vocabulary for them. All the short stories were connected with their reality, some issues that they face every day but we made it better, the idea was not to show them fake stories or happy endings. Just their reality also by showing them those short stories, make them to build their personal identity through it.

Moreover, taking into account that the children were very small could not make complex reading comprehension strategys, because they could hardly understand the basic instructions for the activities.

Additionally, when a task is more familiar to the students, they will be motivated and will do tasks easily, thus this also offers students opportunities to actively engage in communication in order to complete a task. TBA seeks to develop students' interlanguage through providing a task and then using a language to develop and solve it.

Limitations.

In order to accomplish the implementation carried out, we found different limitations, which instead of being obstacles they turned into challenges and aspects to take into account in future investigations.

To start with the limitations, conferences were one of them because as children were too young some of them just changed the topic while asking them the questions and some others did not give us enough information to collect the data.

To avoid the lack of information, we had to be very brief and specific with the questions for children to answer them. We also had to be very patience and repeat the question whene it was necessary. However there were other students who answer them and gave us a lot of information.

The material was another limitation, because even when we created all the activities and short stories for children, in the kindergartner they did not have enough school supplies such as colors, pencils, erasers, and all materials children needed during the sessions.

To solve this kind of limitation and carry out the implementation, we provided all the material we needed in order to develop the activities. Thus, we did not only create the short stories and activities, but also supplied material such as worksheets, pencils, flashcards, PowerPoint presentations, and all paper material required during the sessions.

Finally, time was a limitation, because in some cases, it was very complicated to make children be quiet, so we did not have enough time to do all the activities planned.

To deal with lack of time or time changes, we agreed the day and time of the implementation with all the teachers. Also, we designed a few fun activities and short stories easy to understand taking into account different factors, such as children's age,

children's misbehavior, lunch time and other activities provided by the kindergarten different from the implementation.

Further Research.

- In future research, it would be important to explore other types of data collection.

- Create activities to foster child's personal identity

- If you have a specific planning for each day, try to do it the day it is, do not do one part one day and the other part the other day, because children can get bored easily.

Possible questions to guide a future research:

1. Which other elements or approaches can be used to contribute on fostering preschooler's personal identity?

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List of Appendices

Appendix 1: Field note´s format

Appendix 2: Letter´s permission for the coordinator and the parents

Appendix 3: Short stories

Appendix 4: Comprehension activities and short stories´ vocabulary

Appendix 5: Conferences

Appendix N. 1

FIELD NOTES

(Format to Specify the Research Problem)

Title of the Project: *REVEALING CONSTRUCTION OF PERSONAL IDENTITY THROUGH SHORT*

General Objective

- *Analyze low-Ses preschooler's personal identity construction through reading them short stories.*

Research Objectives

- *Identify criteria that determine the low-SES preschoolers´ personal identity construction.*
- *Analyze personal identity construction in low-SES preschoolers when short*

    stories are read to them.

Place: *"Jardín Infantil Mi Primera Infancia"*

FIELD NOTE #

DATE: *# OF PARTICIPANTS:*

RESEARCHERS: Milena Naranjo and Adriana Jiménez

OBSERVATION	*COMMENTS*

Page_____ of_____

Appendix N. 2.

CONSENTIMIENTO INFORMADO

Bogotá, marzo 19 de 2016

Aura María López Reina
Coordinadora
Jardín Infantil Mi Primera Infancia

Nuestros nombres son Milena Naranjo y Adriana Jiménez. Somos estudiantes de Licenciatura en Idioma Extranjero Ingles y actualmente cursamos octavo semestre en la Universidad Minuto de Dios.

Por medio de la presente, solicitamos muy comedidamente la colaboración de diez de sus estudiantes del curso kínder en un proyecto de investigación, el cual se llevará a cabo durante el mes de abril.

Este estudio busca revelar la construcción de la identidad personal de su hijo/a e identificar los criterios que determinan la construcción de la identidad. La participación en este estudio requiere que ellos interactúen en las actividades de clase y en una entrevista.

La participación en este estudio es totalmente voluntaria. Si alguno de los participantes desea retirarse del proyecto en cualquier momento, puede hacerlo sin que esto le genere algún perjuicio.

Es importante aclarar que la información recolectada será confidencial y se usará únicamente con propósitos investigativos, igualmente, las notas de campo, los artefactos de los estudiantes y las entrevistas en las que ellos participen, tendrán el mismo carácter de confidencialidad.

Es importante mencionar que, al participar en éste proyecto, los niños gozarán de beneficios tales como: adquirir la habilidad de comprender textos e historias cortas por medio de estrategias de comprensión de lectura hechas a través de imágenes y palabras clave, adquirir la capacidad de desarrollar su identidad personal a través de la alfabetización crítica y aprender vocabulario en inglés de acuerdo a los temas trabajados.

Si tiene alguna inquietud, acerca del estudio se puede comunicar con Milena Naranjo al 312 3619984 o Adriana Jiménez al 319 3450563 o puede enviar un correo electrónico a lunanaranjo20@gmail.com o adri.jimenezm@hotmail.com

Cordialmente,

Milena Naranjo   Adriana Jiménez

CONSENTIMIENTO INFORMADO

Bogotá, marzo 19 de 2016

Estimado padre de familia,

Nuestros nombres son Milena Naranjo y Adriana Jiménez. Somos estudiantes de Licenciatura en Idioma Extranjero Ingles y actualmente cursamos octavo semestre en la Universidad Minuto de Dios.

Por medio de la presente, solicitamos muy comedidamente la colaboración de su hijo/a en un proyecto de investigación, el cual se llevará a cabo durante el mes de abril.

Este estudio busca desarrollar la identidad personal de los niños a través de la alfabetización crítica e identificar los patrones que determinan la formación de su identidad. La participación en este estudio requiere que su hijo/a participe en una entrevista y dibuje.

La participación en este estudio es totalmente voluntaria. Si su hijo/a o usted desea retirarse del proyecto en cualquier momento, puede hacerlo sin que esto le genere algún perjuicio. Sí usted no desea que su hijo/a participe en este estudio, por favor complete el formato de la parte de abajo de esta carta y devuélvalo.

Es importante aclarar que la información recolectada será confidencial y se usará únicamente con propósitos investigativos, igualmente, las notas de campo, los artefactos de los estudiantes y las entrevistas en las que los niños participen, tendrán el mismo carácter de confidencialidad.

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Cordialmente,

Milena Naranjo   AdrianaJiménez

Appendix N. 3. Short stories

Session 1, short story N. 1

Once upon a time there was a very shy apple called Katy. She did not like to speak in front of people, because she had many freckles on her face and her friends used to call her freckles instead of calling her by her name. Katy was very sad, because she did not like when her friends called her freckles. But, one day, she went for a walk and found many apples with freckles on their faces. Those apples called her by her name and never called her freckles, so she was very happy with her new friends.

Session 2, short story N. 2

Carlitos and Lina lived only with their mother in a small house. Their mom came from her job very late and tired at night, and Carlitos and Lina felt very sad, because their mom did not have enough time for them, but she loved them a lot and she always prayed to God and ask him to take care of them. One day their mom took them to the park and then afterwards they also watched television together as a family, keeping in mind that the mother does not have very much time, the time the three of them spent together was special and they were a very happy family.

Session 3, short story N. 3

Once upon a time there was a rabbit called Lucy. She was on school with her friends. All of them were drawing, but Lucy realized that she did not have a pencil, so without any permission she took the pencil of his friend and he pushed her. Everybody laughed at her, but there was a pig, who helped her and let her use his pencil.

Session 4, short story N. 4

Cat lived in a very dirty place. The place was full of garbage, the houses were very old and at night it was better not to go out. Cat and his friends were very tired and sad, because the place was very dirty, so they started thinking about how they could help. After a while, they decided to help by picking up the garbage from the streets. Finally, they were happy, because they cleaned the place.

Session 5, short story N. 5

Once upon a time there was a dog called Bruno. Bruno was a very intelligent dog, but his friend Tom who was a lion used to tell him that he was not intelligent, so Bruno was very sad. But, one day, Bruno and Tom had to run in a competition and Bruno was the winner, so he was very happy and learned that he was intelligent.

Session 6, short story N. 6

Juan was a boy who had black eyes and his skin was dark. One day, Juan saw some boys playing and he went to play with them, but one of them called Luis told him that he could not play with them, because he was black. Juan was very sad and went to cry on the corner. Then, a girl, Sandy who was playing with them invited him to play and all of them became friends.

Session 7, short story N. 7

Once upon a time there was a bear called Yogui, who wanted to be a doctor, but he was sad, because he did not have money to study. But one day the teacher told him that if he was the best in school, he could be a doctor. Yogui was very happy and studied very much.

Appendix N. 4.

Session

1

I am What my Name Means

vocabulary material

Apple
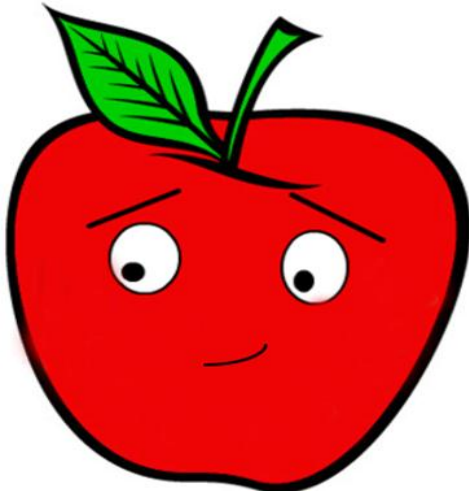
Freckles
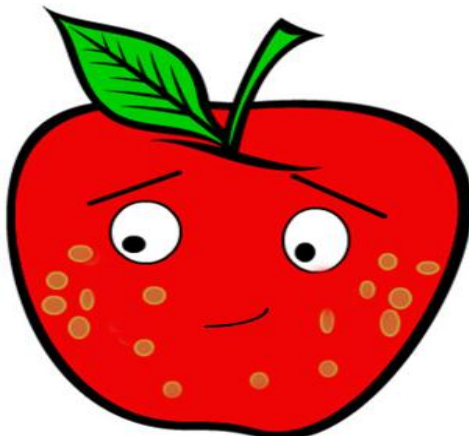
Sad

Walk
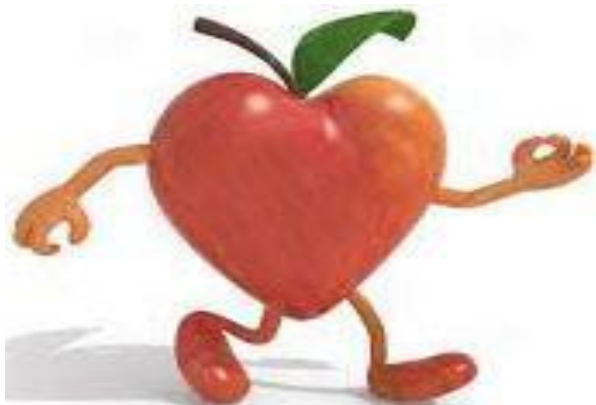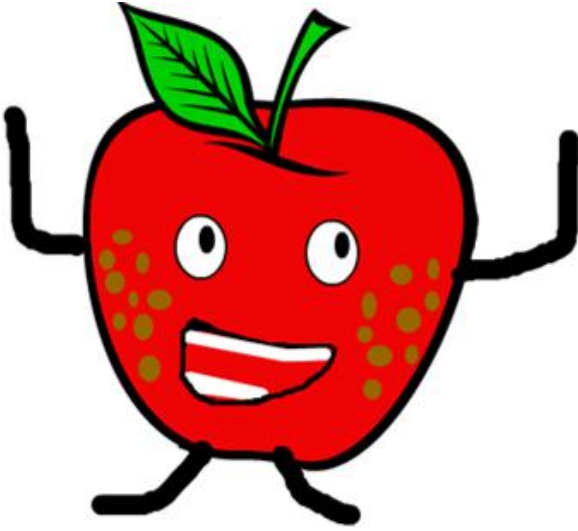
Happy

Pre-task vocabulary activity 1 material

Join the dots and color.
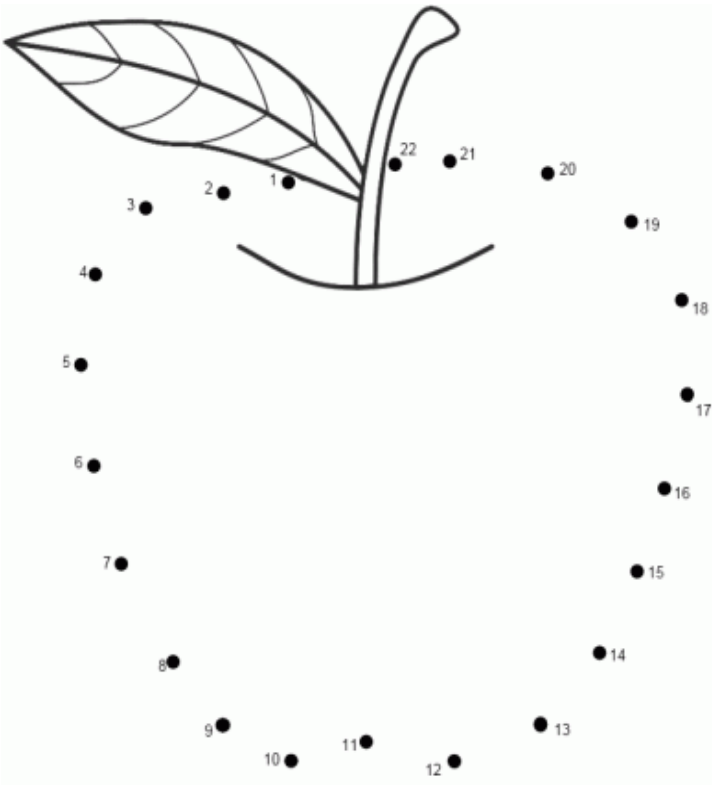
Pre-task vocabulary activity 2 material

Match the word with the right picture.

APPLE NO FREACKLES
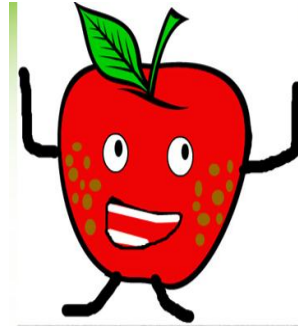
FRECKLES

SAD

HAPPY

Story material
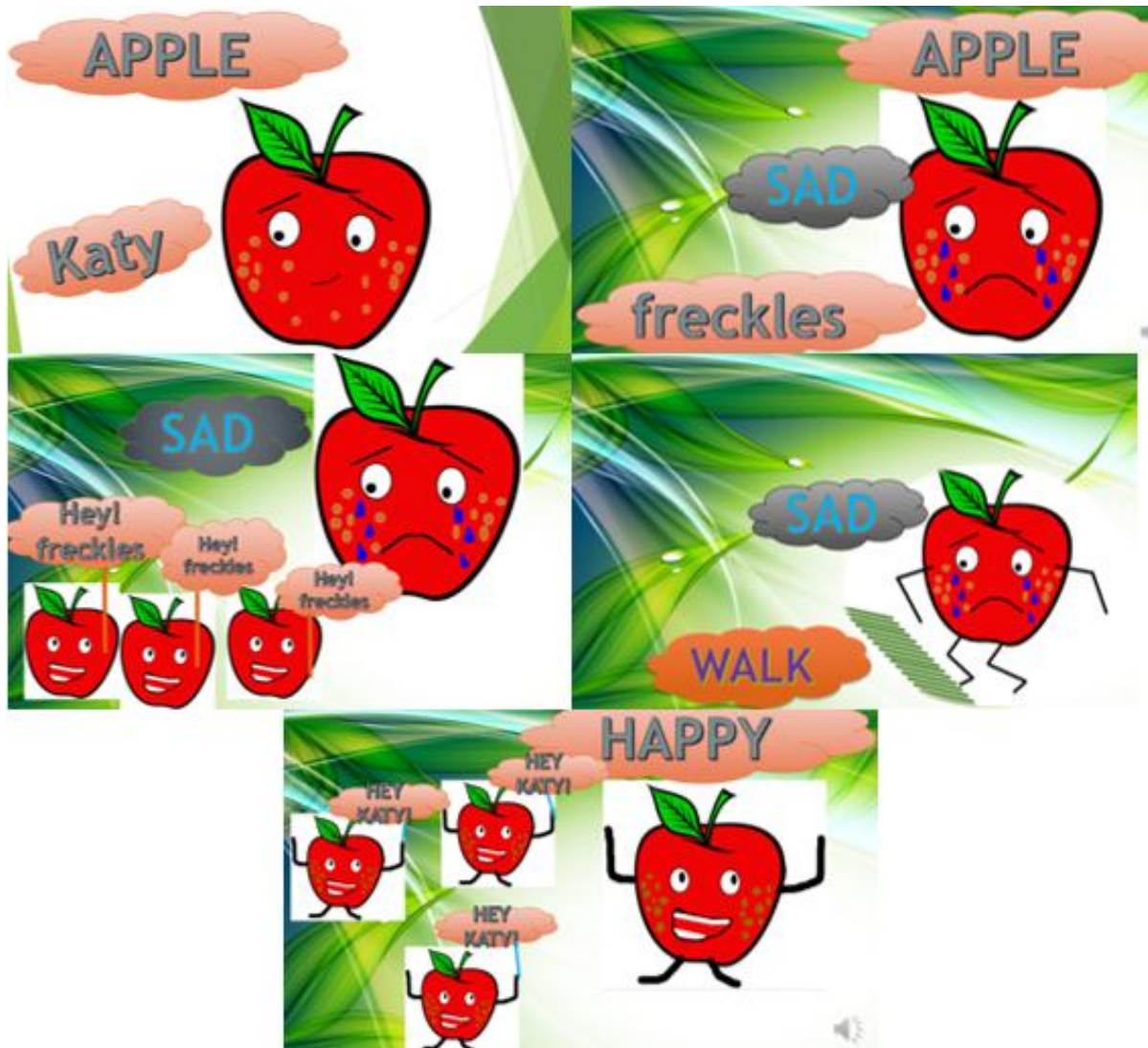
Reading Comprehension Activity 1 material

Color the apples.
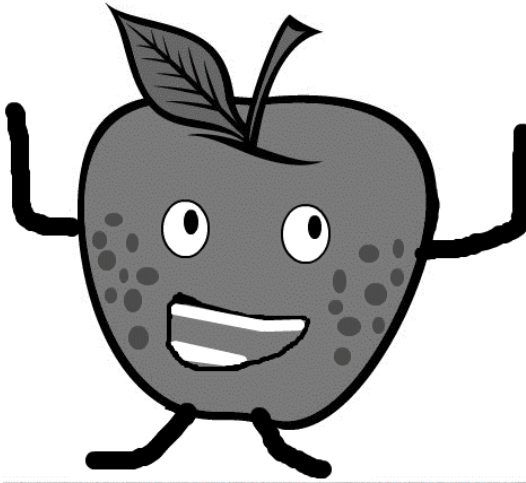
"I am an apple and my name is Katy"
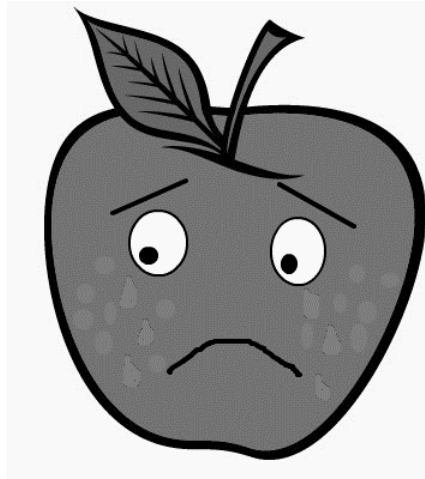
"I am an Apple and my nick name is freckles"

Color the apples
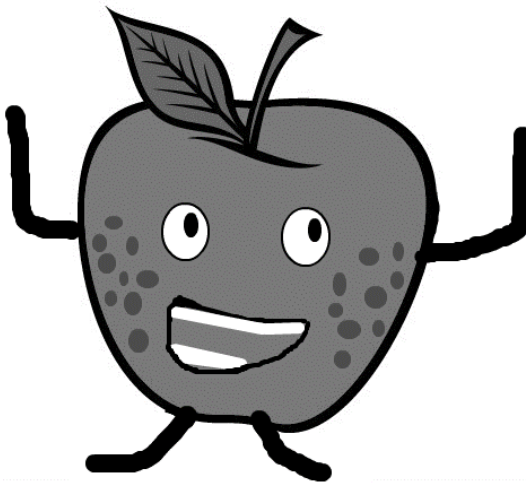
"I am an apple and my name is Katy"
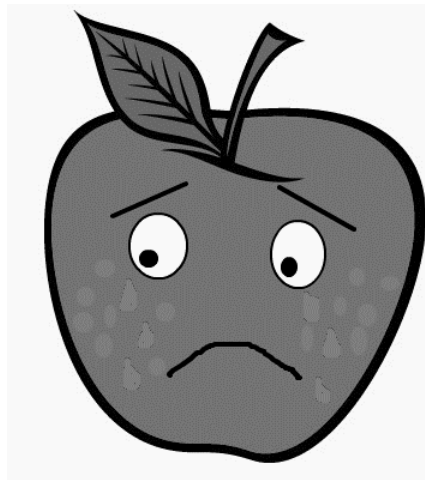
"I am an Apple and my nick name is freckles"

Session

2

Recognizing my Family

Activity 1 *Pre-task Activity 1 material*

*Match the word with the right image

Mother

Daughter

Son

House

Sad
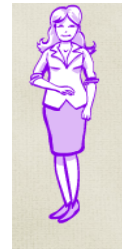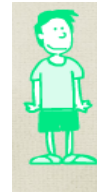
Reading Comprehension Activity:

Activity 1

*Color the mother from the story in red, color the son with green and color the daughter with blue

Session

3

Building Friendships.

Activity 1 *Pre-task Activity 1 material*

1. Connect the dots
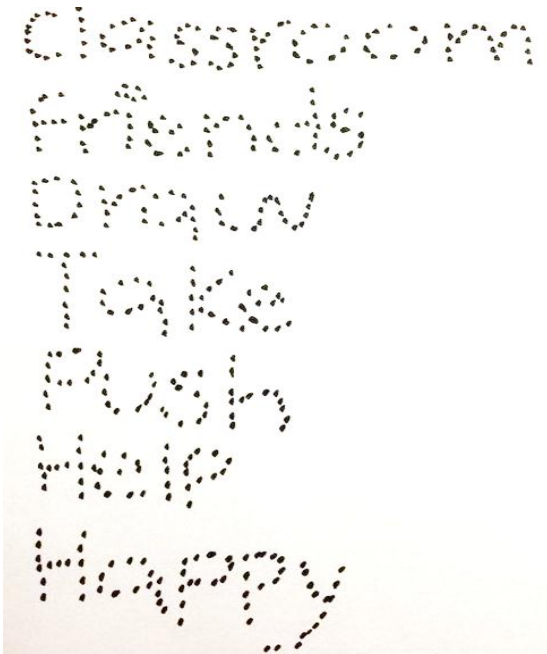
Reading Comprehension Activity:

Activity 1

*Listen and color
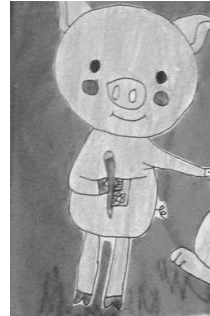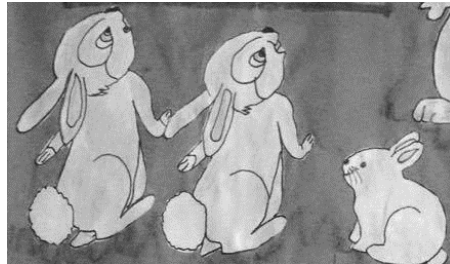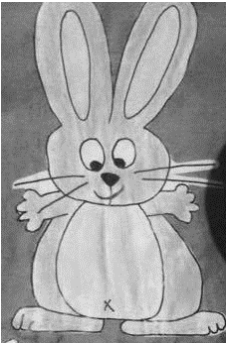
Session

4

Environment.

Pre-task Vocabulary Activities:

Activity 1.

1. Find the way
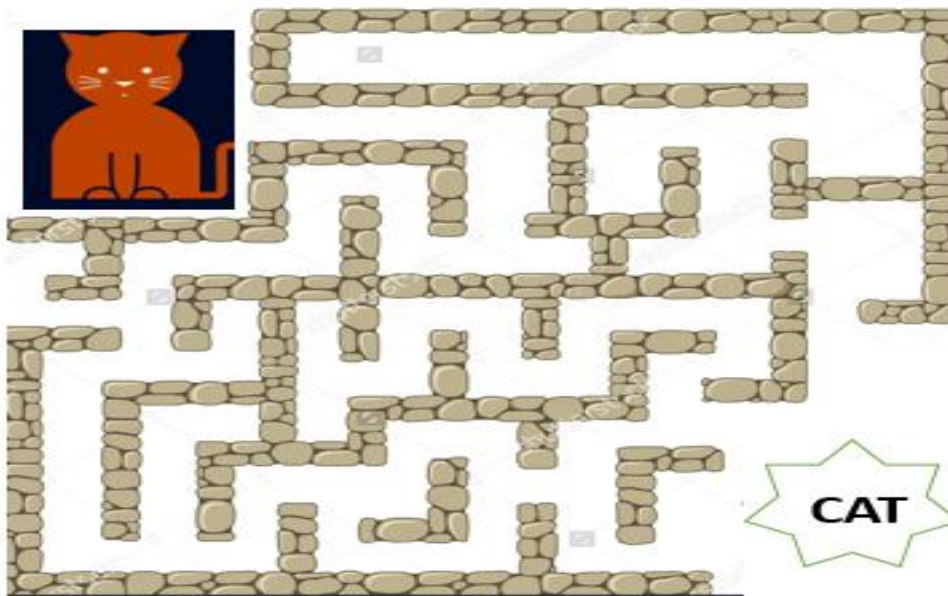
Reading Comprehension Activity:

Activity 1,

*Who is hidden? , Find the character and circle.
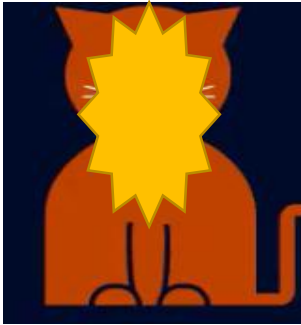
Session

5

Reflective Mirror

vocabulary material

Happy

Sad

Lion

Run
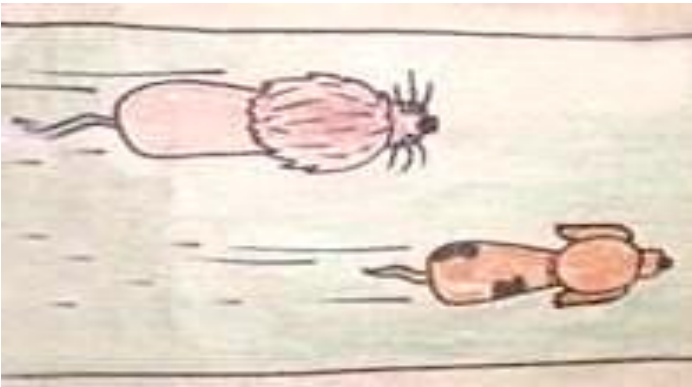
Win

Pre-task vocabulary activity 1 material

Match the words with the right image

sad

happy

lion

Pre-task vocabulary activity 2 material

What can you see in the picture?

Annexed 4*, Story material*

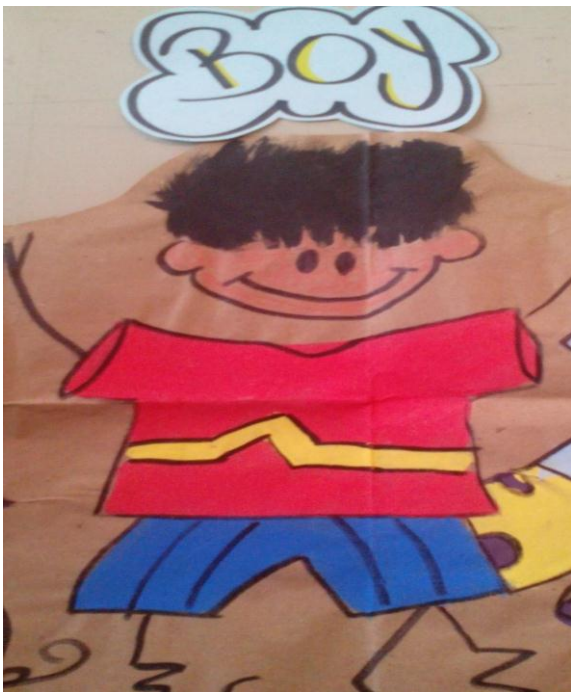*Reading Comprehension Activity 1 material*

Who says this? (listening activity)
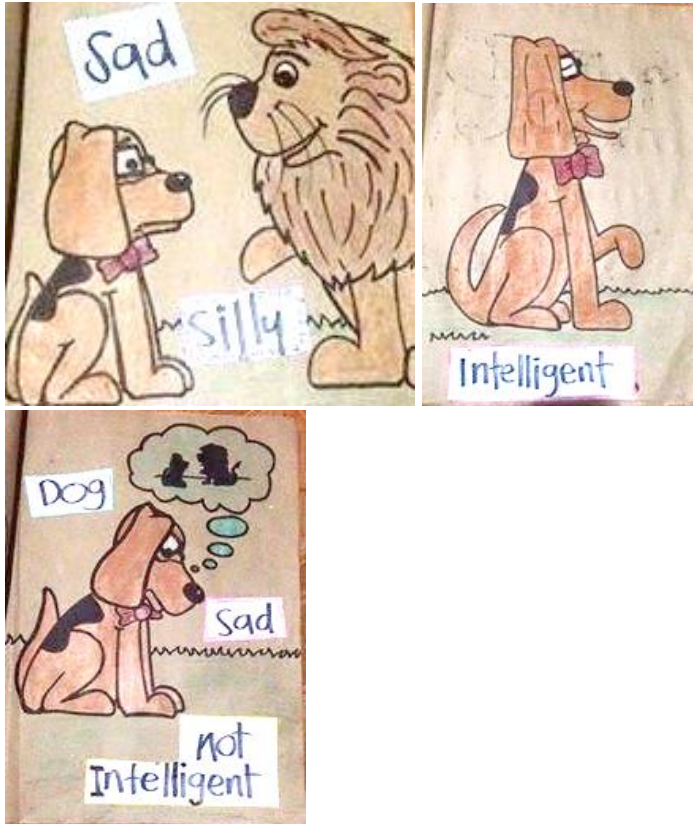
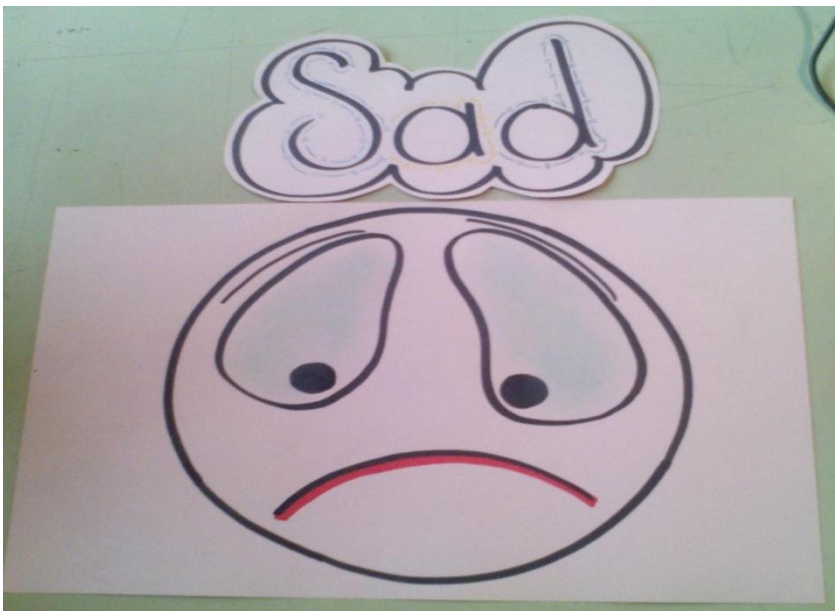Session

6

Moving Identity.

Vocabulary material

Boy

Black

Play

Park

Sad

Friends

Pre-task Vocabulary Activity 1 material

Who is hidden?

Story material

Reading Comprehension Activity 1 material

What was the end?
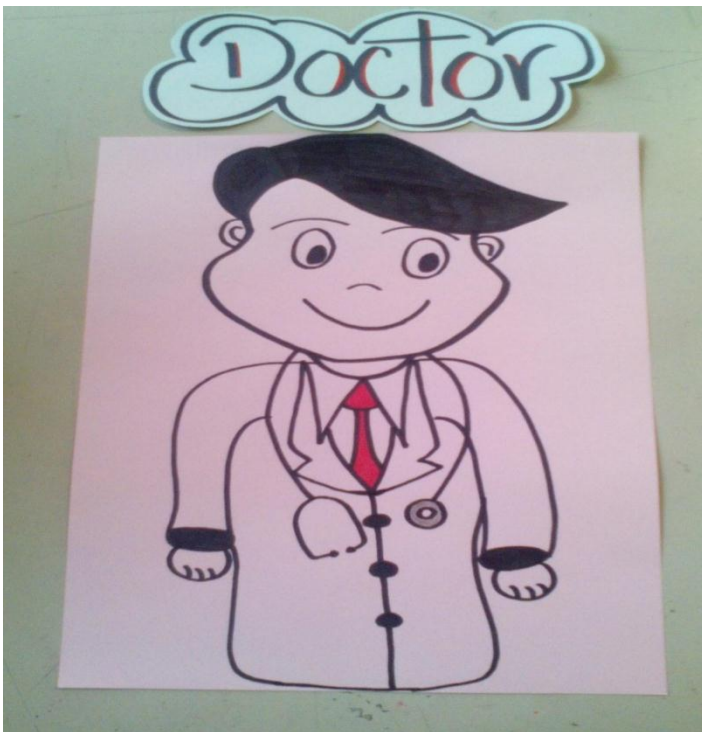*Color the end with blue and the other scene with yellow.*

Session
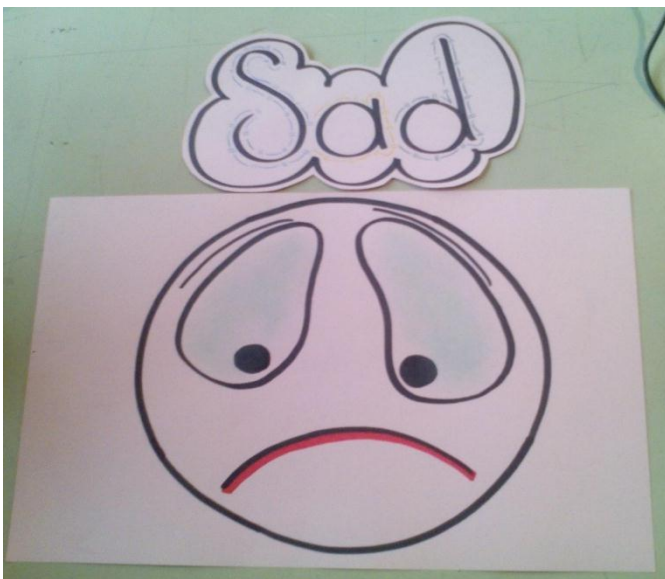
7

Imaginary Future.
Vocabulary material
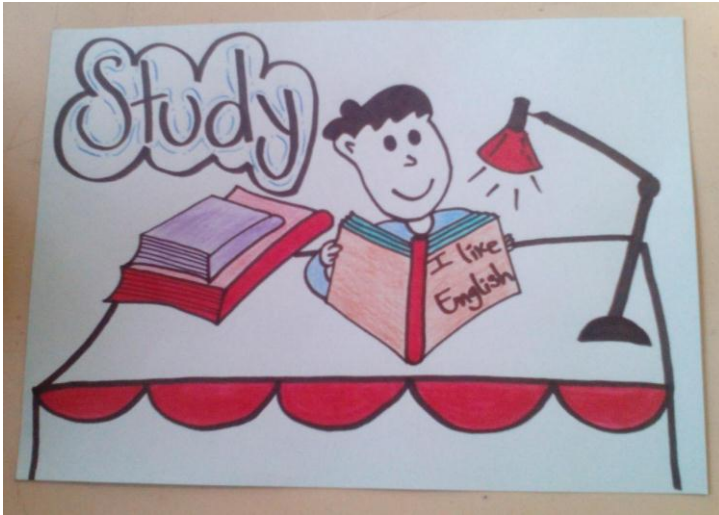
Bear

Doctor

Money

Sad

Study

Teacher

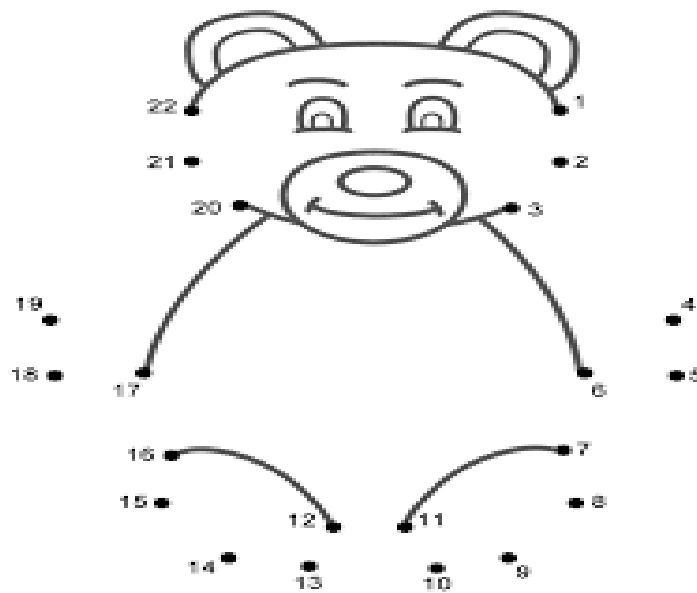*Pre-task Vocabulary Activity 1 material*

What can you see in the picture?

Pre-task Vocabulary Activity 2 material

Join the dots and color.

Bear

Sad

Story material

Reading Comprehension Activity 1 material

Find the end and tell the story.

Appendix N. 5. Conferences

Session - Conference N 1 – I am what my name means

Daniel

T: ¿Cómo te dibujaste, esa es tu ropa?

St: No, es un disfraz de carate

T: ¿Te gusta el carate?

St: Si

T: ¿Y esto que es?

St: Estos son unos palos que yo me estoy teniendo con mis manos

T: ¿Aaa te estas teniendo con los palos y te acuerdas en la historia de Katy que le decían pecas y no le decían por el nombre?

St: Si

T: ¿A ti te dicen por tu nombre o te dicen de otra manera?

St: Ay veces que me dicen Daniela

T: ¿Daniela? ¿Y quién te dice así?

St: Una niña

T: ¿Y te gusta que te diga así?

St: No

T: ¿Por qué?

St: Porque eso es malo

T: ¿Y tú le dices a ella, la llamar por el nombre? ¿O le dices otra cosa?

St: Yo le digo el nombre

T: ¿Y qué haces cuando ella te dice Daniela?

St: Pues yo me meto a mi cuarto y no le abro

T: ¿Quién es la niña?

St: Una niña que vive en nuestra casa

T: ¿Y es mayor que tú?

St: No, es pequeñita tiene dos años, perdón tiene tres

T: ¿Y tu familia te dice Daniela o te dice de otra manera?

St: Daniel

Session 2 - Conference N 13 – Family Figures

Gaby

T: Cuéntame sobre ése dibujo

St: Mi papá y mi mamá

T: ¿Con quién vives?

St: Co mi papa y mi mama

T: ¿Y tienes hermano?

St: Si

T: ¿Cuantos hermanos tienes?

St: Dos

T: ¿Y te gusta vivir con ellos?

St: Si

T: ¿Es chévere?

St: Si, y me gusta ir al parque

T: ¿Y te llevan al parque?

St: Mmmm si

T: Uy que dibujo tan chévere lleno de colores

St: Y y yo coloreo y mi mama me pega

T: ¿Y por qué te pega?

T: ¿Te portas mal?

St: No

T: ¿Por qué te pega tu mama?

St: Entones le pego le pego a mi hermana le pego u palazo acá en el cachete, mi papa entonces mi papa estaba allí acostado en la cama y él se fue con mi mama y me deja sola

T: ¿Y te gusta vivir con tu mama y con tu papa?

St: A mí no me gusta vivir con mi papá

T: ¿Por qué no?

St: A mí me gusta vivir con mi mama, yo ya me voy a ir yo quiero vivir con mi mama y ya me voy a ir de otra casa entonces yo ya conozco a mi mama que me mete al chorro de agua y ella me viste y me trae acá

T: ¿Si?

St: Entones ella mi mama mi mama entonces mi mamá me dijo que me alistara para ir al trabajo porque ahí ya mi papa lo van a llevar pa la cárcel

T: Y ¿por qué lo van a llevar a la cárcel?

St: Porque yo lo conozco y lo van a llevar, mañana se lo llevan para la cárcel y mi mamá cocina todos los días mi papá no porque, le dice mi mamá ¡cocine! Entonces el pelea con mi mamá y mi mamá lo muerde en todo lado, corría y después la pego acá, (pointing her face) le pego ahí y entonces eso me dijo y la llevaron pal médico que respondiera porque no se podía entonces mi mamá me dijo que si yo le decía a mi mamá que mi papa que vaya

T: Uyy (while talking to her, her mother picked her up…)

Session 3 - Conference N 14 – Building Friendships

Pipe

T: Pipe, ¿cuéntame ellos quiénes son ellos?

St: Él es mi amigo

T: ¿Son tus amigos?

St: Pero ese soy yo

T: ¿Y cuantos amigos tienes?

St: Do do uno

T: ¿Un amigo?

St: Pero yo soy el que está al lado de un totolilo, yo soy el que esta atlatlando un totolilo

T: Ayy ¿estas arrastrando un cocodrilo?

St: Si

T: Uyyy ¿con tus amigos o tu solo?

St: Todos

T: Uyyy ¿y tú quieres mucho a tus amigos?

St: Si

T: ¿Y tus amigos te quieren a ti?

St: Si

T: ¿Y cuando ellos necesitan un lápiz o un color tú se lo prestas?

St: Si

T: ¿Y ellos también te lo prestan a ti?

St: Si

T: Aaa ¿y así como en la historia a veces los empujas?

St: No

T: ¿Y ellos como te tratan a ti?

St: Aaaa bien

T: ¿Y cuando ustedes juegan son felices o son tristes?

St: Felices

T: Aaa ¿y a qué juegan?

St: Aa a a chortace lo codos y y y Daniel le tita aniel le tita… un niño te tita una pisada a oto niño y lo empuja

T: Uyy ¿y tú crees que eso está bien?

St: No

T: ¿Y por qué no?

St: Pote eso es una tosa una tosa muy peligoso

T: ¿Y tú cómo debes tratar a tus amigos?

St: Yo les dibo: no debe hacer eso y le toti el lápiz al oto niño y le doy el lápiz al oto niño y mile diuje un pato

T: Un pato uyyy, ese dibujo está súper chévere

Session 4 - Conference N. 20 – Environment

Adam

T: Adam, muéstrame tu dibujo

St: Este soy yo, esta es basura

T: ¿Aaa esa es la basura?

St: Si, pero un… la va a detener el tonabo be la noche

T: Y donde está tu casa

St: Acá

T: ¿Y en tu casa, en el barrio hay mucha basura?

St: Si mile, toda esa basura cuando un bato la enfucio

T: ¿Y si te gusta tu barrio o no te gusta?

St: A mi plefielo te mi balio esté limpio, no sucio

T: ¿Si? ¿Y por qué te gusta que esté limpio y no sucio?

St: Porte a mí me gusta mejor la mano limpia

T: ¿Entonces no te gusta que tu barrio tenga basura?

St: No

T: ¿Y por qué no, porque crees que es feo?

St: Porte pote yo me pongo tise

T: ¿Y tú te acuerdas en el cuento de los gaticos que ayudaron a recoger la basura?

St: Si, y dejaron tobo limpio y se ponieron happy y antes te la talle estaba sucia se ponieron sat

T: Mmmm muy bien se pusieron sad, y ¿tú crees que puedes ayudar con tus amiguitos?

St: Si

T: ¿A que el barrio se vea más lindo? y ¿tu casa se vea más linda?

St: Si, no mi tasa no se fucia mira, está limpia

T: Aaaaa solo el barrio

St: Si

T: ¿Y cómo se puede hacer para que ya no haya basura en el barrio, como se puede hacer?

St: Tiene te voltear el tonabo para que la basura se vaya, el tonabo tiene que recogela

Session 5 - Conference N. 25 – Self-image

Lupita

T: A veeer Lupital, cuéntame de que se trata ese dibujo tan chévere. ¿Qué dibujaste aquí?

St: Una muñeca

T: ¿Y por qué dibujaste una muñeca?

St: Porque si

T: ¿Te gustan las muñecas?

St: Si

T: ¿Y te gusta mucho hacer y dibujar muñecas?

St: Si

T: ¿Y crees que las pintas bonito?

St: Si

T: ¿Y a ti te dicen que dibujas bonito las muñecas o que las dibujas feas?

St: Bonitas

T: ¿Y quién te dice que las dibujas bonitas?

St: Mi papá

T: ¿Y quién más te dice que las pintas bonito?

St: Mi mama, mi abuela y mis primos

T: Uy que bien. ¿Y aquí que dibujaste?

St: Un corazón

T: Uy que chévere, ¿y que más pintaste acá?

St: Una corona

T: ¿Tú te acuerdas en la historia cuando el león le dijo al perro que no era inteligente?

St: Si

T: ¿A ti alguien te ha dicho que no puedes hacer algo o que no lo sabes hacer?

St: No

T: ¿Nadie?

St: No

T: ¿Y qué te gusta hacer?

St: Un arcoíris eeeee

T: Y te gusta bailar, te gusta cantar…. ¿Qué te gusta hacer?

St: Clase

T: ¿Te gusta la clase?

St: Si

T: ¿La clase de qué?

St: Eeeeeeehhhhh de música

T: ¿Te gusta la música?

St: Si

T: Y que no te gusta

St: Nada

T: ¿Y qué crees que no puedes hacer bien?

St: Nada

T: ¿Crees que todo lo haces bien?

St: Si

T: Mmm que bien. Muchas gracias Lupita que dibujo tan lindo

Session 6 - Conference N. 32 – Recognition and acceptance of my body

Jimmy

T: a ver Jimmy, cuéntame tu dibujo

St: bueno, yo iba caminando a una tienda de paletas y compre esto. La paleta parece ser feliz y la voy a morder.

T: ¿Cuál es la parte de tu cuerpo que más te gusta?

St: mis manos, porque puedo hacer muchas cosas con ellas y también me gustan los pies, ayudan a caminar.

T: ¿y a ti alguien te dice que tus manos son bonitas? ¿O que tus pies son bonitos?

St: Hay veces que me dicen que mis manos son bonitas pero los pies mmmm no

T: ¿y quién te dice que tus manos son bonitas?

St: Mi mamá, mis hermanas y todos mis amigos

T: ¿Ellos te dicen que tienes manos bonitas?

St: Sí, pero los pies no

T: ¿No? ¿Qué te dicen, que son feos o no te dicen nada?

St: me dicen que no son bonitos y que no sirven para nada

T: ¿y porque crees que te dicen eso?

St: es que ellos creen que yo soy feo y que no me lavo la boca

T: ¿y tú cómo te sientes cuando te dicen eso?

St: Mal

T: ¿y tú qué haces cuando te dicen eso?

St: le digo a mi mamá

T: y ella que dice

St: Ella dice pues bueno, porque ella siempre anda pendiente de la comida de nosotros

T: ¿pero tu si crees que tienes pies bonitos?

St: si

Session 7 - Conference N. 37 – Imaginary Future

Tommy

T: ¿Qué hiciste acá?

St: ese soy yo, si pero yo dibuje uñoso, pero yo abuje undoso antes del policía

T: ¿quieres ser un policía?

St: sí

T: ¿Qué quieres ser cuando seas grande?

St: un policía moso

T: ¿un policía moso?

St: sí. le hice unas.. alama

T: ¿la alarma?.. uyy o sea que este es el carro

St: si

T: ¿el carro de la policía?

St: sí

T: y ¿qué quieres hacer cuando seas policía?

St: matar al policía y un edificio gande

T: uy, y que más quieres hacer cuando seas policía

St: y matar a los lalones y policías

T: uy, y eso ¿Por qué?

St: Es te mi hemano estaba afuera le la tasa y los policías le pegaron duro, duro

T: ¿Crees que eso es bueno o mal?

St: Malo

T: ¿Por qué?

St: Pote sí

T: y ¿a ti te dicen que si puedes ser policía o que no puedes?

St: sí

T: ¿quién te dice que si puedes?

St: mi papá

T: ¿hay alguien que te diga que no puedes?

St: unos jubetes pero ellos haban y me dicen que no puedo ser policía

T: y ¿hay amigos tuyos que te dicen que no puedes ser policía?

St: pero los apago

T: y ¿hay personas que te dicen que no puedes?

St: no más los jubetes y los lalones

T: y ¿qué crees que necesitas para ser policía?

St: un alimal

T: ¿Un animal? ¿Para qué?

St: para hacer una ventana en el albol de atas para me tape el agujero

T: y estudiar mucho para ser policía, ¿cierto?

St: si

T: y ¿qué más crees que necesitarías para ser policía?

St: una pistola y un golo velde

T: y ¿qué más hay acá?, ¿qué es esto?

St: es una silla te hace avanzar te hace palal y estacionarse