

**ENCOURAGING 9<sup>TH</sup> GRADERS TO TELL ANECDOTES THROUGH R2L USING  
TOONTASTIC 3D**



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**ENGLISH LANGUAGE TEACHING PROGRAM**

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*Mayra Alejandra Salgado*

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*Camila Andrea Doria Del Vecchio*

## **Abstract**

The development of oral communication plays a crucial part in the process of learning a foreign language in an EFL classroom. However, from our experience in past observations, we noticed that when students tried to speak using the language, they had memorized it instead of doing it spontaneously. In other words, students' ability to communicate orally is poor. The purposes of this action/case study were to explore the extent to which students of 9<sup>th</sup> grade develop their oral communication to tell anecdotes during the Reading to Learn (R2L) cycle using Toontastic 3D, and to describe what were students' perceptions towards the R2L cycle and Toontastic 3D. R2L is a set of strategies that enables teachers to support students in their reading and writing skills at their grade level. Yet, R2L was used to develop students' oral communication. Toontastic 3D is a storytelling and animation application to tell anecdotes. Observations, semi-structured interviews, production tasks, and students' journals were the instrument for collecting the data from 9th graders in a public institution in Monteria. Findings revealed that R2L in combination with Toontastic 3D helped students to construct and tell anecdotes independently with meaning despite their grammar mistakes.

**Key words:** *Oral communication, Anecdotes, Reading to Learn (R2L), and Toontastic 3D.*

## Resumen

El desarrollo de la comunicación oral juega un papel importante en el proceso de aprender una lengua extranjera en un salón de clases. Sin embargo, desde nuestra experiencia como estudiantes de docencia en observaciones pasadas, notamos que, cuando los estudiantes intentaban usar el lenguaje extranjero para hablar, sonaba a que lo había estado memorizando en vez de hacerlo de manera espontánea. En otras palabras, la habilidad oral de los estudiantes es baja. El propósito de este estudio es explorar hasta que punto los estudiantes de grado noveno fueron capaces de desarrollar su comunicación oral al momento de contar una anécdota durante la implementación del ciclo de Reading to Learn (R2L) usando Toontastic 3D, y describir cuales fueron esas percepciones que los estudiantes tuvieron sobre el ciclo de R2L y Toontastic 3D. R2L es un conjunto de estrategias que les permite a los profesores apoyar a sus estudiantes en la habilidad de lectura y escritura en su respectivo nivel. Aunque, R2L se usó en este estudio para desarrollar la comunicación oral de los estudiantes. Toontastic 3D es una aplicación de cuentacuentos y animación que fue usado para que los estudiantes contaran sus anécdotas allí. Observaciones, entrevistas semiestructuradas, tareas de producción, y diarios de los estudiantes fueron los instrumentos de recolección de datos en el grado noveno de una institución pública en Montería. Los resultados de este estudio revelaron que R2L en combinación con Toontastic 3D, ayudó a los estudiantes a construir y decir anécdotas independientes con sentido, a pesar de sus errores gramaticales.

**Palabras claves:** *Comunicación oral, Anécdota, Reading to Learn (R2L), y Toontastic 3D.*

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## **1. Introduction**

The development of oral communication plays a crucial part in the process of learning English as foreign language (EFL) in the classroom. For this reason, when we were in our Pedagogical Project observations, we wanted to focus our attention to this matter, and as a result, we observed a reluctant behavior when students were asked to speak. In other words, students refused to speak in class. The only moment we could listen to them saying something in English was when they greeted or repeated sentences the teacher had said before. In addition, when students were trying to speak using the language, it was notorious that they had memorized each word instead of doing it spontaneously. The purposes of this action/case study were to explore the extent to which students of 9<sup>th</sup> grade develop their ability to tell anecdotes through their participation in the Reading to Learn (R2L) cycle using Toontastic 3D. The study also seeks to describe students' perception towards the Reading to Learn cycle and the application Toontastic 3D. This study aimed to answer two main questions: To what extent do students of 9<sup>th</sup> grade develop their oral communication to tell anecdotes during the Reading to Learn (R2L) cycle using Toontastic 3D? and What are students' perception towards the Reading to Learn cycle and the use of Toontastic 3D to develop oral communication when telling anecdotes?

The following chapter provides the main concepts corresponding to this study and a literature review of the studies related to oral communication and the implementation of R2L. The chapter after that focuses on the methodology and data collection procedures that were used to collect the data needed to answer the questions of this research.

## **2. Theoretical Framework**

This chapter defines the main concepts of the study providing a conceptual framework for all the key terms needed in order to contextualize the reader and it also provides a literature review presenting previous studies related to our research topic.

### **2.1. Conceptual Framework**

**2.1.1. Oral communication to tell anecdotes.** In the view of Camp and Satterwhite (2002), in oral communication, information, thoughts and ideas are conveyed via spoken language through face-to-face conversations, meetings, voice mail messages, teleconferencing, oral presentations and public speaking. Spoken messages are sent very quickly and feedback is received almost immediately. However, we provide a more adapted definition for this study describing oral communication as a transmitted message that someone gives whether to an audience or to anyone in particular in the form of a speech, a dialogue, or in this case, a monologue.

A monologue is a speech that anyone can do without expecting any feedback on the spot. That is to say, monologues are talks addressed to an audience that is not expected to interrupt (Frobenius, 2014). For instance, a speech from the president, a tv or a radio talk, or even a lecture in a university are all monologues. The kind of monologue that concerns our study, consist of a video recording to tell an anecdote, where they lacked of an immediately present audience and they did not have an immediate response.

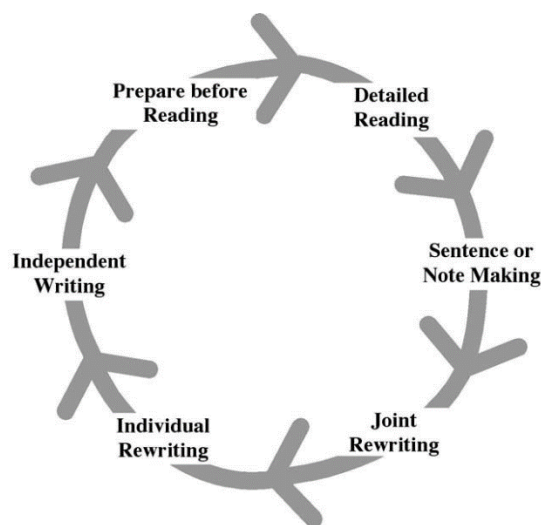
In order to give monologues a meaning, students had to record a video where they developed a type of genre, which are *Anecdotes*. Anecdotes belong to a textual genre known as stories. Stories are “central genres in all cultures, in some form in almost every imaginable situation

and stage of life. They are intimately woven into the minutiae of everyday life, whenever we come together (Martin & Rose, 2008, p. 51). That is to say, every time we meet with friends or family and start talking about a particular event of someone's life, there is a story in it.

Within the 'story family' genres, we can find *Anecdotes*, that are the moments in which a person shares feelings and emotions. "Anecdotes present a sequence of events that is out of the ordinary, and conclude with the protagonists' reaction to the events" (Martin & Rose, 2008, p. 51-61). When analyzing anecdotes, Labov & Waletzky (1967, reprinted in Bamberg 1997), came up with a series of stages or structure to be identified inside an anecdote. These stages are known as *Title, Abstract, Orientation, Remarkable event, Reaction, and coda*. Nevertheless, for this study, we focused our attention on three of them we consider that are the basis to tell a good anecdote. They were *Orientation, Remarkable Event, and Emotional Reaction*. *Orientation* presents the reader the context in which the story takes place, in order to have an idea of the environment in which the story unfolds. *The remarkable event* is the part of the story that presents the problem or the situation in particular that plays an important role for the development of the story, it may be tragic or comic, engaging or revolting. The *Emotional reaction* stage is where the narrator expresses all kind of behaviors and feelings, such as lamentations, fear, misery, grief, joy, happiness, and so on. (Martin & Rose, 2008, p. 51-61).

**2.1.2. Reading to Learn (R2L).** In order to develop students' oral communication in the EFL classroom, we implemented a set of strategies named Reading to Learn. Reading to Learn or (R2L) corresponds to "a set of strategies that enable teachers to support all the students in their classes to read and write at the levels they need to succeed" (Rose 2010 p.4). That is to say, for this study, R2L was implemented to strengthen the way in which tasks are developed. However, R2L was used to support the students in speaking instead of reading and writing.

R2L model does not focus on “teacher-centered” or “learner-centered”, its main purpose is to focus on “how teachers and learners interact to build knowledge” (Rose, D. 2010 p.8). This model also involves a sequence of stages called *the learning cycle*. The cycle was originally designed as in *figure 1* for the development of the reading and writing skills. Nonetheless, this cycle was adapted so that it could be used for speaking as in *figure 2*.



**Figure 1.** R2L for reading and writing. Rose, D (2010).



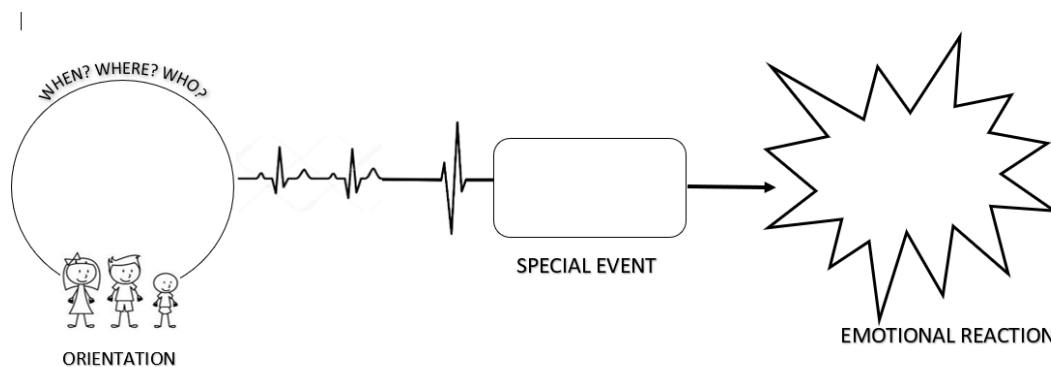
**Figure 2.** R2L adapted for speaking (2018).

It is important to say that these adaptations were made by the research group SIC by Jose David Herazo, Paula Garcia Montes, and Tatiana Becerra in 2018, and used for the first time in the study of Pastrana, J., & Anaya, C. (2018). To start the cycle, it was previously selected the text that students were going to analyze during the different stages of the R2L cycle. The text selected was an anecdote about a rat and we analyzed it highlighting the stages we were focusing on, as shown in *figure 3*, and then recorded it in the Toontastic 3D application.

<b>Target genre:</b> Anecdotes		
Something frightening happened to me today.	<b>Abstract</b>	
This morning, at 5 am...	<b>Orientation</b>	time, place, participants
my boyfriend and I heard a noise in the bedroom.		
We thought it was something that fell, but it was a rat! So we looked and chased the rat in my apartment. And I know it was inside ((laughter)), in my clothes, in my closet! I know it was in there. But now I don't know where it is, because I came to class, here. And now I don't want to go home.	<b>Remarkable event</b>	Expressing past events
Rats are really scary!	<b>Emotional Reaction</b>	Evaluating experience
	<b>Coda</b>	

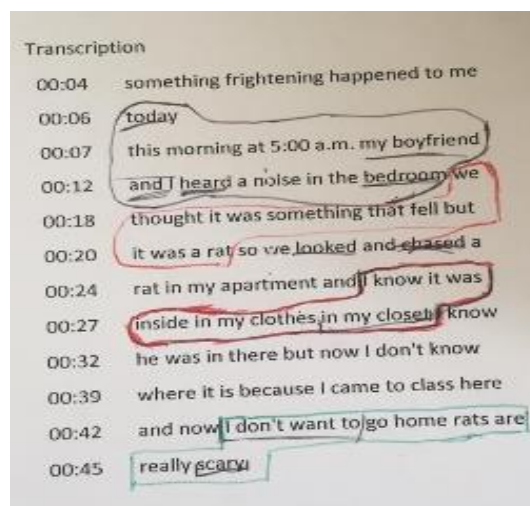
**Figure 3.** Anecdote selected analyzed with its stages.

For the *preparing before listening* stage, we activated students' background knowledge by showing them some pictures of wild and cute animals to start provoking reactions on them. As the text selected was about a bad experience with an animal, we wanted to activate also students' phobias by giving them a worksheet that contained animals in one side, and feelings on the other side so that they could start getting the knowledge needed to understand the anecdote of the rat. Then, we gave them a diagram we created that contained the different stages that anecdotes have as shown in *figure 4*. This diagram was made with the purpose of filling it with information of a summary of the anecdote that the teacher told them before showing the text itself, in this case, a video (see appendix 1).



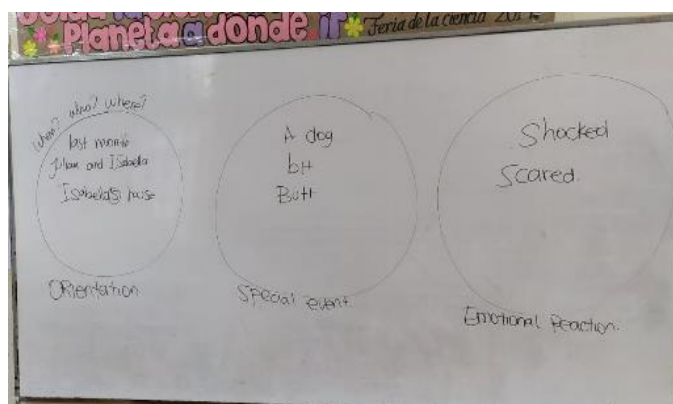
**Figure 4.** *Diagram used to analyze anecdotes.*

After filling the diagram with the information of the summary, the teacher played the video once and then checked for understanding. For the *detailed listening* stage, students listened to the video one more time, but this time segment by segment and checking for understanding each time the video was paused. Then, with the transcript of the video, the teacher along with the students started to identify key language in the transcript, and each time they identified one key word, for example: *Today*, they were asked to think of new words that could replace that one and started making notes of those different linguistic resources (see appendix 2). Then, with the same transcript, we identified the three main stages of anecdotes, as shown in *figure 5*.



**Figure 5.** transcript of a students with the stages circled.

After that, students were given some worksheets to work on sentence making to practice the lexico-grammatical features of each stage of anecdotes. Then, using the worksheets as guidance, they had to record an audio through Whatsapp saying sentences as if they were telling an anecdote stage called *joint* had asked to think of a experience they already. For the next *retelling*, the teacher previously the students moment or an might had with an



animal. We listened to two or three of them, and selected one to start constructing it collectively, as shown in *figure 6*.

**Figure 6.** *Diagram filled with the information of the joint constructed anecdote.*

Later, the teacher and students tried to tell the anecdote out loud in class just using the key words that were written on the board. For the *Individual Retelling* stage, students were asked to retell that anecdote in Toontastic 3D, and then, those videos were shown in the next class to collaboratively give feedback.

Finally, for the last stage called *independent speaking* students were asked to form groups of 4 and plan a new anecdote, but this time, with little support from the teacher. Students used the diagram as guidance for the construction of their anecdotes and then they were asked to record it again in Toontastic 3D but inside the classroom (see appendix 3).

**2.1.3. Toontastic 3D.** Toontastic is a storytelling and animation application created by Google LLC in 2017 with the purpose of animating and narrating kid's adventures, news stories or school reports. "The software is designed to be used with custom-built multi-pen interactive displays for arts and technology museums but can also be used online with a conventional mouse"

(Russell, 2010). The application works as follows: first, you need to choose the type of story you want to tell. In here, the app presents you three kinds of stories: short story, classic story, and science report. For this study, we asked the students to select the one that said short story. After selecting the type of story, the app shows you three squares with the names of *Beginning*, *Middle*, and *End*. In here, to start creating the story, the app suggests you to go and select the square *Beginning*. Up to this point, the app explains you that you need to choose or draw your own setting and characters that will appear in the story to finally start recording the anecdote (see appendix 4).

## **2.2. Literature Review**

To support our research study, we included the following which are the most significant research studies related to oral communication, Genre Based Pedagogy (GBP) and Reading to Learn (R2L). Rose & Acevedo. (2017) implemented some strategies that could help all students, without letting anyone behind, to be able to write successfully. They used genre-based pedagogy and Reading to Learn and discovered that this pedagogy and strategies accelerates student's learning in reading and writing, and simultaneously, reduce the gap among students with the best and worst performance.

Parejo, Ahern & Bermejo. (2017). In their attempt of designing a set of teaching units and implementing a functional model, named Reading to Learn (R2L) for the Teaching Education Program, researchers aimed to improve writing skills in different genres and languages and, as a result, they found out that the formation continues and the sessions developed do contribute to the linguistic development of the teacher students and has brought them closer to a better understanding of texts. On the other hand, Herazo (2012). argued that the Genre-Based Approach (GBA) may

foster students' oral interpersonal communication skills because it involves them in meaning-oriented, text-based, and realistic practice; assumes an explicit pedagogy that discloses the lexical and grammatical resources needed for successful communication, and facilitates learners' increasing control of oral communication thanks to their appropriation of the necessary metalanguage to talk about the process of making meaning in English. Overall, these studies served us to realize that few studies have been done using the genre base pedagogy and Reading to Learn for the development of the speaking skill.

Boccia, C. et al. (2019). Conducted a study in which they wanted to encourage their students to work on the way they organize their ideas, to be able to make generalizations (typically expressed as abstractions) about the topic being discussed, and to support them with concrete details from the source texts using Genre Based Approach. They based their findings on the analysis of fifteen sample texts (anecdotes) produced by students from college. Results indicated that after the implementation of the GBA cycle, students achieved their goals and all of them got a passing grade and met at least the minimum standard. This study is relevant to ours since its focus was on teaching the same type of genre we investigated in our study and also focuses on the development of oral abilities. However, our study differs in the use of the extension of GBA that is Reading to Learn, which works similarly but different in the amount of stages each cycle has, and also, our study included the technological device to encourage students' speaking skill.

Anaya, C. and Pastrana, J. (2019) conducted a study in which they explored the use of R2L to promote speaking to 9<sup>th</sup> graders and to identify some challenges they could encounter while implementing the pedagogy. The genre selected to carry out this study was biographical recounts, and results indicated that adaptations of the R2L cycle for speaking were effective to develop students' oral production and that students were able to convey meaning when performing the

speaking tasks. We, indeed, decided to give it a try to this pedagogy thanks to this study and its fascinating results. However, to make a difference between this and ours, the type of genre we selected to work on oral communication were *Anecdotes* instead of biographical recounts. Moreover, our study implemented the use of a technological tool (Toontastic 3D) to encourage students to tell their anecdotes.

### **3. Methodology**

This chapter details the type of research that was conducted. Also, provides information about the context in which the study took place and finally, mentions the instruments used to gather the information needed and data analysis techniques for answering the research questions.

#### **3.1. Type of research**

This study followed a qualitative research which is “an inquiry process of understanding based on distinct and methodological traditions of inquiry that explore a social or a human problem.” The researcher builds a complex, holistic picture, analyses words, reports detailed views of informants and conducts the study in a natural setting (Srivastava & Thomson. 2009, p.73). As qualitative research aims for understanding social phenomena, students were observed in their classroom to explore their behavior when trying to solve the poor performance they had when it comes to participate orally in class.

This research followed an action/case study design since we explored and tried to improve students' oral communication in an EFL classroom. According to Braa (1995) "Action/case represents a mix of interpretation/understanding and intervention/change" (p. 4). That is to say, this research included some characteristics of an action research which is aimed to intervene and improve a certain practice; and case study which consists of exploring a phenomenon through the analysis of cases. A case can be a person or a group of people in a community. In this sense, action/case study helped us to analyze the improvements and perceptions that students had when trying to develop their oral communication using the Reading to Learn cycle and Genre Based Pedagogy.

### **3.2. Context and participants**

This research took place at a public institution in Monteria – Cordoba and the school is located in the right side of the city. As Monteria is a city divided by the Sinu river, people often consider that there are two sides; the left side, which is usually considered as the poor side, and the right side, which is the part where people with a better socio-economic status live. However, this is not a case for everybody since near this school, people live under poor conditions. There is a neighborhood near the school that used to be an invasion. A great number of students who study in this school come from this neighborhood, which means that some of them do not count with economic resources needed to have a decent lifestyle. This school makes part of the Bilingualism program promoted by the ministry of education. It counts with an English teacher for each grade; however, this school does not count with a native speaker who could assist teachers in their lessons. In terms of structure, English teachers count with an audiovisual room equipped with a video-beam, a board, tables and chairs for students and two air conditioners. The school counts with

several classrooms well adapted and chairs in good conditions. It also counts with a large court and a library full of books

Concerning the participants, 3 students from 9<sup>th</sup> grade named Richard, Paula and Soul (All pseudonyms) were chosen as cases for this study. We chose those 3 students out of the rest because two of them (Paula and Soul) were the ones who, in previous observations, presented more problems when trying to speak. On the other hand, there is Richard, who has been in an English course for more than five year, so we thought that having him in this study could be relevant. 9<sup>th</sup> graders range their ages between 13 and 16 years old. Those 3 students were taken into account to study the perceptions and improvements they had when facing a different methodology during the English classes.

### **3.3. Data Collection Procedures**

To carry out this study, several data collection procedures were implemented in order to gather the data needed to answer the questions of this study. First, observations were implemented since we believed it was crucial to be able to see for ourselves and record the vivid reactions and emotions that could possibly emerge when teaching a lesson with a different methodology that they had not yet seen. According to Marshall and Rossman (1989) observation is "the systematic description of events, behaviors, and artifacts in the social setting chosen for study" (p.79). The information gathered with the observations and the videos, was transcribed in the specific moments where students were asked to speak using the language and the strategies we implemented. Additionally, we used semi-structure interviews that we applied to the students at the end of the study and the students' journals to get to know students perceptions towards the R2L cycle and toontastic 3D. Gill, Stewart, Treasure, and Chadwick, (2008) mentioned that semi-structured interviews consist

of several key questions that help to define the areas to be explored, but also allows the interviewer or interviewee to diverge in order to pursue an idea or response in more detail. According to Blake and Bly (1993) “journals serve as permanent and transparent forums for the presentation, scrutiny, and discussion of research” (p. 113). Hence, these journals were relevant for this study because in each lesson, students were asked to write down how they felt during the lessons, what were their opinions about them, and what they thought about the use of Toontastic 3D.

Subsequently, two production tasks were implemented to test students’ oral ability through the implementation of the cycle using Toontastic 3D as the mean for presenting anecdotes. Kowal and Swain (1994). Stated that production tasks “provide students with opportunities to produce language. It enhances learning, and at the same time provides rich insights into the L2 learning process for the researcher and the teacher.” The two production tasks consisted of students’ attempts to tell anecdotes, first with collaboration from teacher and peers and then independently.

### **3.4. Data analysis**

To analyze the data gathered from the observations, semi-structure interviews, production tasks, and students’ journals, we used two different techniques for answering the two main questions of this research. First, thematic analysis was used as one of the methods to analyze the results obtained from the semi-structure interviews and students’ journals. Braun and Clarke (2006) defined thematic analysis as “a method for identifying, analyzing and reporting patterns (themes) within data.” The themes are those important topics or patterns that can be presented in the gathered data in relation to the research question, and represents some level of patterned response or meaning within the data set (Braun and Clarke, 2006 p. 82) Thematic analysis consists of 6 steps, each of

them are flexible depending on the research questions and the interests of the researcher. The steps are the followings:

- Familiarizing yourself with the data.
- Generating initial codes.
- Searching for themes.
- Reviewing themes.
- Defining and naming themes.
- Producing the report.

For analyzing production tasks, we made a qualitative analysis of the transcripts of students' anecdotes in two times. The first anecdote in the joint retelling stage of R2L, and the second anecdote in the independent speaking stage. According to Miles, M. and Huberman, A. (1984). Qualitative analysis is "the analysis of qualitative data such as text data from interview transcripts." In this case, the transcripts of students' anecdotes. Qualitative analysis of texts relies on the researcher's analytic skills and knowledge of the phenomenon under study. Thus, we analyzed students' oral production in terms of schematic structure of anecdotes and the different linguistic resources they used to construct meaning in each one of the stages of anecdotes. This analysis focused on linguistic resources to 1) indicate participants and locate the anecdote in place and time (circumstances of time, place, participants), 2) indicate events that occur in the past (past tense constructions), 3) create counter-expectation (adverbs or prepositional phrases), and 4) evaluate experience (adjectives that show emotional reaction).

## **4. Findings**

This chapter presents the findings regarding the two questions of this study: To what extent do students of 9<sup>th</sup> grade develop their oral communication to tell anecdotes during the Reading to Learn (R2L) cycle using Toontastic 3D? and What are students' perception towards the Reading to Learn cycle and the use of Toontastic 3D to develop oral communication when telling anecdotes?

### **4.1. Students' achievement when telling anecdotes.**

Analysis of transcripts of students' anecdotes shows that, by the end of the lessons, students were able to create anecdotes with its respective stages. In terms of lexico-grammatical choices, students' selection of some words was limited to the ones that were suggested by the teacher during the lessons. However, it was evidenced that some students felt free to change or use at least one or two different words that also fit with the structure of anecdotes. Finally, findings showed students were able to tell anecdotes independently thanks to teacher's support in classes. Students' anecdotes were presented in the form of videos in two opportunities from the R2L cycle. Anecdote 1, corresponds to the Joint Construction stage of R2L, where the teacher along with the students

created an anecdote in the classroom and students created a video retelling that anecdote at home. Anecdote 2, corresponds to the Independent Speaking stage where students created a new anecdote, but this time, there was little support from the teacher.

#### **4.1.1. Schematic structure of students' anecdotes.**

A general analysis of the anecdotes produced during the Joint construction and Independent speaking stage of R2L showed that students were able to tell anecdotes without omitting any stage. For example, Richard's anecdotes in transcripts 1 and 2 clearly shows the three main stages they followed that were *Orientation*, *Remarkable Event* and *Emotional Reaction*.

00:03    **a month ago, Isabella and Julian were in**  
00:10    **Isabella's house.** when they were [talking]  
00:15    *out of nowhere, the Isabella's dog*  
00:19    *Princess, bite Julian's in his butt*  
00:23    when princess b... bite Julian's butt, he was  
00:28    [scared] and [shocked]

***Transcript 1. Richard's anecdote 1.***

00:04 **last month, Ramon and I were in the park**  
 00:11 when we were walking normally in the park, we saw a  
 00:15 *snake (.3)*  
 00:21 and ran away from her. At that time, we (.3)  
 0:24 we (.3) we were really shocked and [terrified]  
 00:28 of the snake!

***Transcript 2. Richard's anecdote 2.***

As can be seen in these two transcripts, Richard was able to tell the *orientation* stage in both texts (in bold), as well as the *Remarkable event* (in italics), and finally, he closed the anecdote with the *Emotional reaction stage* (underlined). This example of Richard had the same result compared to the other two students as shown in table 1.

	<b>Richard</b>		<b>Paula</b>		<b>Soul</b>	
<b>STAGES</b>	<b>Anecdote 1</b>	<b>Anecdote 2</b>	<b>Anecdote 1</b>	<b>Anecdote 2</b>	<b>Anecdote 1</b>	<b>Anecdote 2</b>
<b>Orientation</b>	✓	✓	✓	✓	✓	✓
<b>Remarkable Event</b>	✓	✓	✓	✓	✓	✓
<b>Emotional Reaction</b>	✓	✓	✓	✓	✓	✓

**Table 1.** *structure of students' anecdotes.*

As evidenced, all the students when creating and telling anecdotes, followed the three main stages; *Orientation*, *Remarkable Event*, and *Emotional Reaction*. It is important to mention that for

Anecdote 1, students were supposed to have all these stages since the first anecdote was created collectively and with a lot of support from the researcher, as the R2L cycle suggests. For Anecdote 2, students were asked to use all the materials and worksheets they had been working on so that they could create an anecdote on their own with its respective structure, and they did. In other words, Anecdotes 1 were created collectively, with a lot of support from the teacher, whereas Anecdotes 2 were planned and told by students independently, with almost no teacher support. In our view this is compelling evidence that R2L facilitated student ability to tell anecdotes in English.

#### **4.1.2. Students' lexico-grammatical choices in anecdotes.**

Analysis revealed that students were able to use a variety of linguistic resources when telling anecdotes. These resources allowed students to fulfill the functions of *Orientation*, *Remarkable Event* and *Emotional Reaction* of anecdotes as we explain next. *Orientation* corresponds to the stage of anecdotes in which we present the participants who took part in the event, the time and place where the event happened, and what the participants were doing (process). *Remarkable event* corresponds to the stage in which we state events that are out-of-the-ordinary and counter-expectant that alter the normal course of happenings. It requires the use of conjunctions (*But, yet, still*) to express contrast or counter-expectation, an adverbial (*suddenly, unexpectedly*) or a prepositional phrase (*without our knowing*) (Boccia, C. et al. (2019 p.79). Finally, *Emotional reaction* corresponds to the stage in which people evaluate their experience and say how they felt when the out of the ordinary event happened.

		<b>Circumstances of time</b>	<b>Participants</b>	<b>Process</b>	<b>Circumstances of place</b>
<b>Richard</b>	<b>Anecdote 1</b>	A month ago.	Isabella and Julian	Were in.	Isabella's house.
	<b>Anecdote 2</b>	Last month.	Ramon and I.	Were in.	In the park.
<b>Paula</b>	<b>Anecdote 1</b>	Last month.	Julian.	Went to.	Isabella's house.
	<b>Anecdote 2</b>	Last year.	Paulina.	Was in.	In her farm.
<b>Soul</b>	<b>Anecdote 1</b>	Last month.	Julian.	Was at.	Isabella's house
	<b>Anecdote 2</b>	The last week.	Alma, Sara, Luis David and Isabella.	Walked.	In the park.

## T

**Table 2.** *Lexico-grammatical choices for Orientation stage.*

For achieving the *Orientation* function in anecdotes, as Table 2 shows, students were able to present the setting, the participants and the material processes that were relevant for this stage.

Students' word choices varied from Anecdote 1 to Anecdote 2 according to the lexico-grammatical features that the orientation stage has. To talk about circumstances of time, only one student said the expression "a month ago" in Anecdote 1 which was not suggested or explained in class, but this varied for Anecdote 2, where students' most common expressions were "last month" "last year" or "the last week." However, the term "last" was the most common used in both texts.

To talk about participants (all humans), students 50% of word choices involved two or more participants, whereas the other 50% just talked about one participant in particular for both texts. Regarding the process of the anecdotes, few students used action verbs to describe what participants were doing in their anecdotes. For example, only one student in Anecdote 1 used "went to" whereas the rest of the students in both texts, used the verb to be "were in" or "was at." Finally, regarding the circumstances of place, students lexico-grammatical choices did not vary much since, for Anecdote 1, all of them used "Isabella's house", and for Anecdote 2 the most common one was "in the park."

For achieving the *Remarkable event* function in anecdotes, students word choices did not vary much to generate counter expectancy through conjunctions (*But, yet, still*), the use of adverbial phrases (*when suddenly, unexpectedly*) and prepositional phrases (*out of nowhere*). However, when presenting the out-of-the-ordinary event, students' linguistic resources varied from Anecdote 1 to Anecdote 2 as shown in Table 3.

		Counter-expectancy marker	Event
Richard	Anecdote 1	Out of nowhere.	the Isabella's dog, Princess, bite Julian's in his butt.

	<b>Anecdote 2</b>	When...	we saw a snake and ran away from
<b>Paula</b>	<b>Anecdote 1</b>	When suddenly.	the dog of she bitted Julian's butt.
	<b>Anecdote 2</b>	When suddenly.	a [cow] [chase] [her] for [all] the te... [all] the (terrain)
<b>Soul</b>	<b>Anecdote 1</b>	Suddenly.	the dog of Isabella bit Julian's butt.
	<b>Anecdote 2</b>	When suddenly.	An opossum [chase] after us.

**Table 3.** *Lexico-grammatical choices for Remarkable Event stage.*

As evidenced, students were able to use various linguistic resources to present the out-of-the-ordinary event. The most common resources students selected to generate counter expectation were adverbs “suddenly” or an adverbial phrase “when suddenly” for both texts. These were the resources that were suggested in classes and the ones that we practiced the most with the materials. However, there is this student, Richard, who for Anecdote 1, used the prepositional phrase “out of nowhere” which was also in the list of suggested words, but was not the most practiced or used in classes.

For presenting the happening or event, it was required that students made use of a correct grammar structure with verbs in past tense and sometimes the use of possessives which, as shown in table 3, some students achieved and some did not. For example, for Anecdote 1, only one student said the verb “bit”, whereas the other two said “bite” (in present) and “bitted”, inferring that the

last one confused the verb and thought that it was a regular verb ended in “ed.” For Anecdote 2, the verbs that students used varied, but again, the verbs in brackets “chase” means that they were not well pronounced and so, were not in past tense. Only one student used the verb in past tense “saw” and added more content when said “ran away from her”, which was something that was not explained in the classes yet, partially correct. Regarding possessives for Anecdote 1 -which was the one for the joint construction stage and was practiced in class before retelling it- students still made some mistakes when two of them said “the dog of she” and “the dog of Isabella.” Instead of saying, Isabella’s dog as practiced in class.

Finally, for achieving the *Emotional Reaction* stage in anecdotes, students’ linguistic resources required the use of relational processes (verb to be) or a verb of perception (to feel) which is a mental process to show affect or emotion. Based on the analysis, students were able to fulfill this stage using different words for each Anecdote (Table 4).

		<b>Evaluation</b>
<b>Richard</b>	<b>Anecdote 1</b>	he was [scared] and [shocked]
	<b>Anecdote 2</b>	we were really shocked and [terrified] of the snake!
<b>Paula</b>	<b>Anecdote 1</b>	He was [really] [scared].
	<b>Anecdote 2</b>	she feel [really] scared!
<b>Soul</b>	<b>Anecdote 1</b>	Julian felt surprised and [scared].
	<b>Anecdote 2</b>	We felt [scared] and shocked!

**Table 4.** *Lexico-grammatical choices for Emotional Reaction stage.*

As table shows, students presented this stage differently for Anecdote 1. The three of them used the adjective “scared”, but some of them decided to add more content, probably to make more emphasis on the emotional reaction they used “shocked” and “surprised.” Also, in the relational process some of them said “he **was** scared” whereas another one said “he **felt** scared.” Only one student added an adverb of degree to make more emphasis in the emotional reaction and said “he was **really** scared.” For Anecdote 2, students were able to present the *Emotional Reaction* stage better, since they used more and different linguistic resources. There was just a particular case in which one student made a mistake when using the verb “feel” and said it in present simple, but the rest of them, did it correctly in past tense. The adjectives they used, where mostly the same they used for Anecdote 1. However, there was one student who added more content and said “we were really shocked and [terrified].” Although this student tried to use other words in his second anecdote, he mispronounced the word in brackets and tried to say it as it sounds in Spanish.

Overall, students were able to construct and tell anecdotes independently using the linguistic resources they were taught following the different stages of the R2L cycle during the lessons. Students’ word choices to produce their anecdotes allowed them to construct all stages of anecdotes, regardless their grammar and pronunciation mistakes.

#### **4.1.3. Teacher’s support during R2L lessons.**

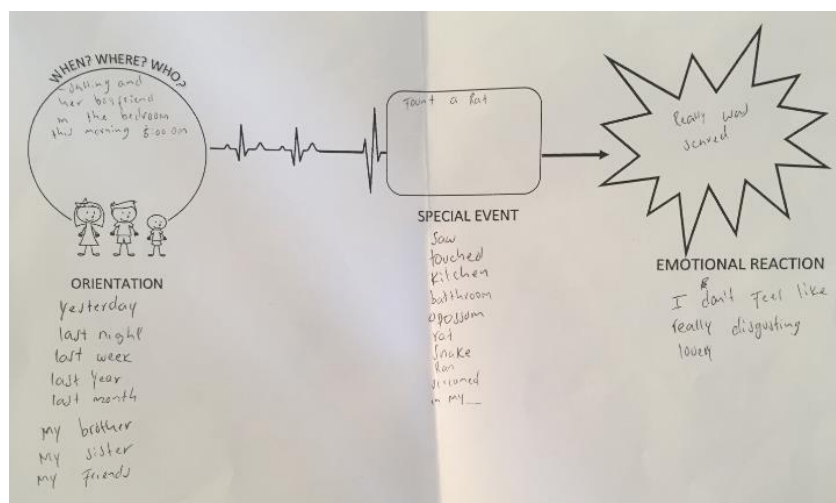
Findings revealed that students were able to communicate orally by telling anecdotes thanks to the interaction and support that R2L provided. One important aspect that made possible the independent construction of students’ anecdotes was the explanation and use of a diagram which contained the three main stages of anecdotes (see transcript 3).

**24:12-25:22 Special event**

- 1 T Ahora, como ven aquí tenemos como estos simbolitos de (3)  
2 S? De vida  
3 T De vida! O como cuando  
4 S? De ritmo cardiaco  
5 T De ritmo cardiaco o ustedes saben cómo cuando miden  
6 S? Xxx  
7 T Ah?  
8 S? Xxx  
9 T Eh, las cosas de los terremotos o las cosas así de (3) no sé como se llama eso,  
pero ustedes saben que, usted viene y viene así y después wu, sube, ¿cierto?  
Cuando sube es cuando ¿qué?  
10 S? Xxx  
11 T Cuando, cuando algo  
12 S? Xxx  
13 T Cuando algo ¿qué?  
14 S? Xxx  
15 T Cuando algo pasa, ¿listo?, ¿qué quiere decir eso si yo les voy a dar una  
anécdota?  
16 S? Xxx  
17 T Ah?  
18 S? Xxx  
19 S? ¿qué, qué?  
20 T En una anécdota, ¿Qué qui?, ¿a qué se refiere si wu, pasa esto?  
21 S? Un suceso!  
22 T UN SUCESO. Entonces, aquí abajito dice special event y tiene un cuadrito,  
¿listo? En ese cuadrito ustedes van a anotar ¿qué?  
23 S? Lo que paso  
24 T Ajá, lo qué pasó, exacto...

**Transcript 3.** *Teacher explaining the Remarkable Event square in diagram.*

In the transcript above we can see the interaction that took place when explaining how the diagram worked to represent the Remarkable Event stage. Students could relate and identify that, whenever they see the heart rate sign, there was the time to say what happened in the anecdote. In addition, it is important to mention the relevance that the diagram itself had for identifying the stages of anecdotes and also for the creation of the list with the different linguistic options they could use to construct anecdotes independently, as shown in Figure 7.



**Figure 7.** *Students' diagram full with new words suggested by them.*

This figure corresponds to the stage of detailed listening of R2L where students analyzed the anecdote of a rat. Then, the teacher asked them to think of new words similar to the ones from the text and write them under its respective stage, so that they could have a bank of linguistic resources students could use later to create their own anecdotes. Nevertheless, to make this possible, students had a lot of support from the teacher, as shown in Transcript 4.

**T** Una fecha, un tiempo. Ahora, ¿para qué les pedí que sacaran el, el diagrama que les entregué ayer. Abajito de donde dice **ORIENTATION**. Ustedes saben que tiene tres preguntas, ¿cierto? When?, where? Y, who? ¿cierto? Si yo no quisiera usar 'today' ¿Qué otra expresión puedo usar? (.3) para contar algo, si no me pasó hoy ¿Cuándo me pudo haber pasado?

**S?** Mañana

**S?** Tomorrow

**T** ¿Mañana? ¿Algo que te pasó mañana?

**S?** Yesterday

**T** Yesterday, vamos a ir anotando entonces. Yesterday vamos a ir anotándola en la parte de abajo donde dice orientation, vamos a anotar **YESTERSAY** ¿Cuál otra? Ese yerterday a ustedes les encanta, en todos los exámenes me la ponen

**S?** Last Xxx

**T** Last ¿Qué?

**S?** Last night

**T** Last night, bueno anotemos esa otra, last night, ahí debajito de yesterday. Debajo de donde dice orientation van a escribir entonces xxx ¿Cuál otra? (.5) ¿Next week?

**S?** Last

**T** **LAST WEEK**, vamos a escribir esa **LAST WEEK**, esa es otra

**S?** ¿Cómo se escribe?

**S?** ¿Cómo se escribe eso?

**T** Last week xxx semana pasada. Xxx, ¿con cuál otra podemos reemplazar today? Si yo digo

**Transcript 4.** *Teacher interacting with students to create new words.*

The transcript above corresponds to the moment in which students worked on the detail listening stage of R2L where they were creating a list of different linguistic resources to talk about the circumstances of time for the Orientation stage of anecdotes. Likewise, this type of interaction was the same to create the different linguistic options for the rest of the stages.

Results also indicates that teacher's support when giving feedback had a significant impact in students when recognizing their mistakes and explaining what they should have done, as show in transcript 5.

T Okay, ¿quien me puede decir un error que encontramos en el video?  
 S? Xxx  
 T ¿El perro? Chicos pónganse serios que no estoy hablando de los dibujos  
 S? Xxx  
 T No en pronunciación  
 S? Xxx  
 T She said **THE DOG OF ISABELLA**, ¿así se dice? The dog of Isabella?  
 S? Xxx  
 T ¿cómo se dice?  
 Ss Isabella's dog  
 T **ISABELLA'S DOG.** Acuerdense, el apostrofe, ¿Qué significa esto?  
 S? Xxx  
 T De que le pertenece, ¿cierto? Isabella's dog. Okay, ya saben, you already know that to talk about people's belongings, o sea, las pertenencias de las personas, deben usar esta estructura de aquí, Isabella's dog, no pueden decir the dog of Isabella

**Transcript 5.** *Teacher giving feedback on the first Anecdote.*

The transcript above corresponds to the moment in which the teacher gave students some feedback on their anecdote they created collectively. Some students made the mistake of saying “the dog of Isabella” so the teacher guided them until they realized of the mistake and corrected it themselves.

Finally, students were able to construct anecdotes using an appropriate relational process (verb to be) or a verb of perception (to feel) thanks to the explanation and support provided by the teacher through the use of a worksheet for practicing how to express an Emotional Reaction as shown in transcript 6.

T ¿Qué tenemos aquí? ¿qué dice? Complete the sentence with the correct form of the adjective. ¿Tenemos qué primero? A rat, and the sentence says: I think rats are... what would be the answer?

S? [Scary]

T Are what? A or B?

S? B

T B?

S? A

T A, the answer is A. can you please cross it? Marquenla, okay. ¿por qué? ¿por qué es esa?

S? Xxx

T Rats are scary, ¿porqué es qué?

S? Xxx

S? Porqué me dan miedo, o sea, me dan miedo

T No es que te dan miedo

S? (Que ellas dan miedo)

T Ajá. Rats are scary. Por eso es que va, porqué es lo que **YO PIENSO** de las ratas, **ES LO QUE YO PIENSO DE LAS RATAS**, si fuera lo contrario ¿cómo sería?

S? [scared]

T I

S? I was scared!

T Was scared. Okay.

**Transcript 6.** *Students answering the worksheet related to emotional reaction.*

The previous transcript shows the moment when students were given a worksheet with a multiple-choice answer. The worksheet had sentences that were incomplete and students had to choose the correct option that fit the description. Here, the teacher explained when to use adjectives ending in *ed* as in “scared” to talk about how you feel and where to use adjectives to talk about what you think of things, in this case, animals as in “scary.” Showing that students were able to identify and indicate when to use each one of them.

In conclusion, one of the main reasons why students were able to communicate orally by telling anecdotes was the support that they were given in different moments of the R2L cycle, proving that, although R2L was designed to enhance students reading and writing skills, it is suitable for the development of speaking too.

## **4.2. Students' perceptions**

Analysis of interviews and journals showed that students' perceptions towards the R2L cycle and Toontastic 3D were mostly positive. By the end of the lessons, students claimed that they felt good because they could understand what they were taught and felt comfortable and supported throughout the process.

### **4.2.1. Students' perceptions about R2L**

Analyses from the interviews and journals suggest that students think R2L favors learning in the EFL classroom because they found classes understandable, clear and explicit, motivating, and last but not least, they found it different and new.

One of the reasons students provided for this is that they felt comfortable in the classes because of the way the teacher explained the topic. A short segment taken from an interview says:

“I think that the explanation she (the teacher) does, I mean, it is a good explanation because, although we are not in an English level over there let's say, we always understand her, I mean, things that you say that one had no idea and you explained them in a way and one comprehends them in a good way” (our translation).

In this short segment, it is evidenced one of the characteristics of R2L, which is supporting students at the levels they need, making possible that our students succeed when learning a foreign language in a way they can feel connected to the class and not confused.

Moreover, students also explained that R2L also fosters learning because it was designed to be transparent and clear. Findings showed that students could reach the goals in every class because the language and word choices used were very explicit and explained in a way they could all understand. Pieces of information taken from students' journals say: “I felt excellent, the teacher

explains in a clear and direct way, uses a simple dialect and nothing complicated” “I felt really good, since the way she expresses and explains the teacher, is in a way very good and simple. I find it easy to understand” (our translation). Among the students we interviewed, there was one who has been in an English course for about five years. he said:

“well, as I have already studied, I already knew that. But, let’s say, if I hadn’t studied (referring to the English course) I think that as my partners indicated, they would had learned a lot and would had done a better performance in their speaking and writing in English... because they are precise in the topics and we don’t tangle up too much.” (quoted part is our translation).

This was a very significant comment because, although this student has a good level of English, we can infer that he considers that the way classes were developed, could have helped them learn and have a better performance when trying to speak in a foreign language.

Another reason why students think R2L favor learning is that they consider this pedagogy as motivating. One of the students said in the interviews: “[R2L is] pretty cool because it was easy for me to understand the classes with the, for example, the stories helped me to handle in a better way making a story in English and utilize the connectors” (our translation). We infer that the student was referring to the worksheets that we used in classes to explain and practice the structure of anecdotes. Another student said: “I think that it is much better than simply leave activities to make sentences, since like making the activity of the videos and all that, we practiced the speaking more than just writing and that”

“I think they were ok; they were very didactics and were easy to understand and the materials were very useful... The materials were precise and said and taught about the

topics that we were studying and I think that the methodology of the videos and that to learn the topics was ok” (quoted parts are our translation).

These comments were the ones that allowed us to say that using R2L in our classes motivates students to work and catches their attention; things that are very important to engage our students and have a successful outcome.

Finally, one of the reasons why we say that R2L favors learning is because students find it different and new. As the interviews were developing, they kept saying those two words that are significant for this study. Students claimed that those five lessons were nothing but meaningful for them because they felt that the way the classes were carried out were different from the ones they were accustomed to. One student in the interview said:

“The classes were not repetitive at all, in each class, there was a different methodology either with activities, let’s say, like recreative because we used some games with the papers, with the videos and the application that we downloaded to make the activities left for home” (our translation).

This comment was referring to the materials used in class and the use of Toontastic 3D which is the application the student is talking about. Another student said:

“I felt good because I felt that, I mean, that it was a different routine, and it was not given the same as always, and as I said it was a different routine, I liked it because we had new learnings and new ways of learning English... it is a new method to be able to learn English, because one when had to make the video, one had to talk in English oneself and conform what we had to say and the anecdotes.” (our translation).

This was an important comment because the purpose of this study was to see if students could actually talk and see if they felt encouraged to do it just using the diagram we gave them as guidance without having to write anything down. Another student who was asked about the difference he mentioned in a previous answer, said: “Yes, a lot, because the previous teacher just explained and left activities and did nothing more. While the teacher (referring to the researcher) now put videos, she put audios, kind of those things” (our translation)

In conclusion, these results suggest that R2L favors students learning because it is transparent and explicit. Students also said that R2L is different and new due to the way classes were taught and explained making everything more understandable. There is no room for the uncertain, since explanations are clear, and activities are explained with as much detail as possible. Students are not always willing to learn because of many factors, but R2L pedagogy can show our students that learning a foreign language does not have to be boring or “always the same” as one of them said.

#### **4.2.2. Students’ perceptions about Toontastic 3D**

Toontastic 3D was implemented in this study as a motivational factor and as the mean for collecting students’ production tasks. Through interviews and students’ journals we could gather the information to know what were those perceptions they may have towards the use of this app in the development of the English classes.

The first perception that all interviewed students had was that the application was easy to use. One student said: “It is a good application to develop our English in a better way, it serves us to make our activities easier and it is very easy to use, quite easy” “the easiest part was telling the story, narrate the story” (our translation). Another student said: “I felt good because although I had

not known from it and nothing of that, I, like caught it at once and felt good using it” (our translation). These comments shows that students felt good using it since most of them found it easy to use and not confused at all.

Another perception students had from the app was that it was different and new. They stated that they had never used an app for academic purposes before, and therefore, it represented a motivational factor when learning English, more specifically, the speaking skill. A student stated that: “In English classes we had never used like a technological object, a cell phone, no, they didn't allow us. So, it was quite different to go there to the audiovisual room, use cell phones, the application.” (translation made by researchers). Here, students support that the use of Toontastic 3D in combination with the R2L cycle was correct and helped them feel in a different environment.

Referring to the development of the speaking skill, findings showed that Toontastic 3D gave students the opportunity to practice what they learnt in classes. A student mentioned that “It was pretty cool because one there practices everything I had learned during the classes she had given us, one practiced it” The same student mentioned in the journal: “It feels funny to graphic and practice, tell a story with key words and connectors. It’s like a “mini-movie.” Another student stated:

“I felt good, since, well, I had never used that application and I had not heard of it either, but, thanks that you (the teacher) taught us how it was used and that, it seemed to me a new way also of, how do you call? to practice our lexicon with the English since we were doing it but speaking in English and, telling things that had happened to us in English” (our translation).

This clearly shows that the use of Toontastic 3D was appropriate to practice what they were taught in classes, since the application itself comes with a similar structure students had already studied and seen in the diagram they used as guidance for telling the anecdotes.

Lastly, findings revealed that there was a student who had one problem when recording one of the videos. He said: "...So I think it's quite easy. The only thing, the only problem I encountered was that it didn't let me record and the video was strange, so I had to repeat it more than once" "It was a bit annoying because I had to repeat a video already practically done more than once" (our translations). With these comments, we cannot say that the application did not meet the expectations or its purpose. Although this student had this problem, he could present his task and considers that the application is good to practice the speaking skill. However, we cannot omit the fact that he would probably never use that app again because he now finds it annoying.

In conclusion, Toontastic 3D was a simple and easy tool to practice students' speaking skill when telling anecdotes or experiences with all the features and structure that telling anecdotes require and that were explained in the classes. Also, results show that Toontastic 3D serves as a significant factor, since students were now brought up to this technological era and exposed to a different and new teaching method in which they were allowed to do things they did not expected to be funny, dynamic, and at the same time, academic and meaningful for them.

## 5. Discussion

This study aimed to answer two main questions that were, to what extent did students of 9<sup>th</sup> grade develop their oral communication to tell anecdotes when using R2L? and what were students' perceptions towards the R2L cycle and Toontastic 3D?. Regarding the first question, we found that students were able to use the schematic structure that was required to tell anecdotes. As it was mentioned in the previous section, students were able to achieve this thanks to the rigorous explanations and support that was carried out in the lessons suggested by the R2L cycle, confirming that R2L contributes to the linguistic development of the students and has brought them closer to a better understanding of texts (Parejo, Ahern & Bermejo, 2017). In this case, to a better understanding of anecdotes.

Moreover, findings revealed that there was a variation, little but significant, in students' linguistic resources when comparing the first anecdote with the second. As in Anaya, C and Pastrana, J. (2019) study, they revealed that students' products contained more varied linguistics resources after the implementation of the cycle. As shown in the results, for the first anecdote students created one collectively in class for the Joint construction stage of R2L, but as homework, they had to retell it using an application. It was at this point where students varied their word choices and told the anecdote changing some of the words that were originally suggested in class. As for the second anecdote students create independently, it did not variate much their lexico-grammatical choices for the Orientation stage, however, for the Remarkable event, and Emotional Reaction stage, students tried to variate the content they were trained for during the process of R2L,

facilitating them to create meaning in anecdotes using limited but yet functional linguistic resources.

This study also found that students were able to fulfill the purpose of this study because of the support and interaction they received from the teacher during the lessons. As the work of Rose, D. (2010), R2L is neither a teacher-center nor learner-center, but a combination of both suggesting a lot of interaction among teacher and students to build knowledge.

Regarding our second question, we found that R2L favors learning because students' perceptions about it were mostly positive since they claimed to have understood better because of the clear and explicit explanation of the topic, the dynamism that classes had, and the new methodology they were exposed to. In addition, this study revealed that the use of Toontastic 3D had a positive impact in students since they could relate the things that were taught in classes in the application itself, claiming that it gave them the opportunity for practicing their speaking skill by telling anecdotes at any time in an easy and different way. Similar to the results of Russell, A. (2010) in which Toontastic 3D empowered young children to create their own cartoons and share their experiences with other children. Which is basically the goal of telling anecdotes, to share an emotional reaction presented as a sequence of events of a personal experience.

Overall, the results gathered in this study reveals that the use of R2L and Toontastic 3D could provide students with a variety of resources and opportunities to practice their oral communication through a specific type of genre that in this case were *Anecdotes*.

## **6. Conclusion**

This study attempted to explore the extent to which students could develop their oral communication when telling anecdotes using R2L and Toontastic 3D as a mean to present their anecdotes, and what were their perceptions towards them. The results gathered showed that R2L contributed to the development of students' ability to communicate meaning orally through the genre of anecdotes. Besides, the use of a technological device in class, created in students a different point of view, since they openly expressed that they had never used mobile phones for academic purposes, and most of them liked it, despite the fact that one student had some troubles with it.

This study is significant since it describes how the modifications of the R2L cycle, originally used to enhance reading and writing, served to promote and develop oral skills too. Also, describes how Toontastic 3D was a significant factor when encouraging students to speak without having to write what they might say, since the application itself had the representation of the stages of anecdotes, so it was easy for them to not get confused. Despite the fact that students when presenting their anecdotes made some mistakes, they were able to construct meaning out of the knowledge constructed collectively and their own knowledge. Nevertheless, we consider that this study could have had more impact in students had we had more time to carry out the cycle, since we achieved these results only in five lessons; basically, one lesson for each stage. Moreover, this study dealt with some limitations regarding the technological part, due to the fact that we cannot take for granted that all the students will have a cellphone in class or internet connection at their homes to download the application used to tell anecdotes, which actually plays an important role

for this study. However, we were bold enough to overcome this by asking students to work in groups with the students that have access to cellphones.

This implies that, if teachers want to give it a try to this study and put it into practice, we recommend first to make sure that their students have access to a mobile phone and have internet connection at home, even though this application works without internet. Also, we openly suggest that more studies should be done with more time, and with more genres as Narratives, Recounts, Observations, Exemplum.

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8. Appendixes

What do you think about...?

ANIMALS	FEELINGS					
		LOVELY	FRIGHTENING-SCARY	SHOCKING	EXCITING	DISGUSTING
						
						
						
						
						

(Appendix 1). Animals and feelings activity

ORIENTATION

 *Ex: Last night*

 *I was with my friend in the park*

 *this morning*

 *My mother and I were walking*

 *In the school*

 *yesterday*

 *I eaten at a restaurant*

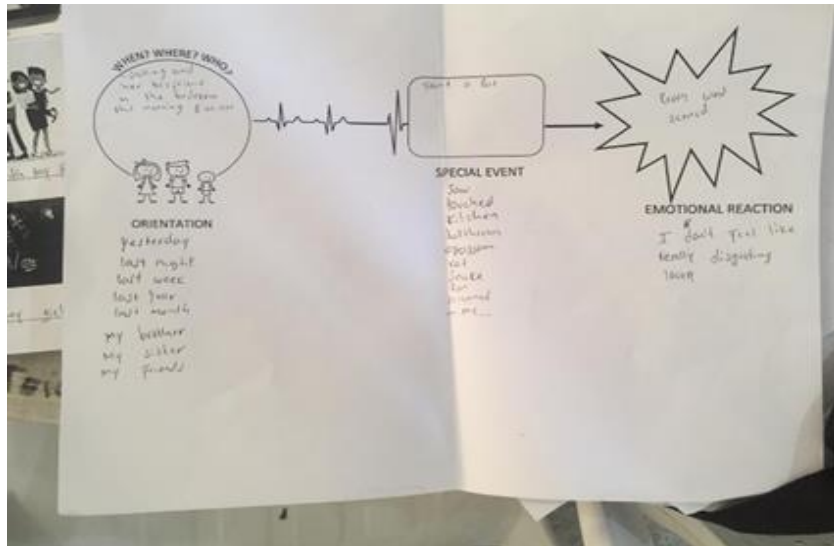
 *whith my family*

 *last month*

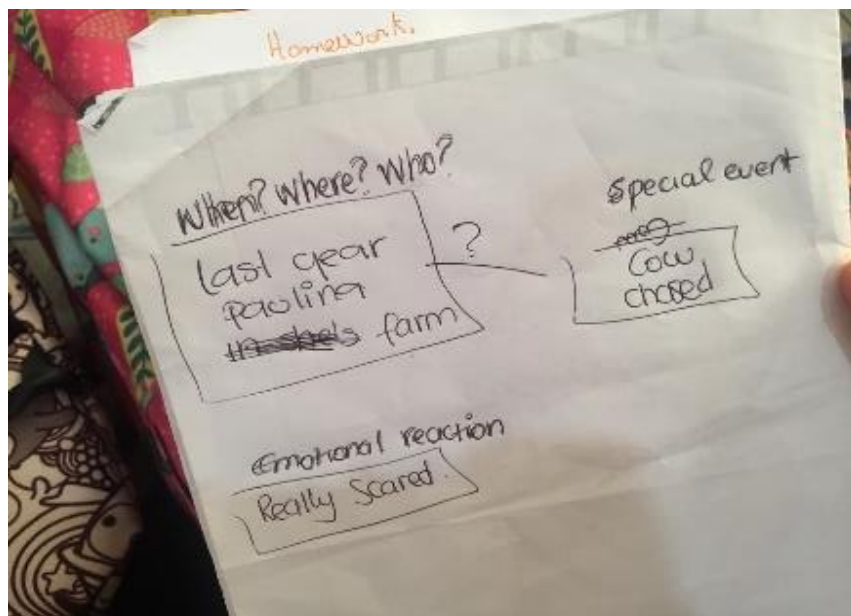
 *I went to a party*

 *whith my boyfriend*

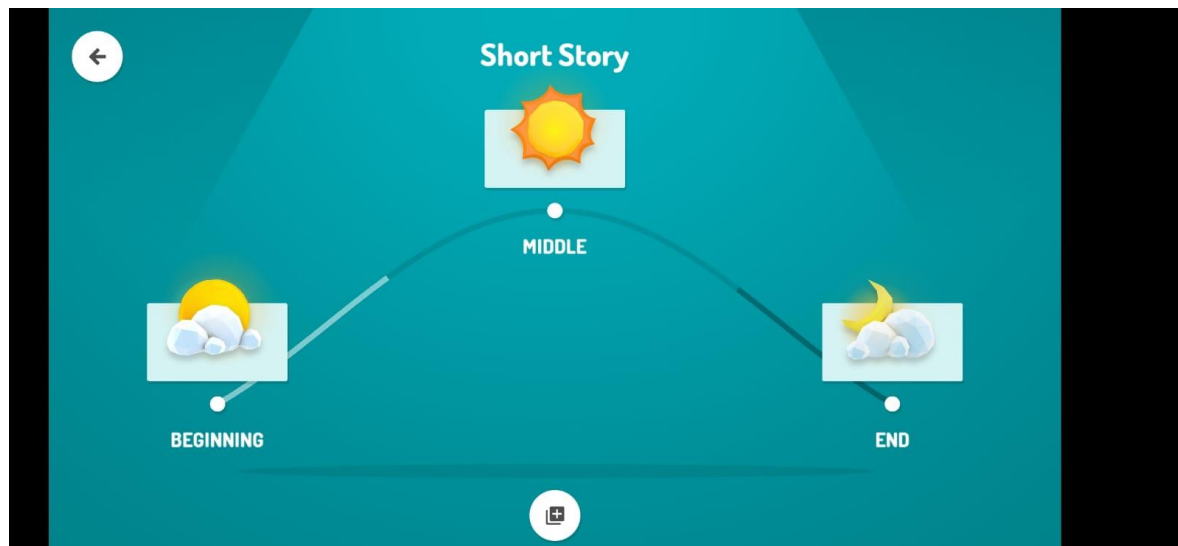
(Appendix 2). Detailed listening



(Appendix 3). Detailed listening



(Appendix 4). Filled diagram of a student



(Appendix 5). Toontastic 3D

Actividad

¿Que opinas o piensas de Toontastic 3d?

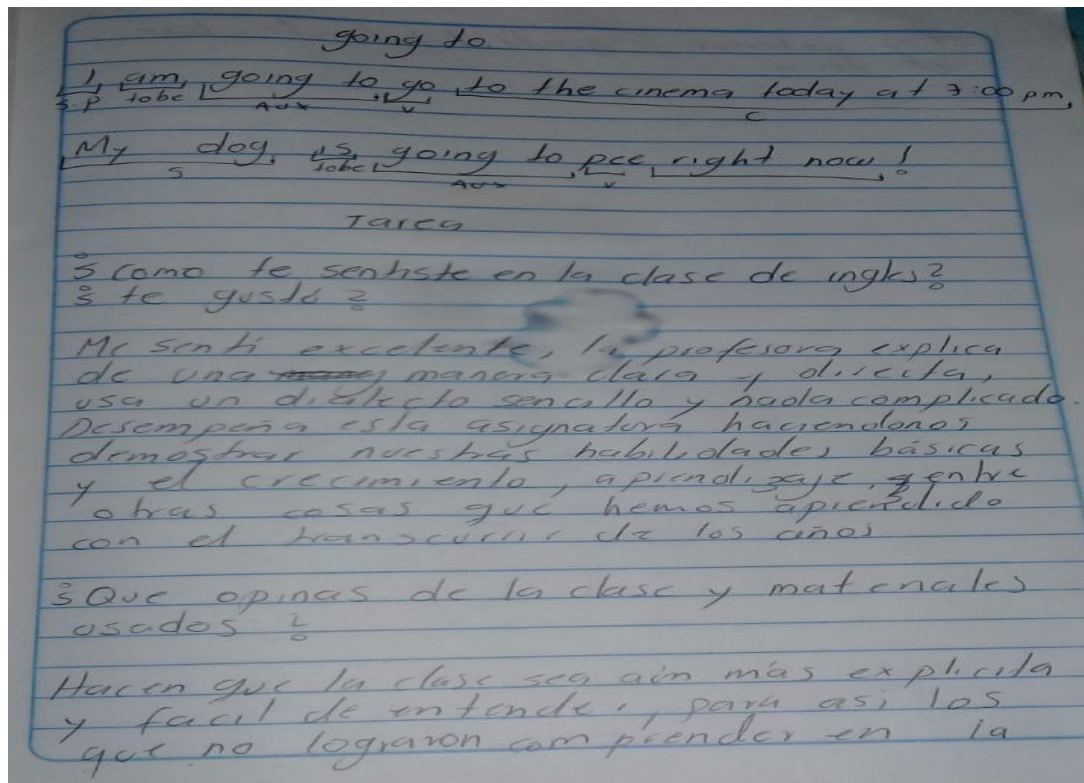
¿Como te sentiste utilizandola?

Desarrollo

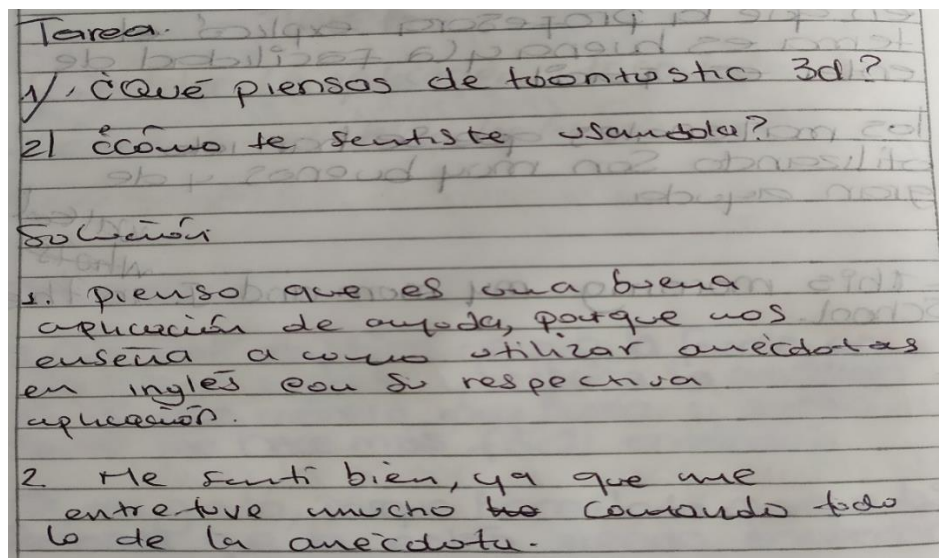
1. Es una aplicación de fácil manejo que no hace ver complicado la creación de videos con dibujos animados y audios. Con esta se pueden graficar historias para así ejercer el tema dado por medio de actividades.

2. Se siente ~~to~~ divertido graficar y practicar, contar una historia con palabras claves y conectores, es como una "mini película".

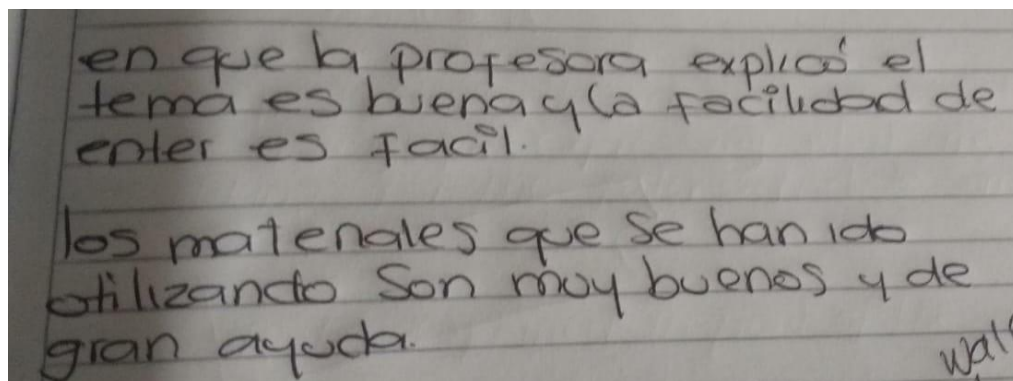
(Appendix 6). Student journal, evidence



(Appendix 7). Student journal, evidence



(Appendix 8). Student journal, evidence

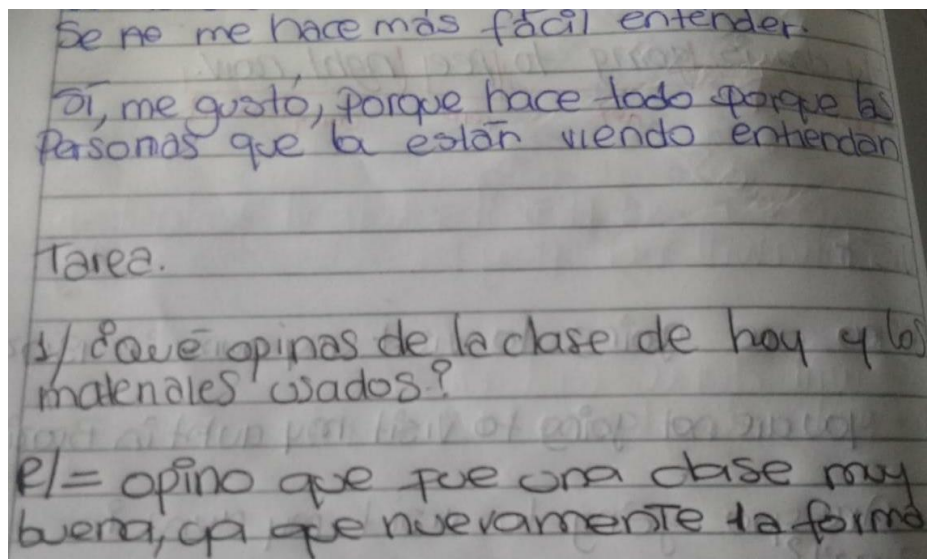


en que la profesora explicó el tema es buena y la facilidad de enter es fácil.

los materiales que se han ido utilizando son muy buenos y de gran ayuda.

Wale

(Appendix 9). Student journal, evidence



Se me hace más fácil entender.

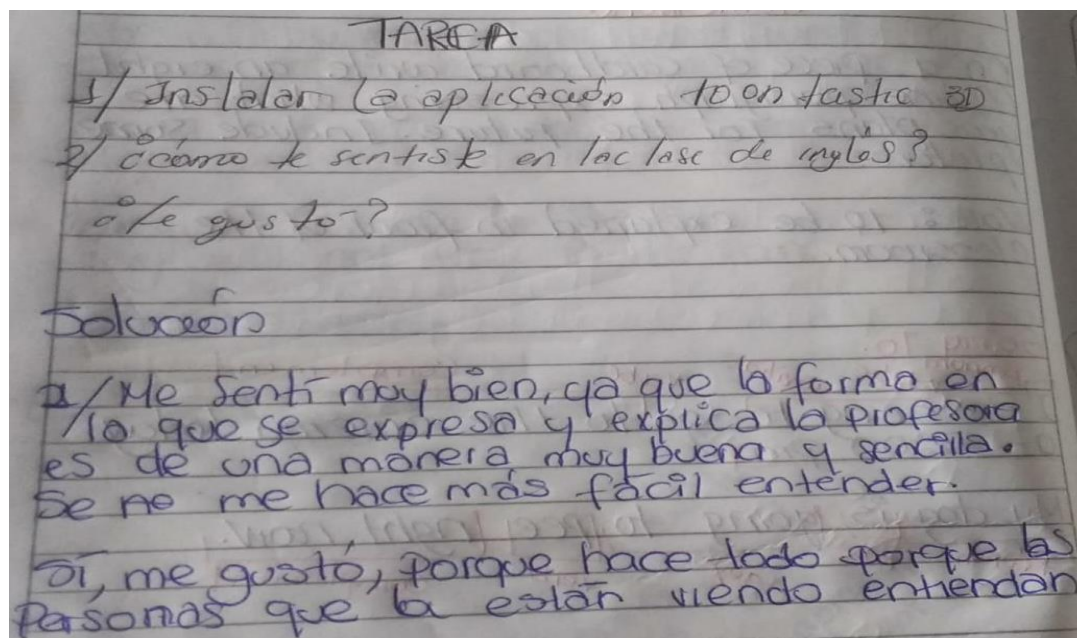
Si, me gusto, porque hace todo porque las personas que la están viendo entiendan.

Tarea.

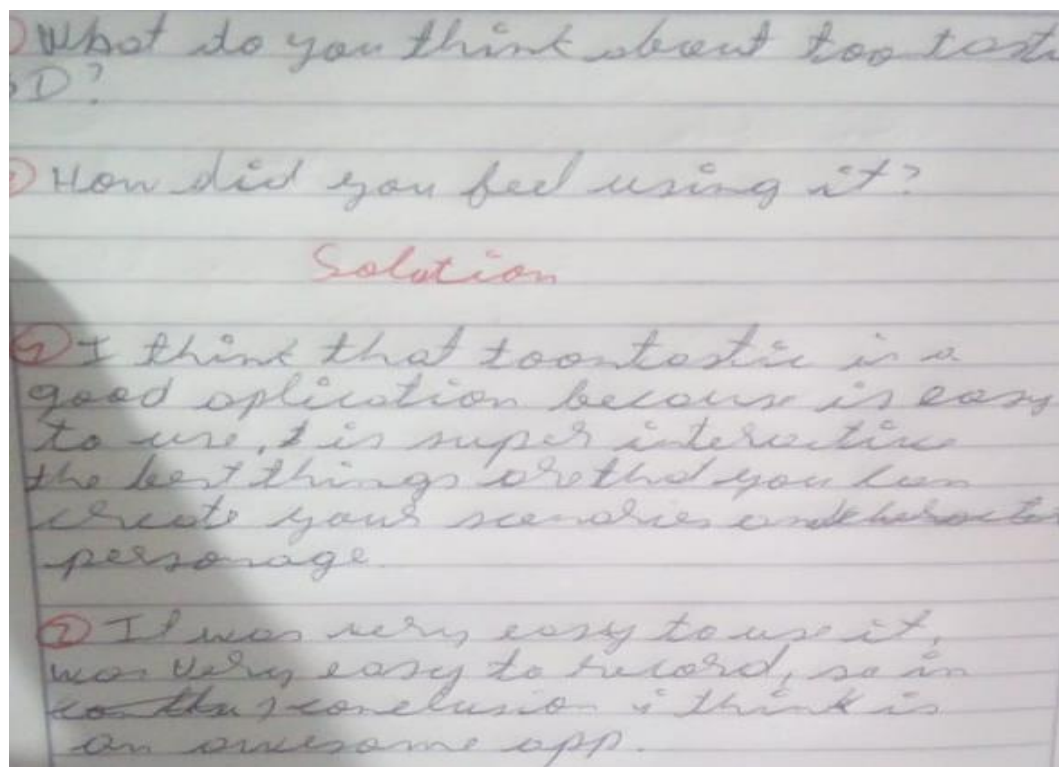
¿/ cómo opinas de la clase de hoy y los materiales usados?

R/ = opino que fue una clase muy buena, op que nuevamente la forma

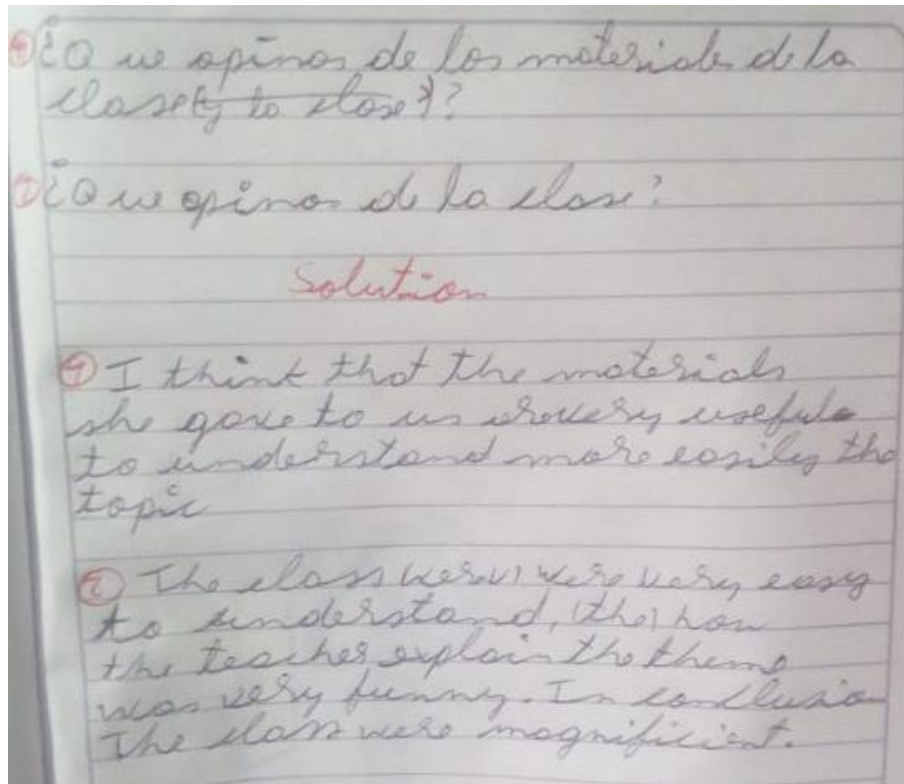
(Appendix 10). Student journal, evidence



(Appendix 11). Student journal, evidence



(Appendix 12). Student journal, evidence



(Appendix 13). Student journal, evidence