

USING STORYTELLING TO TELL THE STORY OF MEDIATING LANGUAGE LEARNING

© Nancy Andrea Páez Márquez

Cómo citar este capítulo: Páez N., (2024) Using storytelling to tell the story of mediating language learning. En: Patarroyo-Rengifo S. (Comp.), *MEMENTO: Investigaciones y herramientas contemporáneas de lo pedagógico, lo jurídico, lo político y lo social para re-existir en el mundo*, (373-391). Sello Editorial UNAD. <https://doi.org/10.22490/UNAD.9789586519816>

Introduction

It is common to hear children saying they do not like the English subject at school, reading articles about the low levels of English professionals in Colombia have and the intentions of the governments to improve those levels and increase the English performance of the citizens. But how can we achieve different results doing the same things? Paraphrasing Einstein “Insanity is doing the same thing over and over again and expecting different results”. Teachers need a time to stop, reflect, think, analyze, and start again. When teachers introduce in their own practice self-reflection moments like the author of this paper different results could appear.

The importance of innovation in language education is becoming more and more apparent, particularly in situations where English proficiency is still a difficulty. Colombia is no different, as it works towards improving the English language skills of its people. This requires a new approach that can actively involve students and cultivate a real enthusiasm for learning a foreign language.

Storytelling provides an engaging alternative. By incorporating language learning into stories, teachers can overcome the dullness and enhance motivation in the classroom. The strength of storytelling lies in its capacity to captivate, inspire, and create a memorable learning experience. Research has demonstrated that narratives effectively engage the brain compared to conventional didactic methods (van Krieken, 2012).

Storytelling enhances language acquisition by offering context and emotional depth, allowing learners to understand the language in a comprehensive way. Additionally, it is not just about telling stories; it involves facilitating language learning through stories. This includes not only listening to narratives but actively engaging in discussions, role-playing, and creative projects. Immersive experiences like these allow students to connect with language on a personal level, making it more relatable and enjoyable (Richards, 2020).

This highlights the need for reflection and change in educational methods. Storytelling offers a way to bring about this transformation. By integrating storytelling into language education, teachers can ignite their students' love for learning and enhance their language skills.

When starting to study about bio-pedagogical principles teachers face the topics of reflection, dialogue, relationships, emotions mentioned by Cardenas (2018) in the article "La biopedagogía: una mirada reflexiva en los procesos de aprendizaje", teachers should really make the effort to start with the self-reflection task, but what should they think about? People when doing a reflection task think about the probable mistakes done, or the things they need to improve, but that is a general thought, there is not a deep thinking in that, thanks to the exercise proposed by Martinez (2021), professor and director of the Masters in pedagogical mediations for learning English of the UNAD self-reflection can dig deeper in our practices by thinking about our inner child. Teachers thinking about the teacher they would like to have when they were children or thinking about the teacher they want to be for that inner child was the starting point of this paper because when the emotions are added into that reflection a different result is expected.

Exploring the principles of bio-pedagogy, specifically reflection, dialogue, relationships, and emotions as described by Cárdenas (2018) in the article "La biopedagogía: una mirada reflexiva en los procesos de aprendizaje", is a transformative experience for educators. Self-reflection is a crucial aspect of this pedagogical approach, although it can be challenging. So, what does self-reflection really mean for teachers who want to implement these principles?

Usually, when people engage in reflective exercises, they tend to only scratch the surface. They think about their past mistakes or areas where they need to improve. While this self-awareness is important, it often lacks depth and a strong connection to the learning process.

Martinez's (2021) innovative approach, presented in the context of UNAD's Masters in Pedagogical Mediations for Learning English, revitalizes self-reflection. It motivates educators to embark on an introspective journey, reconnecting with their inner child.

As teachers, reflecting on the type of teacher they longed for as children or the kind of teacher they aspire to be for their inner child serves as the starting point for this contemplation. By doing so, the process transforms from a routine, checklist-style analysis into a thorough exploration of the emotional aspects connected to teaching. It delves into the empathetic realm of comprehending the vulnerabilities and aspirations of young learners. This shift in reflective practice, which embraces the emotional realm, can lead to significant results.

This encourages educators to not only correct previous errors but also to truly engage with their students, creating an atmosphere where dialogue and relationships thrive. By acknowledging the emotional aspects of teaching, educators can establish classrooms that embody the true nature of meaningful language learning, where the learner's progress is nurtured with compassion and understanding.

Essentially, integrating bio-pedagogical principles with self-reflection and recognizing the inner child can have a transformative effect. It enables educators to strive to become the type of teacher they wished for in the past, providing an educational experience that goes beyond the ordinary. This emotionally impactful journey can be a crucial aspect of effective language learning and shaping future generations.

Teachers should never stop learning, this allows the opportunity to be in the same position as their learners, in that way when teachers thought about the teachers they would like to have, the emotions were predominant, as mentioned by Xiaoyun Du (2009) in "The affective filter in second language teaching", the attitudes of the teacher can change the whole educational environment, as well the motivation and response of their students. When the job of a teacher is repetitive, when they fall in the routine, the spark, and the joy they could have when taught it can easily disappear, teachers start just teaching contents, like with a manual in the hand, doing exercises without goals, just moving from topic to topic that they need to check from the curricula, and the most important element is forgotten, the learners.

Continuous learning empowers educators to empathize and connect with their learners on a deep level. By constantly learning, educators put themselves in a unique position where they become learners themselves, experiencing the emotions and sentiments that come with the pursuit of knowledge. As the learning cycle continues, instructors can reflect on the type of teachers they desired when they were students.

These reflections, filled with emotions, are crucial, as stated by Du (2009). The teacher's demeanor can have a profound impact on the entire educational environment, greatly affecting student motivation and reactions.

In the field of education, repetition and routine can gradually overshadow the excitement and happiness that teaching is intended to bring. Educators can sometimes get stuck in a monotonous routine, simply delivering information as if following a script. The real essence of teaching gets lost, and lessons become mechanical tasks without any clear objectives. The only focus becomes covering the topics listed in the curriculum.

This situation highlights the significance of incorporating storytelling into the practice of teaching. By utilizing the power of narratives, educators can escape the monotony of routine and reignite their enthusiasm for teaching. Storytelling, filled with emotions, has the ability to revive the sense of awe and curiosity that makes learning an engaging adventure.

The role of the teacher is no longer just about transmitting information, but also about being a storyteller, guide, and mentor. This change in perspective helps to revive the human connection that lies at the core of education. Additionally, storytelling acts as a catalyst for engaging students. Lessons driven by narratives go beyond simply reciting facts, igniting an innate motivation to learn.

Students no longer view education as a mechanical task, but rather as an engaging experience where they actively participate in a captivating story. By incorporating the emotional aspects of teaching and infusing it with storytelling, the entire educational experience is revitalized. Teachers, drawing from their own learning experiences, transform into more than just instructors; they become storytellers who inspire, connect with, and transform the lives of their students.

Teachers must not forget they are teaching people, they could be children, teenagers, adults but they are people, people with feelings, with emotions, with problems, with families, with stories behind, with a complete background and context that could be

different for each one of them. And thanks to Mendez, M (2011) in “The motivational properties of emotions in foreign language learning”, teachers can use those emotions each individual could have into the motivation inside the classroom. The socio-emotional aspects in education sometimes can be forgotten but when teachers focus into them different results are emerging, as shown by the teacher Alex Rubio in his talk on “Cómo transformé la educación pública a través del yoga”, he showed all teachers positive emotions and relationships can change who we are as a person and who we are as a learner, he approached with a different view the problems that were happening in the school he taught, through yoga and socio-emotional dynamics the results he was obtaining were outstanding.

Alex Rubio’s inspiring journey, as showcased in his talk on “Cómo transformé la educación pública a través del Yoga,” illustrates the influence of positive emotions and meaningful relationships. He showed how adopting a new perspective can help overcome the challenges encountered in the school setting.

It could be yoga, it could be cinema, it could be anything teachers want, but the question is what can we do from what we love to transform education?

It is crucial for teachers to always keep in mind that their role goes beyond simply sharing information. They are responsible for educating individuals who come from diverse backgrounds and have their own distinct experiences, including children, teenagers, and adults. Each person has their own set of emotions, challenges, family dynamics, and personal stories. The backgrounds and contexts of students differ greatly. Mendez (2011) supports this idea in “The Motivational Properties of Emotions in Foreign Language Learning”, highlighting the opportunity for educators to use these emotions as a source of motivation in the classroom. In the field of education, the socio-emotional aspects are sometimes neglected or marginalized. However, when educators intentionally integrate these aspects into their teaching, significant positive changes occur.

Educators, just like their students, are complex individuals. When personal interests are combined with teaching methods, it not only brings back the joy in teaching but also creates a learning environment that is highly engaging and transformative. By embracing socio-emotional aspects, it creates an atmosphere where students are not just passive recipients of information, but active participants in their own education.

This approach goes beyond the limits of a typical classroom, establishing an environment where learning becomes a comprehensive and motivating journey. In summary, the combination of emotions, personal stories, and interests within the class-

room can serve as a catalyst for motivation and personal growth. Teachers have the chance to infuse their own enthusiasm into their teaching, enhancing the lives of their students and fundamentally changing the education landscape.

This paper aims to propose three ways to improve the pedagogical mediation processes in language learning through the love of teaching and in this case the love for storytelling.

The first proposal aligns closely with this reflection as it addresses one of my greatest passions: reading.

Reading is one of the skills to develop when learning English, as well with speaking, listening, and writing. While reading the learners gain more vocabulary, they understand the meanings of the language they are learning, and they improve their comprehension towards English. There are many advantages when people read books, it is a healthy and peaceful hobby and people can make it a habit. When reading specifically fiction the reader or in this case the learner can also understand different contexts of social interactions that without living couldn't understand, and now they can through reading.

Reading is an essential skill to develop when learning a new language, especially English. It is just as important as speaking, listening, and writing in the process of acquiring a language. Reading not only helps expand vocabulary but also improves understanding of the language's subtleties, leading to better comprehension of English.

Reading provides numerous benefits beyond just learning a language. It is a peaceful and enjoyable activity that can become a lifelong habit. Exploring fiction offers many advantages for language learners. By reading fiction, learners can develop a deep understanding of various social contexts and interactions that they may not have encountered in real life.

Books have the power to transport readers to different worlds, enabling them to experience the lives of various characters, gain insight into their perspectives, and navigate complex social environments. This idea perfectly aligns with the fundamental nature of storytelling. Stories, whether found in books, passed down through oral traditions, or presented in digital media, are captivating conduits of culture, emotion, and the human experience.

Reading offers learners a comprehensive understanding of society, a greater appreciation for language, and a special insight into the diverse aspects of human existence. Research conducted by Cunningham and Stanovich (1998) in their study “What Reading Does for the Mind” supports these advantages by emphasizing how extensive reading directly enhances vocabulary growth. By exposing readers to a wide variety of words in different contexts, reading naturally strengthens language acquisition.

Furthermore, Sarid and Korat (2013) argue in their article “Enhancing Reading Comprehension with Digital Stories” that digital storytelling is a contemporary method that combines storytelling with technology. It has been shown to be a captivating and successful way to enhance reading comprehension. By immersing oneself in a story that includes multimedia elements, both linguistic and emotional connections are strengthened, resulting in an improved learning experience.

Integrating storytelling into language learning is a dynamic and fulfilling method. It turns reading from a dull educational activity into a thrilling adventure. Storytelling, whether through books, digital media, or teacher-led narratives, creates a deep and interactive learning experience.

By engaging with stories, language learners can enhance their linguistic skills and gain a more profound comprehension of various cultures, emotions, and the complexities of human interaction.

Most of the fiction reading is very motivating and challenging for students depending on their level and they can help develop positive attitudes towards the foreign language, culture, and language learning Artsyshevska & Hrynya, (2017).

When using reading fiction books teachers can use them in the direction they want, for example they can review topics of grammar, vocabulary, or sense. They can focus on the story or the context, they can look for conversations around reading. This brings one of the strategies or proposals aimed for this paper, the creation of book clubs to learn English.

Reading fiction can be highly motivating and challenging for language learners, and its impact varies depending on the learners’ proficiency levels. Fiction has the power to create positive attitudes towards the foreign language, its culture, and the overall process of language learning. According to Artsyshevska and Hrynya (2017), this intrinsic motivation plays a crucial role in facilitating successful language acquisition.

The use of fiction books in the language learning classroom is versatile and adaptable, allowing teachers to customize their use according to their specific teaching goals. Teachers can utilize the narrative to reinforce grammar, expand vocabulary, or delve into subtle nuances of meaning. Alternatively, the focus can be on the story itself, exploring its themes and narrative elements, which is especially beneficial for advanced learners.

The idea of book clubs specifically created for English learners is an innovative and dynamic strategy. These book clubs offer a space for students to gather and talk about their reading experiences. By engaging in these discussions, students not only improve their understanding of the language but also develop a sense of belonging and involvement with it. Teachers play a crucial role in guiding these discussions, fostering not only language skills but also critical thinking, cultural awareness, and collaboration abilities.

To gain a deeper understanding of this concept, it is valuable to examine the research conducted by Day and Bamford (1998) in their work “Extensive Reading in the Second Language Classroom.” Their study highlights the significant advantages of extensive reading, especially in terms of expanding one’s vocabulary.

In addition, Pinter (2007) discusses in “‘My Class Is Very Quiet...’: Challenging the Stereotype” that promoting oral interaction in reading groups not only enhances speaking skills but also ignites a passion for reading and language acquisition. Storytelling using fiction is an invaluable resource for language educators as it inspires motivation and cultivates a positive attitude towards language learning.

The flexible nature of reading fiction allows teachers to adapt it to their specific educational goals. By implementing innovative strategies like book clubs, educators can create a dynamic and immersive learning environment that enhances linguistic skills, critical thinking, cultural awareness, and the enjoyment of language learning.

When teachers and learners participate in a book club, they can analyze the book in the way they want and according to their level, interest, and content. At the same time, they can share personal context by adding personal opinions related to the book. This helps to create a stronger relationship with the participants. They can also link what they are reading with real-life situations of the moment and make a reflection of the present and context happening in the world right now. They can read and explore different genres of fiction appealing to the taste and interest of the participants, for example when doing with children they can read fantasy, when reading with adolescents they can read horror and thrillers and when reading with

adults they can use novels. This depends on the taste of the participants but at the same time allowing to change comfort zones and doing and reading different things to have greater conversations thanks to the cultural information found in the content of the books.

By involving teachers and learners in book clubs, we create an interactive and dynamic platform for exploring literature in a way that is tailored to their proficiency levels, interests, and relevance to their lives. This flexibility allows participants to interpret and analyze the book in a way that is meaningful to them.

Participants have the option to analyze the narrative in detail, paying attention to linguistic complexities, or to examine the broader themes and context. By sharing their personal opinions, which are influenced by their individual experiences, they contribute to a more engaging discussion and develop a sense of ownership over the text. This not only strengthens the interpersonal connections within the group but also creates an authentic learning environment.

By integrating the narrative into their daily experiences, participants can establish links between the fictional realm and real-life situations, creating connections between the two. This interaction encourages a thoughtful process, allowing participants to relate the story's messages to their own lives, resulting in a deeper and more meaningful comprehension of the text. Book clubs are flexible resources that facilitate the exploration of various literary genres.

The choice of genres can depend on the preferences and demographics of the participants. For example, when working with children, fantasy genres can be especially captivating, stimulating their imagination. For adolescent readers, genres such as horror and thrillers can be used to appeal to their sense of adventure. When working with adults, novels provide a diverse and complex terrain for exploration.

The wide range of genres invites readers to venture beyond their usual preferences and discover new literary styles. This promotes open-mindedness and expands perspectives, leading to conversations that are enriched by the diverse cultural elements found in these books. These ideas are supported by researchers in the field of literature and education.

Rosenblatt (1978) highlights the importance of “transactional reading,” where the reader actively engages with the text and incorporates their own experiences into the reading process. Additionally, Fry (2002) stresses the significant role of genre in captivating and motivating readers, especially young learners. Ultimately, book

clubs provide a comprehensive and diverse method for language learning. By harnessing the power of storytelling, they empower teachers and learners to delve into literature in a way that resonates with their individual contexts, preferences, and proficiency levels. This fosters meaningful discussions and a deep connection with language.

Reading has many advantages in the academical aspects but also in the development and growing as humans, the books provide authentic examples of literary, cultural, and professional elements that facilitates the development of student's personality, imagination, and intelligences Artsyshevskaya & Hrynya, (2017). Reading fiction books can start important conversations around topics that sometimes cannot be easy to mention, situations that are difficult can be presented in the stories and bring an opportunity to talk about it. Developing empathy and reading fiction books have a strong link.

The benefits of reading go beyond academics and are crucial for overall human development. Reading books, especially fiction, exposes readers to a wealth of literary, cultural, and professional aspects. This enriches their personalities, stimulates their imaginations, and enhances different forms of intelligence (Artsyshevskaya & Hrynya, 2017).

The immersive nature of fiction enables readers to explore different cultures, historical periods, and professional fields. By experiencing the perspectives of characters and their stories, students gain genuine understanding of diverse worlds, broadening their horizons and developing cultural competence.

Through fiction, students can gain insight into professions and situations that they may not encounter in their own lives. This helps them develop a nuanced understanding of the professional world outside the classroom. Additionally, fiction acts as a catalyst for the development of students' personalities. The characters they encounter, along with their struggles, triumphs, and transformative journeys, provide valuable life lessons.

When reading a book, readers often connect with characters who face difficulties and show qualities like resilience, empathy, and determination. These qualities, when absorbed, become part of the reader's emotional and intellectual abilities, helping them deal with the complexities of their own lives (Kidd & Castano, 2013). Moreover, fiction allows for the exploration and expansion of human imagination.

Fiction offers a safe space for students to delve into and discuss various topics without any fear or hesitation. By analyzing the experiences of fictional characters,

students can develop a better understanding of human behavior, empathy, and intricate social issues. This process of reflection often leads to open and productive conversations (Lubart, Mouchiroud, Tordjman, Zenasni, & Nègre, 2010).

Furthermore, there is extensive evidence supporting the link between reading fiction and empathy. By engaging with the lives, emotions, and experiences of fictional characters, individuals can cultivate empathy. Through these literary adventures, students can gain a deep understanding of the challenges faced by people who are vastly different from them.

The newfound empathy mentioned here could impact real-world situations, fostering individuals who are more compassionate, considerate, and open-minded (Bal & Veltkamp, 2013). The power of storytelling and reading fiction goes beyond the boundaries of the classroom, providing a comprehensive approach to education.

Books are not just sources of knowledge, but also pathways to cultural, emotional, and intellectual growth. They help students become more empathetic, imaginative, and culturally competent individuals.

Having a strong relationship with reading and the focus storytelling, the second proposal presented for this paper is writing short stories. Writing is another of the skills to develop when learning English, the practice of this skills can lead the learner to improve the knowledge of grammar, vocabulary, punctuation, sentence formation and sense when producing texts, it is vital for some real-life situations such as sending an important e-mail, communication in written form and in many professional environments, but in this paper the focus in writing is the use of imagination and creativity.

This paper advocates for a holistic approach to language learning, which emphasizes the development of writing skills, specifically through the creation of short stories. Writing is not only a fundamental language skill, but also a versatile tool that enhances language proficiency and fosters creativity.

When students participate in writing, they experience various advantages. Writing stories requires learners to use their understanding of grammar, vocabulary, punctuation, and sentence structure in a practical and meaningful way (Beuningen, De Jong, & Kuiken, 2012). As students work on creating coherent narratives, they become more aware of the subtleties of language, ensuring that their written words effectively communicate their intended message. Writing is a valuable skill that goes beyond the confines of the classroom and has practical applications in real-life situations. In today's digital era, the capacity to communicate effectively through

writing is essential. Students who can create well-organized and articulate written works are better prepared to succeed in professional settings, where written communication is frequently the main form of interaction (Hyland & Jiang, 2017).

However, in the context of this paper, the focus on writing goes beyond just being useful. Writing, especially creative writing in the form of short stories, delves into the realms of imagination and creativity. This practice encourages learners to delve into their creativity, to imagine scenarios, characters, and worlds, and to bring them to life through words (Lindgren & Tufvesson, 2012).

Crafting stories is more than just practicing language skills. It is a way for students to bring their ideas to life, share their perspectives, and nurture their creativity (McQuiggan, Rowe, Hamilton, & Levin, 2012). Short stories, in particular, help students create concise and focused narratives that push them to condense their thoughts and imagination into a captivating form.

Additionally, the creative element of storytelling improves engagement and motivation. Students are more inclined to be invested in writing when they have the freedom to imagine, investigate, and express themselves. This creative opportunity not only brings personal satisfaction but also contributes to a more dynamic and enjoyable learning journey (Shaterian, Fakari, & Fahim, 2014).

Integrating writing, particularly the creation of short stories, into language learning has multiple benefits. It not only enhances language skills but also encourages creativity, self-expression, and personal development. The combination of language and creativity in writing helps students improve their communication abilities and develop their imaginative thinking.

Imagination said by MacIntyre and Gregersen (2012) has a big power, such as songwriters, poets, politicians, and more draw upon the potency of imagination to reveal truths about the present and propel us toward their version of the future, imagination activates emotions as well.

When learners let their imagination to have fun big and meaningful stories can come out, and teachers can use this in the classroom to motivate and improve the emotions felt by learners.

MacIntyre and Gregersen (2012) accurately highlight the significant influence of imagination. Imagination extends beyond fiction and art; it can shape our perception of the present and ignite our aspirations for the future. Songwriters, poets, and even

politicians utilize the power of imagination to communicate truths, evoke emotions, and provide their distinct viewpoints on the world.

Imagination is crucial in the classroom as it enhances the learning experience. When students are encouraged to use their imagination, they embark on a journey of discovery, creativity, and self-expression. By exploring their imagination, they can create stories, imagine scenarios, and bring their thoughts and ideas to life in a dynamic and meaningful way.

What is particularly fascinating is that imagination is closely connected to emotions. When students let their imaginations roam freely, they deeply engage with their emotions. These emotions can vary from excitement and curiosity to empathy and introspection. Essentially, imagination serves as a channel for emotional involvement, enhancing the learning process with depth and personal investment.

In the classroom, teachers can use the power of imagination to inspire students and create positive emotional experiences. By encouraging students to dream big, think freely, and explore their creativity, learning becomes more enjoyable and taps into their emotional responses (Sadoski & Paivio, 2013). Making an emotional connection to the material can drive increased engagement, better retention, and a deeper understanding of the subject matter (Oatley, 2016).

The integration of imagination into the classroom is a complex approach that has several benefits. It enhances creativity, encourages self-expression, and allows for emotional exploration. When students are encouraged to freely use their imaginations, educators can ignite their passion for learning and provide a meaningful and emotionally engaging educational experience.

Writing can also be a way of reflecting, using a journal to write own's thoughts or feelings is a way of liberating them, to feel better. This proposal can also be a way to create meaningful and important relationships with the participants, when people read someone else thoughts, feelings, fears, opinions they can interest in them as a person, feel the empathy. Sometimes it is better to express our feelings by writing than by saying them out loud, so it could be a way of expressing too. The use of imagination when writing has no limits, people can write of whatever they want and it is possible, this could be the start of imaging himself or herself in the future with positive emotions and having positive results, improving the emotions of the present and creating goals to achieve as a learner and as a person at the same time motivating to achieve them.

Writing is a powerful tool for self-reflection and emotional expression. By using journals or personal writing to communicate thoughts and feelings, individuals can experience a liberating and therapeutic outlet. This process helps people unload their burdens, leading to emotional well-being and personal growth (Smyth, 1998).

Writing can serve as a powerful tool for establishing profound and significant connections with participants or readers. When individuals engage with the thoughts, emotions, fears, and opinions of others through reading, it fosters understanding and empathy. This shared experience cultivates a bond between the writer and the reader, making writing an invaluable medium for building relationships.

What is particularly fascinating is that the written word often offers a unique platform for self-expression. Certain feelings and thoughts can be expressed more easily through writing than speaking. It allows individuals to freely communicate their emotions and experiences with a certain level of detachment, making it an effective way to address deeply personal subjects (Pennebaker & Chung, 2011).

The boundless possibilities of imagination in writing are truly remarkable. Whether it's creating stories, describing experiences, or envisioning the future, writing provides a canvas for creative exploration. Writers can express their desires, dreams, and goals, allowing them to freely express themselves (Biswas, 2014).

The creative process goes beyond simply writing words on a page; it has the power to inspire and motivate. When individuals use their imagination, they can envision a future filled with positive emotions and accomplishments. This not only improves their current emotional state but also encourages them to set goals and strive for them, both as learners and as individuals. Writing becomes a catalyst for self-motivation and personal development.

Finally, the last proposal to improve the pedagogical mediation processes in language learning through the love of teaching and the love of storytelling is the creation of visual media with the help of screenwriting and acting.

This part would present another skill to gain when learning English which is speaking, although with visual media it is needed as well reading, and writing. This proposal would be a combination of the previous one with the addition of visual aids and complements such as video, pictures, images, music, the complete elements that can be found in visual media, using it for learning English is one of the best strategies because it is attractive, visually appealing, entertaining, and educational at the same time. Teachers can use it in endless ways, they can create a cinema forum

to create conversations around movies or short animations having deep and personal conversations or talking about the correlations with the real contexts lived in the present, they can present new vocabulary, grammar, sentences, or content used in the videos, or they can ask the learners to create their own visual media to present topics, practice speaking and pronunciation and let their imagination have fun. Creativity here has a strong sense in every aspect and finishing this paper the same way it started with an Albert Einstein quote: “Creativity is intelligence having fun”.

There are several advantages to using visual media in language learning. Visual media incorporates various elements like videos, images, music, and more, creating an engaging and entertaining learning experience that is visually appealing. This multi-sensory approach enhances language learning by involving learners through different channels (Aşık & Kuzu, 2014).

Visual media offers teachers various opportunities for integration. For example, they can create cinema forums to encourage students to participate in in-depth discussions about movies or short animations. These discussions explore the complexities of the story and character motivations, promoting language proficiency and analytical abilities.

Moreover, visual media serves as a connection between fiction and reality, enabling discussions about the relationship between the two and promoting a deeper understanding of cultural and contextual elements (Erten & Er, 2011). Language educators can utilize visual media to teach new vocabulary, grammar, sentence structures, and cultural aspects depicted in the media.

This approach not only teaches language skills but also helps learners grasp the cultural context of the language, which is crucial for effective communication (Zahar, 2017). Additionally, teachers can motivate learners to create their own visual media, which greatly improves speaking and pronunciation skills. This approach combines creativity, language learning, and technology to create personalized content (Hockly, 2013).

Learning a language through visual media is an intelligent and enjoyable process. It allows learners to express themselves in new and imaginative ways, inspiring creativity and intellectual growth (Nakamura & Csikszentmihalyi, 2014).

Embarking on an emotionally powerful journey can play a vital role in effective language learning and shaping future generations. It goes beyond simply sharing stories; it involves using stories as a means to facilitate language learning. Utilizing

visual media in language learning offers numerous benefits. This method combines creativity, language acquisition, and technology to produce personalized content (Hockly, 2013).

The power of storytelling and reading fiction extends beyond the classroom, offering a holistic approach to education. Incorporating storytelling into language learning is an engaging and rewarding method. This paper aims to suggest three ways to enhance the teaching process in language learning through a passion for teaching and, specifically, storytelling. Ultimately, book clubs offer a comprehensive and diverse approach to language learning.

Fiction allows students to explore professions and situations that they may not come across in their own lives. By recognizing the emotional aspects of teaching, educators can create classrooms that truly embody the essence of meaningful language learning, where learners' progress is supported with empathy and comprehension. Reading fiction enables learners to develop a profound understanding of diverse social contexts and interactions that they may not have experienced firsthand.

Lastly, the final proposal for enhancing pedagogical mediation in language learning is to utilize screenwriting and acting to create visual media. This approach aims to foster a love for teaching and storytelling. Additionally, there is substantial evidence that highlights the connection between reading fiction and empathy. Therefore, developing empathy and engaging in fiction reading are closely intertwined.

Teachers can overcome the boredom in the classroom and increase motivation by incorporating language learning into stories. This approach, which engages learners through various channels, enhances language learning by appealing to multiple senses (Aşık & Kuzu, 2014).

References

- Aşık, A., & Kuzu, A. (2014). The importance of using visual media in teaching. *Procedia - Social and Behavioral Sciences*, 143, 478-482.
- Artsishevskaya, A. (2017). Ways of using fiction in teaching ESP. *Archivo del Sur (ciencias filológicas)*; *Archivo del Sur (ciencias filológicas)*.
- Artsyshevskaya, I., & Hrynya, M. (2017). Development of Positive Attitudes towards Learning English. *Journal of Language and Literature*, 8(1), 9-12.
- Artsyshevskaya, L., & Hrynya, N. (2017). The Importance of Fiction Reading as an Effective Learning Tool in Foreign Language Education. *Journal of Education and Practice*, 8(9), 112-118.
- Bal, P. M., & Veltkamp, M. (2013). How Does Fiction Reading Influence Empathy? An Experimental Investigation on the Role of Emotional Transportation. *PLoS ONE*, 8(1), e55341.
- Beuningen, C. V., De Jong, N. H., & Kuiken, F. (2012). Evidence on the Effectiveness of Comprehensive Error Correction in Second Language Writing. *Language Learning*, 62(1), 1-41.
- Biswas, D. (2014). The Role of Imagination in Learning. *Educational Research and Reviews*, 9(16), 529-535.
- Devia-Cárdenas, D. (2018). La biopedagogía: una mirada reflexiva en los procesos de aprendizaje, *Praxis & Saber*, 9(21). 179-196. <https://doi.org/10.19053/22160159.v9.n21.2018.7862>
- Cunningham, A. E., & Stanovich, K. E. (1998). What Reading Does for the Mind. *American Educator*, 22(1), 8-15. <https://mccleskeyms.typepad.com/files/what-reading-does-for-the-mind.pdf>
- Day, R. R., & Bamford, J. (1998). *Extensive Reading in the Second Language Classroom*. Cambridge University Press.
- Du, X. (2009). The Affective Filter in Second Language Teaching. *Asian Social Science (ASS)*, 5(8). <https://doi.org/10.5539/ass.v5n8p162>

- Erten, I. H., & Er, N. (2011). The effect of cultural familiarity on reading comprehension. *Reading in a Foreign Language*, 23(1), 60-75. <https://files.eric.ed.gov/full-text/EJ838389.pdf>
- Fry, E. (2002). Reading Is Not 'One Size Fits All': What Is Genre? In G. Kittle (Ed.), *Children Want to Write: Writing Activities for Young Children* (pp. 98-102). Heinemann.
- Hockly, N. (2013). *ETpedia: Technology*. Pavilion Publishing and Media.
- Hyland, K., & Jiang, F. K. (2017). Is academic writing more complex than professional writing? Academic vs. professional writing. *Journal of English for Academic Purposes*, 28, 92-105.
- Kidd, D. C., & Castano, E. (2013). Reading literary fiction improves theory of mind. *Science*, 342(6156), 377-380. <https://psycnet.apa.org/doi/10.1126/science.1239918>
- Lindgren, E., & Tufvesson, S. (2012). To imagine, write and learn: An exploration of the use of a virtual learning environment for creative writing. *International Journal of Education & the Arts*, 13(8), 1-27.
- Lubart, T., Mouchiroud, C., Tordjman, S., Zenasni, F., & Nègre, D. (2010). The Generative Impact of Fiction on Problem-solving Propensity. *Creativity Research Journal*, 22(1), 72-84.
- MacIntyre, P. & Gregersen, T. (2012). Emotions that facilitate language learning: The positive-broadening power of the imagination. *Studies in Second Language Learning and Teaching*, 2 (2), p. 193-213.
- Martínez, J. (2021). Masters in Pedagogical Mediations for Learning English, UNAD.
- Méndez, M. (2011). The Motivational Properties of Emotions in Foreign Language Learning. *Colombian Applied Linguistics Journal*, 13(2). <https://doi.org/10.14483/22487085.3764>
- Nakamura, J., & Csikszentmihalyi, M. (2014). The concept of flow. In *Flow and the Foundations of Positive Psychology* (pp. 239-263). Springer. https://doi.org/10.1007/978-94-017-9088-8_16

- Oatley, K. (2016). Fiction: Simulation of social worlds. *Trends in Cognitive Sciences*, 20(8), 618-628. <https://doi.org/10.1016/j.tics.2016.06.002>
- Pennebaker, J. W., & Chung, C. K. (2011). Expressive writing and its links to mental and physical health. In H. S. Friedman (Ed.), *Oxford Handbook of Health Psychology* (pp. 417-437). Oxford University Press.
- Pinter, A. (2007). "My Class Is Very Quiet...": Challenging the Stereotype. *ELT Journal*, 61(2), 97-101.
- Richards, J. C. (2020). *English Language Teaching: History, Theories, Methods, and Practice*. Cambridge University Press.
- Rosenblatt, L. M. (1978). *The Reader, the Text, the Poem: The Transactional Theory of the Literary Work*. Southern Illinois University Press.
- Sadoski, M., & Paivio, A. (2013). *Imagery and Text: A Dual Coding Theory of Reading and Writing*. Routledge.
- Sarid, S., & Korat, O. (2013). Enhancing Reading Comprehension with Digital Stories. *Journal of Educational Computing Research*, 48(4), 395-421. <https://doi.org/10.2190/EC.48.4.b>
- Shaterian, A., Fakari, J., & Fahim, M. (2014). The Impact of Creative Writing on Arabic Language Composition. *Theory and Practice in Language Studies*, 4(4), 706-713.
- Rubio, A. (2017). Cómo transformé la educación pública a través del yoga [TEDxUExternado. YouTube]. https://www.google.com/search?q=C%C3%B3mo+transform%C3%A9+la+educaci%C3%B3n+p%C3%BAblica+a+trav%C3%A9s+del+yoga&rlz=1C1ALOY_esCO1118CO1118&oq=C%C3%B3mo+transform%C3%A9+la+educaci%C3%B3n+p%C3%BAblica+a+trav%C3%A9s+del+yoga+&gs_lcrp=EgZjaHJvbWUyBggAEEUYOTIJCAEQIRgKGKABMgkIAhAhGAoYoAEyCQgDECEYChigAdIBCTlwMDRqMGoxNagCCLACAQ&sourceid=chrome&ie=UTF-8#fstate=ive&vld=cid:bc4b7cf8,vid:5MxmPxehruE,st:0
- Van Krieken, R. (2012). Storytelling in Teaching. Master's Theses. 149.
- Zahar, R. (2017). The place of culture in the EFL/ESL classroom. *Arab World English Journal (AWEJ) Special Issue on Translation*, 2, 207-214. <https://www.awej.org/images/AllIssues/Specialissues/Translation2/full%20issue.pdf>



Sello Editorial

Universidad Nacional
Abierta y a Distancia

**UNIVERSIDAD NACIONAL ABIERTA
Y A DISTANCIA (UNAD)**

**Sede Nacional José Celestino Mutis
Calle 14 Sur 14-23**

**PBX: 344 37 00 - 344 41 20
Bogotá, D.C., Colombia**

www.unad.edu.co



9 789586 519816 >