



Benemérita Universidad Autónoma de Puebla  
Facultad de Lenguas

Licenciatura en la enseñanza del inglés

**THE USE OF TEACHER'S SELF DEVELOPED STORIES AS A TECHNIQUE TO  
TEACH ENGLISH VOCABULARY TO CHILDREN IN A THIRD GRADE OF A  
PUBLIC PRIMARY SCHOOL.**

A thesis submitted to the School of Languages for the degree of  
**LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS**

by

Jeannette Ramírez Hernández

directed by

Dr. Eliphelet Rivera Cuayahuitl

Puebla, Puebla

Septiembre 2014

*Quiero que algo de mi, perdure para siempre.*

*-Ana Frank-*

## **DEDICATION**

I lovingly dedicate this thesis to Cristobal Gracia Fernández that now is in a better place, love you, thank you so much for all your shared wisdom, I really miss you, and Alicia M. Hernández Mendez the best that I have in this world, my mom.

## INDEX

### CHAPTER I: INTRODUCTION

1.	Introduction to the Problem.....	1
1.1	Justification.....	2
1.2	The significance of the study.....	2
1.3	The research context.....	2
1.4	Participants.....	3
1.5	Purpose of the study.....	3
1.6	Research questions.....	4
1.7	Organization of the project.....	4

### CHAPTER II : LITERATURE REVIEW

2.0	Introduction.....	5
2.1	Short stories.....	5
2.1.2	Telling vs Reading.....	6
2.1.3	Rationale for using stories.....	9
2.2	Vocabulary.....	11
2.3	Storytelling and listening .....	14
2.4	How to choose, tell and read stories aloud .....	16
2.4.1	Reading, good points and drawbacks.....	18

2.4.2 Telling, good points and drawbacks.....	19
2.5 Tips and activities to use while telling stories to your class .....	20
2.5.1 Create a storytelling atmosphere.....	20
2.5.2 Seating arrangement.....	20
2.5.3 Interact with the students.....	21
2.5.4 Create a visual atmosphere.....	21
2.5.5 Your voice.....	21
2.5.6 Control your face.....	22
2.5.7 Ask for students volunteers .....	23
2.5.8 Help your students help themselves.....	23
2.5.9 Interruptions.....	23
2.6 Conclusion.....	24

### **CHAPTER III : METHODOLOGY**

3.0 Introduction.....	25
3.1 Subjects.....	25
3.2 Context.....	26
3.3 Short stories.....	27
3.3.1 Implementing short stories.....	27
3.4 Teaching the lessons and using the materials.....	28
3.5 Stories.....	31
3.5.1 Story: “The hungry mouse” .....	32
3.5.1.1 Using “The hungry mouse” in the classroom.....	33

3.5.2	Story: “Feelings”	35
3.5.2.1	Using “Feelings” in the classroom	36
3.5.3	Story: “The parts of my body”	37
3.5.3.1	Using “The parts of my body” in the classroom	38
3.5.4	Story: “My house”	39
3.5.4.1	Using “My house” in the classroom	40
3.6	Organizing teacher’s data	42
3.6.1	Worksheets and activity data	42
3.6.2	Observation data	43
3.7	Conclusion	43

## **CHAPTER IV: RESULTS**

4.0	Introduction	44
4.1	Research Questions	44
4.1.2	Findings from the storytelling	45
4.2.1.2	Materials	50
4.2	Conclusions	58

## **CHAPTER V: CONCLUSION**

5.0	Introduction	59
5.1	Research Findings	59
5.2	Implications	61

5.3	How the research questions were answered.....	62
5.4	Suggestions for further research.....	63
5.5	Conclusion.....	64

## **APPENDICES**

6.0	Appendix 1 - Lesson plan “The hungry mouse”.....	65
	6.0.1 Appendix 2 - Lesson plan “Feelings”.....	66
6.1	Appendix 3 Narrative.....	67
7.0	Appendix 4 Evidence.....	68
8.0	Reference.....	76

## ACKNOWLEDGMENTS

Esta tesis fue hecha gracias al apoyo de muchas personas. En primer lugar le doy gracias a Dios porque sin su ayuda y sustento nada hubiese sido posible, gracias por las fuerzas que me dio para seguir adelante, en segundo lugar a mi mamá Alicia, gracias por todo tu amor, apoyo y comprensión que siempre has tenido para conmigo, gracias porque me has sacado adelante enseñándome que sí se puede, gracias por todos tus besos y abrazos de ánimo, gracias porque sin ti, este proyecto no hubiera sido posible, te amo, eres la mejor, y siempre serás mi inspiración para seguir adelante. También quisiera agradecer a mis hermanos, Jorge y Jaqueline, gracias por tolerarme en mis cambios de humor generados por mi estrés, sé que no es fácil tener una hermana como yo, pero gracias por amarme y demostrarme que ahí estarán siempre, a mi lado. A mi familia entera por todo su amor, comprensión y ánimo. Gracias tía Ada y mamá Ena por ser tan como son conmigo, son una gran bendición a mi vida. Gracias Ángel Mendoza, gracias por acompañarme en todo este proceso, a pesar de saber que te aburrías siempre estuviste ahí, gracias por desvelarte en la distancia conmigo mientras trabajaba en mi proyecto, por preocuparte por mi y ayudarme en todo lo que estaba a tu alcance, gracias por tu paciencia, amor, y comprensión en momentos difíciles y estresantes. También me gustaría agradecer al Dr. Eliphelet ya que sin su apoyo no hubiese sido posible terminar y presentar este proyecto, gracias por todo su apoyo, sus correcciones y sus consejos, lo aprecio mucho y le doy gracias a Dios por haberlo puesto en mi camino. Finalmente gracias a la Dra. Rebeca, porque este proyecto nació gracias a la invitación del servicio social en su proyecto de Nealtican y al director de la escuela bilingüe “Niños Héroes de Chapultepec” por todas sus atenciones durante mi periodo de servicio social.

## **ABSTRACT**

Young children are natural language acquirers. They are extremely receptive to spoken language and learn vocabulary easily. This study explored how young children learned English vocabulary by listening short stories developed by the English language teacher. Stories were developed using children's contextual elements that made the stories significant. A key component in storytelling was the 'telling' part, where the teacher (teller) created voices for each of the characters. In addition, a number of puppets were designed using a variety of materials which complemented the storytelling experience.

Findings from storytelling showed that children learned English vocabulary, especially lexicon associated to their immediate context. In addition, participants reported positive attitudes and reactions towards the use of stories. Overall students responded well to the activities that were applied after the stories, proving a successful learning.

## Key Words

**Material:** Understanding as material the puppets, the posters and stuffed animals.

**Narrative:** according to this project the teacher's notes.

**Significant:** Having or likely to have a major effect; important.

**Story telling:** is the conveying of events in words, and images, often by improvisation or embellishment. Stories or narratives have been shared in every culture as a means of entertainment, education, cultural preservation, and instilling moral values. Crucial elements of stories and storytelling include plot, characters, and narrative point of view.

**Teller:** Person who tells the story.

**Worksheet:** A piece of paper with different activities to reinforce the lesson.

# CHAPTER I: INTRODUCTION

## 1.- Introduction to the Problem

The question of many ESL teachers is what they can do to help their students to develop their English vocabulary. In the teaching of a second language process there are four skills, which are composed by many other sub-skills that English language teachers (ELT) need to take into consideration when are planning their lessons, such skills include: writing, speaking, listening and reading. In all these skills, vocabulary plays a central role because it is a central component in all kinds of communication. In this regard Lewis (1993) argues, “Lexis is the core or heart of language” (p.89). As students develop greater fluency and expression in English; it is significant for them to acquire more productive vocabulary and their own personal vocabulary learning strategies.

Student often instinctively recognize the importance of vocabulary to their language learning. As Schmitt (2010) noted, “learners carry around dictionaries and not grammar books”(p.4). Overall vocabulary may help students understand and communicate with others in English. Story telling may be the key to introduce learners into the world English language vocabulary. This study aims to show how to teach English vocabulary using teacher’s self-developed stories to children of 4<sup>th</sup> year of a bilingual school in Nealtican Puebla.

## **1.1 Justification**

I have been always interested in children's stories. When I was a child I was told stories and it was through those that I learned my mother tongue vocabulary. Children's love for stories is the rationale behind the use of these meaningful materials, through which new lexical structures can be taught. Storytelling may help students integrate their language skills and learn vocabulary in funny and interesting ways; storytelling may catch children's attention and help them to learn effectively.

## **1.2 The significance of the study**

Given the relevance of vocabulary as a central linguistic factor in the practice of the four skills of language, it is worth doing this investigation, not only for its potential contributions to the context under investigation, but also for its significance to the field of language education. Even though the issue of vocabulary learning has widely been investigated, the particular angle from which this study investigated the central topic makes this study of particular value.

## **1.3 The research context**

This research has been carried out in a third grade classroom of the primary school, "Niños Heroes de Chapultepec" This school is a government institution located in San Buenaventura Nealtican in the state of Puebla, Mexico. San Buenaventura holds 10,224

inhabitants. The languages spoken in the community in order of relevance are Spanish, Nahuatl and English (Census conducted by the National institute of Statistics, Geography and Informatics, (INEGI, 2005). The groups are on average composed of between 30-40 learners.

#### **1.4 Participants**

The participants of this work were 30 third year children of between 7 to 8 years old. About 10 percent of the children live farther than a kilometer from the school, so for most of these children it takes over one hour walk to arrive to school. Most of the children's parents are farmers, so children live under conditions which in most cases hinder their academic development. Furthermore the vast majority of children have no access to computers or to television.

#### **1.5 Purpose of the study**

This study aims to show how the use of storytelling using stories written by the language teachers may encourage children between 7-8 year old to learn English's vocabulary. The investigation provides evidence of how teacher's self-developed stories were used throughout a language course in the context described above. The study also provides evidence of how children made progress in their learning of vocabulary as they were exposed to storytelling.

## **1.6 Research questions**

This investigation addresses the following research questions:

General question

How to increase the learning of vocabulary in children between 7 to 8 years old by using teacher's self developed stories?

1. What is the significance of telling stories in class?
2. What type of materials can teachers use to present the vocabulary from the stories?

## **1.7 Organization of the project**

This investigation is organized into five chapters as follows: Chapter 1 introduces the study, explains the problem under investigation, addresses the research questions and justifies why it is worth doing this investigation. Chapter 2 reviews the literature and discusses about topics which are relevant for the research questions and for the topic under study. Chapter three describes the methodology adopted in this project. Chapter four discusses the results and findings of the research and finally chapter five, discusses the implications and limitations of the study in relation to the research questions and the context under investigation.

## **CHAPTER II: LITERATURE REVIEW**

### **2.0 Introduction**

This chapter aims to review relevant literature to the main goals of this study. The chapter is organized as follows: It first clarifies the term 'short story' as used in this study, It then discusses the main differences between read and tell, and explains the rationale for using stories. The chapter also highlights the significance of vocabulary, storytelling and listening in language teaching, and discusses how to choose, tell and read stories significantly. Finally some tips and activities to use while telling stories to young kids are presented. The chapter concludes by pointing out relevant issues identified throughout the chapter.

### **2.1 Short stories**

Children enjoy listening to stories in their mother tongue and understand easily the narrative. For example, as soon as they hear "Once upon at time..." They know what to expect next. That is why, storybooks can provide an ideal introduction to the foreign language and learning activities and present in a context that is familiar to the child.

Hamilton M. & Weiss M. are husband and wife. They have been winning audiences and critical acclaim throughout the United States, Canada, Europe, and Asia since 1980. Renowned for their work in teaching the art of storytelling, they are also award winning authors and recording artists authors of *Beauty & the Beast Storytellers* adapted from

Children Tell Stories: Teaching and Using Storytelling in the Classroom, are agree that shorts stories are excellent tools for teaching about desirable behaviors and strengthening character, also that the stories go straight to the heart because the students are emotionally involved and truly enjoy stories, helping to create a positive attitude toward the learning process.

Stoye Paula (2003) in her article Storytelling – benefits and tips, British Council, Jordan taken from <http://www.teachingenglish.org.uk/article/storytelling-benefits-tips>, mentions that children have an innate love of stories, those create magic and sense of wonder at the world, the stories can teach us about life, about ourselves and about others. Storytelling is a unique way for students to develop and understanding, respect and appreciation for other cultures and can promote attitude to people from different lands, races and religions.

Additionally, the use of short stories in class must catch the attention and interest of the students in order to have good results of telling them making them meaningful to the students, Collie and Slater (1987, Literature in the language Classroom, pp 6) mentions that the stories depend on the specific group of students, their needs, concerns, cultural background and language level.

### **2.1.2 Telling vs Reading**

Telling and reading not only vary from each other in both content and language, but also in pace; and both differ from a story reading in numerous ways. One can readily imagine the extensive range of factors that might go to producing such differences: the mood of the teller when he or she first encountered the story; his or her mood while telling;

the background experiences or perspective that lead, for example, to one teller seeing forest where the other saw a desert landscape; the number and seating of the audience; the teller's relationship to the audience. And these differences are in turn reflected in the language; sometimes fluent, sometimes hesitant and uncertain, broken by irregular pauses, but always definitely spoken language, the language of personal communication that is so often absent from the foreign- language classroom.

In some ways telling is easier than reading aloud. In reading, the reader may be forced to interpret speech patterns and rhythms very different from his or her own; he or she is forced to become aware of things normally taken for granted, such as breathing; and these technical problems may become a barrier between him or her and the author just as the book he or she is holding may become a physical barrier between him or her and his or her audience.

In telling, on the other hand, one can shape the story to one's own needs, and while this may require the development of certain, perhaps buried, skills, the advantages are very great. In the first place, one can address one's audience directly: one can make eye contact or not as and when one chooses, use gesture and mime freely, expand or modify the form of one's telling as the occasion demands, and in general establish and maintain a community of attention between teller and listener. Storytelling is the process of creating narrative structures or of engaging with them and is pervasive in many aspects of children's life.

When packaged in story form, information comes to life for adults and children alike. From the 1920's through the 1950's, radio, mastered the art of storytelling. During the same period, the silver screen brought yet another dimension-picture. Television followed. While these media have become hugely successful as a means of entertaining and conveying information, storytelling as a method of stimulating the imagination has been all

but, lost, for that special grandparent, teacher, or the professional storyteller. In early childhood, storytelling is a means to support children's development, to help them express and assign meaning to the world. Storytelling may foster the development of communication, recognition, and recall of skills, and may strengthen the relationships with peers and adults.

From primary to high school, storytelling is proposed to students in order to improve their linguistic and literary skills, and to encourage students' high thinking skills such as: interpretation, analysis, and synthesis. Mr. Faisal Shamali a graduated with a BA in English Language and Literature, Yarmouk University, Jordan 1994 and with a MA in Linguistics agrees that Storytelling is a skill that can be effectively directed to improve other skills, such as writing, grammar, listening and speaking. Donald Davis, a noted storyteller, teaches storytelling as a bridge between a child's 'first language' [gestures and speech] and 'second language' [writing]. (Shamali, 2013)

Storytelling is a creative art form that has entertained and informed across centuries and cultures (Fisher, 35 (4), Fall 1985, pp.73-89), and its instructional potential continues to serve teachers. Storytelling, or oral literature has many of its roots in the attempt to explain life or the mysteries of the world and the universe to try to make sense out of things (Tway, 1985, 56pp).

George, Yvetta, and Schaer, Barbara."An investigation of imposed induced imagery methods on kindergarten childrens' recall of prose content. "Paper presented at the Annual Meeting of the Mid-Shouth Education Research Association, (1986. 48pp) investigated the effects of three mediums for presenting literature to children and discovered that storytelling and dramatization were significantly more effective in

facilitating recall of prose content than was television. These findings indicated that storytelling is a viable method for stimulating children's imaginations, ultimately leading to a higher cognitive level in student responses.

Perhaps storytelling's greatest value for a teacher is its effectiveness in fostering a relaxed and intimate atmosphere in the classroom.

Story is a way of education there is an Arabic study that supports the idea that storytelling is a way to teach, Mubarak the author of the research (Mubarak, M (2012) Advantages of using short-stories in ELT classroom and the Libyan EFL learners; perceptions towards them for developing reading comprehension skill 4(1) pp 28-41) is agree that short-stories has been the center of attraction for centuries and they develop the language skills.

### **2.1.3 Rationale for using stories**

- ✓ Stories use a holistic approach

Stories use an "education that seeks to raise an intrinsic devotion for life and passion for learning and the language teaching and give to learning a great importance on children's involvement in the foreign language." (Cameron, L., 2001)

- ✓ Stories support natural acquisition of language

Children acquire language in a involuntary way thus all the activities that they do should support them to this kind of learning, the stories are one of the resources that they could have with a universe of supported vocabulary that they can relate to.

Also the stories can be use to practice listening, speaking, reading, and writing skills. (Slatterly& Willis, 2001)

- ✓ Storytelling is effective for early second languages classes.

Storytelling can be effective for teaching English to young learners for the following reasons

- a) The main purpose of a story is to communicate something.
- b) Storytelling is linguistically open. (it is oral language, intend to be heard.)
- c) Storytelling can be something real or something imaginary
- d) Storytelling provide to the individual while creating a community in the classroom.
- e) Storytelling provides listening experiences with restlessness.

(Curtain & Dahlberg, 2004)

- ✓ Children love stories

Children enjoy to hear stories you can realized how much they love them

because:

- a) They are always impatient to listen to stories
- b) They know how its function.
- c) They are anxious to know what is going to happen next.
- d) They can have a good time listening stories in English when they start learning English lessons
- e) They take pleasure in looking at storybooks by themselves.
- f) They can reread the stories they most like when they can read in English themselves.

(Slatterly& Willis, 2001)

## 2.2 Vocabulary

The skills which are emphasized most in the story notes are learning vocabulary, listening and speaking. Learning grammar and learning to read and write are generally not the chief objectives of using the storybooks. We have to remember that is you, the teacher, who will read the story to the children. This project looks at different ways new vocabulary can be introduced and at activities for practicing and checking vocabulary.

Vocabulary in stories is presented in a vivid and clear context and the illustrations help to convey meaning. Both the context and the illustrations help to complement meaning. Both the context and the amusing situations can make the vocabulary easy to remember.

Research has shown that words are often remembered in groups which have something in common, because of this, try to introduce new words in:

- ✓ lexical sets ( for example, shops, fruit, rooms in a house)
- ✓ rhyming sets
- ✓ Colour sets ( grouping together objects that are green, for example, a pea, a leaf, an apple, a bird, etc)
- ✓ grammatical sets ( for example, adjectives, verbs, prepositions, nouns)

Grouping words together in this way can help children associate the new words they already know and call aid retention and recall.

As much as possible, get children to use their senses: touch, smell, taste and sight to help memorize words and understand their meaning.

Ellis and Brewster (1991) the storytelling handbook: A guide for primary teachers of English, mention some techniques that can be use to introduce new vocabulary

✓ **Using objects**

Much of the vocabulary at this stage of children's learning will consist in concrete nouns. This means that there are many objects that can be used to show meaning.

Introducing a new word by showing the real object often help students to memorize the word through this visualization.

✓ **Drawing**

Objects can either be drawn on the whiteboard or on flash cards. The latter can be used again and again in different contexts if you make them on card and then cover in plastic.

✓ **Using illustrations and pictures in the storybooks.**

A great deal of vocabulary can be introduced by using the illustrations in the storybooks to help convey meaning.

✓ **Mime, expressions and gestures**

Many words can be introduced through mime, expressions and gestures, for example, adjectives: sad, happy.

✓ **Using opposites**

This technique works well for adjectives.

✓ **Guessing from context**

Encourage children to take risk and to guess the meaning of words they don't know. This will help them build-up self-confidence so that they can work out the meanings of words

when they are on their own. They are many clues children can use to establish meaning for themselves:

- a) pictures in the storybooks
- b) similarity of spelling or sound in the mother tongue
- c) general knowledge

✓ **Eliciting**

The context is established, you can ask pupils (you may need to do in their mother tongue) what they would expect someone to say or do in a particular situation.

✓ **Translation**

In none of the above technique works, translate. There are always some words that need to be translated and this technique can save time.

When using any of the above techniques, you can follow this procedure; illustrate the word in one of the ways above. If a child knows the word, get him or her to say it and use this as your model if it is correct. If not, say the word yourself. Ask the class to repeat it. Check pronunciation, say the word again if necessary, ask individual pupils to repeat the word and then ask the whole class again. You may the y want to write the word on the board.

There are approximately 750, 000 words in English language and language teachers cannot teach them all, nor can they clarify the meaning of all the vocabulary of a particular content field. There are however significant steps that teacher can take in an effort to help

students to acquire useful vocabulary. They can lead students to appreciate the fact that words have different meaning and context effects or determined meaning.

### **2.3 Storytelling and listening**

Listening in a foreign language is a hard work. The work of every English teacher is much easier if the students are motivated and enjoy what they are doing, that is the reason why the teachers have to ensure that the activities they are engaged in are interesting and/or fun.

We also have to take into account about how much we want our children to listen in English and whether we expect them to understand everything they hear as teachers we realized that children spend a large part of their time listening, listening to the teacher, to each other or to pre-recorded material.

Every time the teacher uses English to explain something, gives instructions, tells a story or praise someone, he/she makes listening demands on the pupils, Ellis and Brewster (1991, pp. 41-45) in their book *The storytelling handbook: A guide for primary teachers of English* points out that we have to take into account some points to support listening :

- ✓ **Give the children confidence.** We have to bear in mind that children know that they cannot always expect to understand every word, that's why we have to ask to children to understand the specific vocabulary of a story in this case.

- ✓ **Help children to develop strategies for listening.** As it was mentioned before we need to encourage to our children to use intelligent guesswork when listening. Explain that they can use their background knowledge to work out the meaning of new words, or make a relation between the story and the pictures showed. They also even be encourage to pay attention in your body language or the way you use your voice to point important words which might give then some clues about the meaning. The most important listening strategies include:

*Predicting:* predicting is useful because encourage to children to guess what they think might come next in a story. Children's success in this task makes them feel more confident.

*Inferring opinion or attitude:* a special attention of stress, intonation and body language, such as facial expression or gestures, will help the children or out in a character is angry, happy, sad and so on. This contributes to understanding the story.

*Working out the meaning from context:* although keywords might be explained before the story is told, children need to be encouraged to use pictures and their general knowledge about a topic to work out the meaning of unfamiliar words.

*Recognizing discourse patters and markers (words such as, first, then, finally, or: but, and, so.):* gives important signals about what is coming next in a story. Again, the repeated sequences of stories help the learner to predict from such discourse markers what might be coming next.

- ✓ **Explain why the children are listening.** This means spelling out what they need to be focus on and what they are going to do while they listen or later. For example, the children could draw as they are listening, or color some activities that they teacher will give them later, etc. There are different kinds of listening purpose that the authors describe as; listening to improve general listening attitude, listening to develop aspects of language, listening to reinforce conceptual development and listening to interact with others.
- ✓ **Set a specific listening task.** To make the listening task an active process, teachers need to develop a repertoire of different activity types which “flit” different kind of language. There are different activities that we can use while listening some of them are listen and repeat, listen and discriminate, listen and perform actions, listen and draw/ color, listen and label, listen and guess, etc.

#### **2.4 How to choose, tell and read stories aloud.**

Telling and reading stories to children is a central part of classroom life. Some people are “born” storytellers, the fact is that we can all improve our storytelling and story reading, and that is what matters.

We need both to tell and read stories aloud. In doing so we may give strong emphasis to our stories. (Wright, 1998, pp. 13-23)

In first place when you are telling a story you have to engage to the audience, you have to start interacting with the audience, doing or telling something to catch their attention. Ask them something related to the conclusion or plot for the story you are going to tell, for

example in a fairy tale you could start asking “Have you ever wondered how the fairies would look like in real life?”

Once you started catching the students’ attention you have the task to create an immersive experience, you have to tell your audience the story in a way that makes them feel like they are there. Continue to create the scene by using details will help them to imagine the action and feel the things you felt. You will also want carefully tailor your language, use words which create very strong, very specific emotions and then you can create tension and release tension while you are telling the story, you need to remember is that a release of tension should come between the tension points. Without this release of tension, a story can feel rushed or too list-like. This release can be a description of the scene, and quick filling in of semi-relevant details, or a joke if the story is meant to be a bit funny.

Other important thing that you have to take into account is to be focus on what is important, it is important to include details, to create that sense of immersion. Cut the details that are not important for the story, As time allows, keep the details that go the furthest to create proper pacing or set the scene, but adjust as necessary to meet the reactions of your audience. If they start to seem bored, speed it up and pare down to the necessities, keep the flow logical. This is where knowing your story and practicing become important, If you forgot to mention something in the story, don’t make it notice, do not stop to back up, this breaks the listener's experience of the story, tell the story in a way that is logical and flows smoothly.

Finally make it feel conclusive, you could ask a question and give an answer for example “How crazy is that? I know I'm sure not going to try that again.” State the moral. "This, children , is an excellent example of why we should respect each other ."

Use tone and voice carefully: try generally building in volume and speed until the climax of the story, at which point you should slow back down and lower your voice to show that you are done.

(Wander W. Colecrane & C isforcats ( 2014) : “*How to tell a story*”. Retrieve from [www.wikihow.com](http://www.wikihow.com) )

### **2.4.1 Reading, good points and drawbacks**

#### Good Points

- ✓ You do not have to learn the story
- ✓ You do not have to worry about making mistakes in English
- ✓ If you read the story then the children will always hear exactly the same text and this will help them to predict what is to come.
- ✓ It demonstrates that books are a source of interesting ideas and so encourages reading.
- ✓ The children can, perhaps, borrow the book afterwards.
- ✓ Pictures in the book can help the children’s understanding.

#### Drawbacks

- ✓ You must be careful not to read too quickly because written texts are usually very precise, economical, and unrepitive, and that makes listening to them rather difficult.

- ✓ It is easy to “bury yourself” in a book and forget the listener.

## **2.4.2 Telling, good points and drawbacks**

### Good points

- ✓ When you make the story, the children feel that you are giving them something very personal. The story is yours; it is not coming out of a book.
- ✓ Children. These days, are rarely used to experience of hearing someone tell a story and it can have a powerful effect on them.
- ✓ It is often easier to understand a story being told than one which is read aloud:
- ✓ It is natural to repeat oneself when speaking;
- ✓ You can see the children’s faces and bodies and respond to their lack of comprehension, their joy, and their immediate concerns “more readily”
- ✓ You can make use of your body more effectively to heighten meaning
- ✓ You can use the language you know the children know.

### Drawbacks

- ✓ You must learn the story well enough to tell it without the book
- ✓ You might make some mistakes in your English.

(Andrew Wright, 1998, p. 14)

## **2.5 Tips and activities to use while telling stories to your class**

It is important to take into account tips and activities that you could use in your class, to keep the attention of your students during the story, we need to make them feel that they are inside of the story, for that reason there is some important tips that you should take into account while you tell them the story.

### **2.5.1 Create a storytelling atmosphere**

You can create a storytelling atmosphere by having students clear off their desk and sit comfortably, I mean try to get the children much nearer to you than usual This is partly because it is important for them to see you, and your book if you are using one, but it is also because it changes the relationship between you and them and each other. They know they are going to share something.

### **2.5.2 Seating arrangement**

If at all possible change the seating before the story is told, one of the most used is a u-shape to this kind of activity, if you cannot change the arrangement of the tables and chairs, then try to find some other way of helping the children to feel that something special is going to happen. Children are so used to hearing you talk; they just assume it is going to be what they have had before. Some teachers always sit on their table or stand in a particular part of the classroom when they are going to tell the story and never do this at any other time, the best way to tell a story is to look at the eyes of the children and try to

make gestures when you are telling the stories.

### **2.5.3 Interact with the students**

Talk with the children about their experience of what you know will be a central topic of the story, as a teacher we have to start when we have all the attention of the children and of course a totally silence, unless you are confident that the sheer power of your telling is going to quiet them down.

### **2.5.4 Create a visual atmosphere.**

As it was mentioned before use gestures and props such as hats, wigs, sunglasses, school bags or fun clothing while telling the story, also you can use posters or drawing , involve the children . Give the children time to appreciate your movements and time to feel how they contribute to the meaning of the story.

You must tell stories in your own way and that way must be a normal part of you, whatever kind of personality you have , you must give yourself totally to your story and to your listeners if you want to get back a strong quality of listening and appreciation of them.

### **2.5.5 Your voice.**

One useful way to improve your English is to learn stories. Oral fluency needs time, opportunity, and encouragement to develop, and that applies to you as well as to the

children. If you learn a story you have a real purpose- to communicate it to the children realizing how lucky you are because children are an appreciative and kindly audience. Thus if your English is not very fluent and accurate then that is an excellent reason for telling stories to children.

The potential variety of the human voice includes: pitch, volume, rhythm, softness/harshness, pace, and pause. Making use of this variety depends on the story, the personality of the teller, and the listeners, keep breathing while talking; speak loudly enough for the children at the back to hear easily but not scream, adopt different voice to the narrator and for each of the character. Pace and pause are the most powerful off all the qualities in storytelling and reading. The listeners have to become active in order to fill it in; they try to predict what you will say next. It is one of the most vital elements in dramatic storytelling, use it at key moments.

Remember that in English we tend to stress the important words in a sentence. This helps to convey meaning.

### **2.5.6 Control your face**

If you want to become a great storyteller, you have to improve your ability to create and change facial expressions to match what you are saying. Your face should be able to basically act out the entire story. Remember, facial expressions come in more than 3 flavors. You can convey really complex emotions by using very specific facial expressions.

### **2.5.7 Ask for students volunteers.**

A listener's experience of a story gets even better if they are able to interact and join in the experience. You can ask your audience questions or find other ways for them to interact with the story, if you really want to step up your storytelling, this can be fun and creates plenty of opportunities for students to express themselves.

### **2.5.8 Help your students help themselves.**

While talking about the story students may not know to say certain vocabulary or express all their thoughts in English. The question *how do you say in English?* Is an excellent question for students to know; when students use this phrase to ask about the new vocabulary, write the answers on the whiteboard and have the students keep a *language journal* to write them on it.

### **2.5.9 Interruptions.**

You want to tell your story and a good place and time, if you can. Even the best story can be ruined if you have to stop constantly because of distractions. Make sure the environment is not too distracting or noisy, one child might chatter to a neighbor, maybe some students start to talk, to make noises with their pencil, so what do you do? If it is several children, it may be that you are not being dramatic enough. Live things up. Move around as you tell the story, involve the children, for example, asking them what they

would do in the situation in the story, if one child is chattering then go and standing very near to him or her as you tell the story or even tell the story directly to him or her, the important thing is not to break the magic spell.

You have lifted the children off the ground and you are holding them there. Avoid returning, that would jolt them off the magic carpet and out of their “story frame of mind. Don not makes the mistake to use the end of a story as a punishment. (Wright, 1998)

## **2.6 Conclusion**

Once upon a time ... those are magic words which open the door into the new worlds where anything is possible because the normal rules of logic do not apply; words where children (of all ages) can let their imaginations fly in a framework of safe familiarity. And, once those words have been spoken, there must be few people who can resist the fascination as they drawn deeper unto the web of the story. Storytelling is a useful technique to teach English to children, they love the stories and it is a good way to learn vocabulary, ant the same time it is easy and funny. With the stories we put in practice the four skills and not only that, we also can encourage to students to read more and more.

## **CHAPTER III : METHODOLOGY**

### **3.0 Introduction**

The aim of this chapter is to present the methodology adopted in this study. The chapter first describes the subjects involved in this project, and then it describes the context under investigation and the materials that were used before, during and after the lessons. Finally it explains the data collection stage and the data analysis procedures. It is worth noting that the methodology used in this research was an introspective method, which is based on self- reflection. Introspection is the only method by which a person can be directly aware of his own experiences, in this case how learners behave when exposed to storytelling.

Introspection in this study is based on the interaction between teacher and students, through a diary looking at the students' behavior while the teacher is telling a story and examines to what extent the stories actually help students to learn vocabulary.

### **3.1 Subjects**

The research subjects were a group of third year children which were chosen among 7 groups that compose the population of the school. In this group were fifteen boys and seventeen girls, which is a standard size in public institutions. The children in the group were between 8 and 9 years old. Most of them came from of low-income families whose

parents work as farmers growing their own fields. Two of the children were fluent speakers of English and Spanish since their parents immigrated to the United States and then decided to come back to their hometown. Four other children were fluent speakers of Nahuatl and Spanish in these cases their grandparents only spoke Nahuatl so they were exposed to Nahuatl since their early childhood-

### **3.2 Context**

The context of the research was a trilingual primary school called “Niños Heroes de Chapultepec”. The school holds the category of trilingual because in that context, three languages (Spanish, Nahuatl and English) are used by teachers and learners. The school is located in Nealtican, which is a small town located near Cholula in the state of Puebla, Mexico.

The school under study has seven groups, two of first year and one of each of the other five levels. In this respect it is worth saying primary education in Mexico comprises six levels. A main feature of the school is that it is located very near the Popocatepetl volcano, which is the largest active volcano in Mexico. This means that the school is placed in a high risk zone. The school has a small library and a computer room with four computers. As for the classrooms they are not equipped as language classrooms.

### **3.3 Short stories**

The main research material in this study was a set of teacher's self-developed short stories. The stories, including the characters and the plot were completely developed by the language teacher in charge of teaching to the participants under study. One of the advantages of these stories is that were designed bearing in mind the features and behaviors observed on the learners under investigation as well as in the context including the school, the town, the culture and other issues that compose the children's background. The stories were thus closely associated to things that children see every day and to the values of the community. The characters of the stories included flowers, animals, vegetables and values such as respect, help each other and service as examples. Overall the stories attempted to reflect the learners' realities.

#### **3.3.1 Implementing short stories**

Now I will proceed to describe how the research material was used in this project. A description of how the short stories were used before, during and after the lesson will be provided. Also the teacher's approach to using these materials will be discussed.

All the stories used easy, familiar and colloquial vocabulary for the children, vocabulary describing things that children see every day, like corn, mouse, parts of their houses, family members, fruits, etc. The stories also included familiar verbs, adjectives and

other familiar words. The idea of using familiar vocabulary was to expose children to lexicon whose physical representation was well known for the children, so the short stories would focus on the linguistic representation of the vocabulary presented in class, it was tough to teach something that the children have not ever seen.

To tell some stories also was necessary to create complementary materials (see evidence) as the puppets, they were created with straws and cardboard, other had to be purchased like false fruit, teddy bears and posters, in designing the stories I surfed the internet, I read books, newspapers and magazines all this helped me create the materials.

Another challenge came up, how to tell the story in a significant way? So I had to explore some literature in order to know more about how to tell stories and catch the students' attention. At the moment of using the materials it was clear that telling stories should be combined with an appropriate use of the puppets and the use of childish voices of the various characters in the stories.

### **3.4 Teaching the lessons and using the materials**

As commented on above the stories were created in order to facilitate the new vocabulary that the children had to learn, due this all of them adapted to the children's realities helped to get the learners engaged in the stories through the lessons. The lessons were 40 minutes on average (see Appendix 1). Each lesson was organized into 4 parts as follows: 1) Pre-story; 2) Story; 3) Activity and 4) Post-activity.

All the stories were different thus some of them took from 10 to 15 to tell them, also they were used once a week due to the hours in the curriculum, every Friday the English teacher gave two hours of English, one for mathematics (in English) and one for storytelling, in this way the children learned English in two subjects.

In the next paragraphs it is described every part of the lesson and the approximate time that took every part.

**Pre-story.** At this stage the teacher introduced the topic of the lesson, making questions, or having a game; it all depended on the teacher's perception of the learners' mood and the class situation. This part took about 5 minutes although it could be extended a bit longer.

**Story.** This stage lasted 10 minutes on average. At this point the teacher introduced the central aim of the lesson, to do so, the teacher normally set the group up in a circle (horseshoe arrangement) in this way children were prepared to have a new and interesting activity, at this part the teacher's aim was to catch the students' attention eliciting some issues studied in the previous lessons (vocabulary) so the children were asked to produce some words learnt in the previous class. It is worth saying that the lessons were linked each other strategically. This means that every time a short story was introduced, the vocabulary needed for that story was introduced in the previous lesson.

The new vocabulary was introduced using Spanish which was the first language of the majority of learners. Once the teachers had reviewed the vocabulary taught in advanced, the presentation of the short story began. The teacher proceeded to tell the story aloud,

while the children listened carefully. The presentation of the stories was complemented with visual colorful materials, which normally were drawings, pictures from magazines presented on charts or shapes of the characters, including stuffed animals and characters made with paper and cardboard, in addition to the materials, the presentation of the story was vividly told by the teacher, using her hands and gestures which definitely grabbed the children's attention.

**Activity.** This stage took from 10 to 15 minutes depending on the activities. At this stage the teacher gave to students a worksheet create it by the teacher to reinforce the vocabulary , some of them include activities to color, to match or to complete phrases, see ( Appendix 4 ,Evidence ) all with the vocabulary seen on the lesson, the teacher explained the activity to clarify the student's doubt, it is necessary to mention that some of the student did not understand everything in English for this reason the teacher gave the instructions in Spanish and to reinforce it she gave them again in English.

The teacher gave to students 10 minutes to answer them, after that the teacher picked them up and with the whole group checked the answers in the whiteboard asking to students to have a feedback of the lesson.

**Post-activity.** This stage takes 8 or 15 minutes depending on the story, at this point the teacher wrote on the board a list of the vocabulary that was on the worksheets and asked to students to copy them in their notebooks and illustrate it in order to remember the vocabulary the next time that they read it, in this section the children improve the writing

and reading skills, later the teacher asks to repeat the vocabulary after her, in this part the children improve their listening and speaking skills.

In this section the teacher also asked to the students that they understood about the story in Spanish that was in Spanish to check if they really comprehend the story sometimes the teacher chose one student to tell the story in Spanish using the material. Then the teacher asked to write in their notebooks some words that were difficult to them. When they finished, the teacher helped them solving their doubts, in this step the teacher has to have on mind the attitudes and comments that the students had to write them later on her notebook.

Before the students go, they had to say to the teacher 3 vocabulary words that they learned ( make it a rule, in this way you make to the children remember 3 words of the vocabulary, the teacher can change the number of the words depending of the level of the group).

### **3.5 Stories**

Now that I have explained how the stories were presented, I will proceed to describe how each story was told. I need to point out that each story focused on particular vocabulary. Further discussion about findings will be presented in Chapter five.

All the stories were reinforced by different activities; this means that at the end of each lesson the children worked with a variety of activities to evaluate the learning of new vocabulary. The evaluation activities asked the learners for instance to match vocabulary

and words, in others to color or write down something, always the goal was to evaluate the use of new vocabulary.

To better understand how the stories were taught, I will first present the stories, just as they were written by the teacher, later I will explain in more detail what the presentations of the stories were like, and this second part will explain the four stages followed in each story.

### **3.5.1 Story: “The hungry mouse”**

Once upon a time there was a mouse called Guillermo, Guillermo was having a very bad time, he was so hungry and he could not find food at all, he looked here and there, but there was no food, and he started to see him very thin. Guillermo was looking for food like a crazy until finally he found a basket full of corn, he was so happy and he looked for the way to get that basket of corn, he notices that there was a small hole in one side on the basket, so he decided to reach it climbing it, when he finally get through the hole started to eat the corn, he was so hungry that Guillermo did not realize that while he was eating more and more corn he was getting fat, until he could not eat more, at this moment Guillermo looked like a big ball , he had grown very fat , so Guillermo thought that was time to take a nap so he tried to climb out of the basket, he tried and tried and tried but he could not he was too fat to pass through the hole.

He screamed – How shall I climb out? -“OH , HOW SHALL I CLIMB OUT? just then the Rat Willis came along and heard the mouse, so he said to Guillermo, -Hey you!, the little fat mouse, you know that if you want to climb out of the basket you MUST wait

until you have grown as thin as you were when you came into the basket ? So the mouse Guillermo answered, - yes, but that could take me some hours, could you help me? , The rat Willis worries for the mouse climb into the basket, and push to Guillermo the mouse so hard, he said – Ready? I’m going to push you until you fall down, The mouse Guillermo answered, I am ready!, so the Rat Willis counted 1 , 2 and three, and he push to Guillermo as hard as he could, and the poor Guillermo flew out of the basket, he was so thankful that he gave to the Rat Willis all the rest of corn that was inside of the basket and from that day Guillermo and Willis started a good friendship.

### **3.5.1.1 Using “The hungry mouse” in the classroom**

**Pre-story.-** First of all in this stage I started giving a greeting to all the students trying to make a nice atmosphere inside of the classroom and make them be comfortable, then I asked to all the students to keep all the things that are not of English subject asking for their attention to the story that I had to tell them, to give all the instruction was necessary to helped me with gestures, for a better comprehension, for example when I asked to everybody to keep all their things I took a book from the desk and I keep it on my schoolbag, in this way all the students understood me and listened the instruction in English, then I started to asking them about the kind of animal, weird animals that sometimes we see in our houses, giving them clues like that kind of animal eat cheese, they have big tooth, with moustache and making a sound like the “i”, all of this making gestures, they catch the idea about the mouse and I started to saying that I was going to tell them a story about a little hungry mouse.

**Story.-** At this stage the story is told, I started to talk about a thin mouse so I took the picture of think mouse , I showed them and I stuck it on the board, then when I mention to the basket of corn I did the same, I repeat the same dynamic with all the vocabulary that they had to learn, include the pictures with the vocabulary, also at the same time that I was telling the story I made gestures and sounds that complete my story . Every time that I took the pictures of the story the students were paying attention and making surprised faces, and in their seats repeating every word that I said, imitating the pronunciation and repeating it in English and also making the relation of the word with the Spanish, for example when I showed the mouse, they said – oh! Mouse, un Ratón teacher, un ratón, mouse...- they did the same with all the vocabulary that I presented.

**Activity.-** To this story I used a worksheet that consisted in match the pictures with the word in English, I gave the instruction to solve it using once again gestures and writing an example on the whiteboard, in this way the students had a better comprehension, I asked for doubts but they did not have, they solve it without problem, while they were solving the activity one of them stood up and came to me to talk, they told me the story in Spanish making the relation with the vocabulary in English. When they finished it they gave it to me saying me some of them that enjoyed the activity and the story.

**Post –activity.-** In order to reinforce the new vocabulary in this section of the lesson plan I wrote the list of the vocabulary that they had to learn, then they had to copy it in their notebooks making drawings to remember it, after that I read the words asking to the students for the meaning in Spanish and instead out, I said it in Spanish and they told them in English, some of them raise their hands to tell me the story in Spanish, I let them tell it

but when I realize all the group was telling it and every time that they mention for example to the mouse in Spanish I asked them and how do you say *ratón* in English, they helped each other to remember the words and tell them, they were correct in almost all the vocabulary, they just had doubts in *basket* and *thin*. Before go home they told me at least 3 words of the new vocabulary to let them go, everybody told them.

### **3.5.2 Story: “Feelings”**

Everybody have different feelings, but in this specific family there were members who kept an special mood, we have in first place to Henry, Henry was the grandfather of this family, and because of his age he always was angry , he complained about everything, the food, the house, the clothes even for being Henry, other family member is Josh, Josh was always scary, he scares the spiders, the brooms, the windows, crazy, isn't it? but his greatest fear were the mice, and the worst thing is that in the place where they live is full of mice around, can you imagine? Poor Josh all the time wanted to be hide under their blanket, on the contrary of Henry, his brother Luis was a happy boy, he enjoyed everything, he was so happy that nobody never eraser the smile of his face they also had a sister, Candy, Candy was a little bit strange because all the school time was sleepy and when she arrived to her home the sleep disappeared, she just was sleepy at school, Maria the other sister of them was sad most of the time because her brothers did not let her play with them, despite this she was a respectful girl with all of them understanding that everybody is different for this reason she has a doll that she played all the time, one day Maria was playing with her doll when suddenly her neighbor Frinol came, he was so hot and he needed a glass of water,

Maria kindly gave him a glass of water and invited him to play, he accepted and from that day they started to be friends and play all the afternoons together.

### **3.5.2.1 Using “Feelings” in the classroom**

**Pre-story.-** I started giving a greeting to the students, then I asked to students keep all the things that are not of English, when the student finished I asked to pay all the attention to the story that it is about the feelings, and I started explaining what was the feelings, and I asked for example how are you today? Happy? And I smile pointed my mouth, sad? And I made a sad face, excited? and I jumped, hot? And I use my hands to explain that I was hot sweating, and then I told them that I had to tell them a story about a family that presented different kind of feelings.

**Story.** - In this stage I started telling the story, I introduced to the first family member and I showed them the puppet with the word of the feeling under it, and then I stuck it on the whiteboard, I did the same with all the family members, until I finished the story also, every time that I showed a feeling I used gestures to a better comprehension, while I was telling the story they did the same than the last story, they repeat after me saying the word in English and Spanish. I used a material made it for me, it was like marionette, all the members of the family were made with cardboard, they love the material because it was colorful to them, I could noticed the surprised and the interest in their eyes.

**Activity.-** After telling the story I gave them a worksheet that they had to draw and color de faces of the family members according to what they remembered about the story,

they really liked to color and draw the faces, they remembered the faces as well as they saw them, even drawing the little details on it, for example the grandpa wear glasses and they draw it on the worksheet, the eyebrows in the shape that they had it, as I mention before some of the students speak English so they helped to their classmates when they asked about the meaning of the feeling in Spanish, and the pronunciation of this in English.

**Post –activity.-** To this stage I wrote the list of vocabulary on the whiteboard and asked them to copy it in their notebooks, some of them illustrated the vocabulary, then I read the words and I asked to pronounce them after me, then I ask for the meaning in Spanish and then I said them in Spanish and they told them in English. I had comments from my students like “*teacher we love paint, thank you for this activity* “. Before go home they told me at least 3 words of the new vocabulary to let them go, everybody told them.

### **3.5.3 Story: “The parts of my body”**

There was a teddy bear called Peter, he was a beautiful teddy bear. He had a head, two beautiful eyes, two tiny ears and a tiny nose. In his mouth he always had a big smile. He was so happy because he noticed that he had two strong legs and knees so he could be the best soccer player. His shoulders were also strong. He was a good runner his feet were faster than the others teddy bears. He was so happy because he noticed that his owner Richard also had a head but with two ears on the sides, two brown eyes, a nose and under the nose the mouth, he also noticed that Richard had two strong legs to run the same that the Teddy in the soccer matches.

### 3.5.3.1 Using “The parts of my body” in the classroom

**Pre-story.-** In this stage I started like in my other classes, giving a greeting and asking how were they, then I asked to keep all the things that they had above their desks, then I asked to stand up and raise their hands , I did it in this way they did the same, I asked to touched their noses, and I did the same I did the activity and they did it as well as me, then I asked to touch the eras of their classmates of the right side and I did the example with one student. After finished with that activity I introduce the story saying: Today we are going to hear a story about the parts of the body.

**Story.-** This story was short because my goal was make students remember all the body’s vocabulary, I noticed the interest in the students because to tell this story I used a puppet, so when I showed the bear, all of the students loved the bear, they were enchanted, then I started to tell it, when I mention to Richard I took the poster and stuck it on the whiteboard, it is important to say that every time that I said one part of the body I stuck the word next to the Richard’s body and helping me also pointing out the parts in bear and the poster and my body for example when the story says “*He had a head, two beautiful eyes[...]*” I touched the head and the eyes of the teddy bear I had the entire student’s attention even when someone knocked the door I thought that they probably started a mess, or could lost their attention on the story but I was wrong they kept the calm and they were exited to hear the whole story, in the story I noticed that every time that I said one word of the vocabulary they touched in their bodies, like me when I was explaining for example when I said “*two tiny ears and a tiny nose*” they touched their ears and nose repeating the words, sometimes saying them in Spanish.

**Activity.-** After the story I gave them the worksheet of the story, it was a worksheet with bears touching them the parts of the body ( eyes, ears, nose, etc.) and they had to write the word under him depending the part that the bear was touching, I gave the instructions giving an example on the whiteboard and then I asked for doubts once clarify them they started solving the activity. They really surprised me because they finished the worksheet faster than I thought. I'm sure that they liked the little story because when we were leaving the classroom two student's girls went to me and they told me that they really liked the stories, that they enjoyed every time that they listened them.

**Post-activity.-** In order to reinforce the vocabulary I wrote the list of the vocabulary on the whiteboard and I asked them to write it in their notebooks, some of them illustrated, others wrote the meaning in Spanish next to them. Then I repeat the same dynamic than the other stories, I asked students for the meaning in Spanish and then I said them in Spanish and they told them in English. I repeat the activity of the beginning I asked to stand up and every word of the vocabulary I said it and they touched the part of the body that I was talking about, they just had one error with knees, from there on out they did not make mistakes. Before go home they told me at least 3 words of the new vocabulary to let them go, everybody told them.

### **3.5.4 Story: "My house"**

One day Mary was playing their ball in the yard, she has a beautiful house, she has a big kitchen where her mom cooks the dinner and delicious coolies that make her remember

the most sweet moments, the house also has a living room, where she enjoyed watching movies on the TV.

She has one brother, his name is Bruno, he has her own room, a big bedroom, full of airplanes' stickers and posters of cars, he is not there now, at this moment he is eating soup in the dining room while he is eating the soup his father Roger is taking a shower in the bathroom. She is so happy to have a beautiful house.

#### **3.5.4.1 Using “My house” in the classroom**

**Pre-story.-** I started the class giving a greeting and asking about their mood, then I asked what did they do in the week and what kind of activities did they have, if they were inside or outside of their house, then I asked about their houses if they were big or small, and what were the parts of a house ( in Spanish), then I stuck the poster of the parts of a house on the board and I told the children that I had to tell a beautiful story, and I asked about what do you think according to this poster? And they answered me: “*about a house*” so I asked for their attention.

**Story. -** When I got their attention I started telling the story, every time that I mentioned a part of the house I pointed out the part on the poster and they said it in Spanish, I repeat it in English and then they said it in English, every word and sign that I made they tried to tell it in Spanish, it was awesome because even if they interrupted they were catching the vocabulary, it was a short story because I wanted that they remembered all the parts of the house and made a relation with the kind of activities that you realize in

every room.

**Activity.-** When I finished the story I told them that they had to do an activity where they have to complete the sentences with the correct part of the house, this activity first of all I wrote on the board 6 incomplete sentences and I asked to answers them with the part of the house where it was talking about, for example, the first one was : When I'm hungry , I go to the : \_\_\_\_\_ thus they had to answer kitchen, 5 more like this sentence was written on the board , I asked to copy all of them in a piece of paper in their notebooks and when they finished they had to give them me. I explained to them the sentences making gestures to a better comprehension to them, and I could realize that they understood because they made a relation with the story.

All the students worked in silence I was really surprised because some of them finished soon, when all the students finished answering the activity I asked them in Spanish the parts of the house so they had to tell me that parts in English, they answered correctly, that made me feel satisfy.

**Post-activity.-** In order to reinforce the lesson I wrote the list of the vocabulary on the whiteboard and I asked them to write it in their notebooks, some of them illustrated, others wrote the meaning in Spanish next to them. Then I repeat the same dynamic than the other stories, I asked students for the meaning in Spanish and then I said them in Spanish and they told them in English. Before go home they told me at least 3 words of the new vocabulary to let them go, everybody told them.

### **3.6 Organizing teacher's data**

At the end of the class the teacher took notes about the behavior of the students through the post the story, while the story, and post the activity. Here the teacher wrote the result of the evaluation in the he worksheets. After the researched the teacher made two comparisons, children's data that were all the worksheets, and the participation that they had during the class and the teacher's data the narrative, the notes that the teacher took.

#### **3.6.1 Worksheets and activity data**

The children data was all the worksheets and activities applied to reinforce the new vocabulary learned, to collect all this data, it was necessary to ask for it after the class, then the teacher took a time to check all the worksheets and all the correct answer, at this point the teacher notice how much do they students learned about the lesson, if they really understood everything or just the things that called to their attention, the teacher makes a list of how many mistakes they had in order to make a feedback the next class using the all the vocabulary that resulted difficult to understand.

### **3.6.1.2 Observation data.**

This section is also important because is going to be taken from the narrative that the teacher noticed during and the stories, the analysis of this narrative involves the spell, how many of them repeat it in the correct way and how many not, in this way she is going to realized is they are understanding the pronunciation and can produce it after it , after that she is going to analyze if they are recognizing the vocabulary in the story, is the material is being useful and is catching the attention of the students, does it is useful to make students remember the vocabulary ? Can we use that kind of material to teach vocabulary in the story? , and finally the storytelling is working to teach vocabulary? With the observations we are going to notice if the story is being useful or not to learn new vocabulary.

### **3.7 Conclusion**

This chapter explained the methodology implemented in this study in order to catch the attention of the students and made them memorize the new words in English learned in a story, because this reason all the stories were made in thinking about those things that the students see daily, take into account the material also created by the teacher to make work the project, it was a qualitative research because we needed the interaction between the student and teacher also was a qualitative research due the teacher was watching and taking part on it in certain way.

## **CHAPTER IV: RESULTS**

### **4.0 Introduction**

This chapter discusses the final results and significant outcomes of this study. The chapter is organized as follows: first the research questions are restated, and then the outcomes of the stories used in the context under study are highlighted. Finally the chapter discusses how each of the research questions was answered.

It is important to remind the readers that this study focuses on how storytelling may help young learners to learn vocabulary. The following questions were addressed at the beginning of this investigation.

### **4.1 Research questions**

General question

How to increase the learning of vocabulary in children between 7 to 8 years old by using teacher's self developed stories?

1. - What is the significance of telling stories in class?
- 2.-What type of materials can teachers use to present the vocabulary from the stories?

#### **4.1.2 Findings from the storytelling**

The significance from the storytelling process is shown in Table a) the table is organized into three columns; the first column shows the name of the stories, the second column shows the target vocabulary for every story. And finally the last column on the right describes how the stories helped children to learn significant vocabulary.

As it can be seen, the first story, “The hungry mouse” highlighted very basic vocabulary, the story was significant not just because the vocabulary was easy to identify given that they see it around the places that they lived, also because it taught values like help to each other, the mouse was in trouble and needed the help of someone, suddenly the rat appears and help him, they were not friends and even so he decided to help him, it taught to the students that they had to help each other, be nice with the people who needs help and always give a hand who need it. In relation with the vocabulary they tried to repeat the words in Spanish and it was easier for them because they saw the pictures, they touch the material and they recognized them, all the material and activities made it were to reinforce the vocabulary that they were learning, the fact that they could identify it because the use of that, made them feel excited and repeat all the vocabulary after me.

In the story “Feelings” emotionally the kids got involved as well that they made the relation of some characters with their families, understanding that everybody is different and deserves respect of ourselves, as an example Maria who was sad because their brothers did not let her play with them, she made the decision to be a respectful girl with all of them understanding that everybody is different and due this she played with doll to avoid any discussion with their brothers but in the final she got her reward with a friend, Frinol , they enjoyed the story and all the material that was presented to tell it, other important thing that

I noticed was with the grandpa character because they made the relation with their grandfathers being that some of them has the same humor that the old man of the story , some of them told me that even if they grandparents had that kind of feeling they still loving them.

In the story “Parts of the body” this story did not have values to learn, it was just focus on the body’s vocabulary clarifying this point, the significance of the story was in it, when I was telling the story and with emphasis in the vocabulary they touched every part of them in their bodies, like the story said, for example in the part “He was so happy because he noticed that he had two strong legs and knees [..] I as the teller touched the legs and knees of the teddy bear and they did the same touching their legs and knees repeating the words, I did not give the instruction to touch every part of their bodies while I was telling the story and they did it. Talking about the material, the bear and the poster, I dear to say that it helped to make them remember every part of the body, being that, in their free time they remind me the parts of the body that they learned asking me if they were correct., it gave me a clue that they were leaning in a significant way.

The last example of my stories is “My house” in this story there were no values to learn also like in the last story, the significant of this story exist in the fact that they say the parts of the house in the poster and identifying them with their houses, it made them felt that they knew the vocabulary and help to others classmates to identify them, I cannot say that all the students identified easily the vocabulary because it was not, here is the interesting thing, the children who did not understand asked for help with their friends, it was amazing because they noticed who understood the vocabulary and without a doubt they

asked, a fact that most of the children are afraid to ask, I mean they did not ask the teacher but they neither stay with the doubt, they solved it, this story was significant because it made them be nice with the others and help each other as a group. My goal in every story was that made them work in team and be polite with each other.

**Table A**

**Significance of the stories used in relation with the vocabulary and students' emotion.**

<b>Stories</b>	<b>Vocabulary</b>	<b>Significance of the stories in relation with the vocabulary and students' emotions.</b>
<b>The hungry mouse</b>	<p><i>Mouse Guillermo</i></p> <p><i>Rat Willis</i></p> <p><i>Basket of corn</i></p> <p><i>Fat</i></p> <p><i>Eat</i></p>	<p><i>The significance of the vocabulary taught in this story was in terms of the relevance of such vocabulary in the children's everyday lives. The vocabulary represented things that children see in the area where they live. The story included easy to learn vocabulary. Through the story, the children were able to relate the vocabulary studied in class with the fauna, and things that they see around the place where they live including their houses. Overall the vocabulary was not sophisticated as it can be observed in the middle column.</i></p> <p><i>Also like a plus the children in this story</i></p>

		<p><i>learned the value of help each other, take care of each other even if we are not a family. During this story all the students were sitting in their chairs, the teacher use puppets and when she finished she stuck them on the whiteboard, during the story one student interrupted me and told me “hey teacher, tell us the story in Spanish, he made a kind of tantrum, so I told him why Fernando? Don’t you understand the story? And he answered me yes teacher I understand some words of the vocabulary but I want to hear it in Spanish also</i></p>
<p><b>Feelings</b></p>	<p><i>Henry..... (angry)</i>  <i>Josh..... (scary)</i>  <i>Maria.....(sad)</i>  <i>Candy.....(sleep)</i>  <i>Frinol.....( hot)</i></p>	<p><i>The significance of this story was to teach the feeling using the relatives giving a plus that everybody is different and we have to be tolerant with each other, in our family, in our classroom, in every place we were. It was useful because every relative was different, and the feelings were matched with the age of the characters, with this they understood that everybody is different and deserves respect from us, as an</i></p>

		<p><i>example I noticed that with the grandpa of the story they made the relation with their grandfathers being that some of them has the same humor that in the story most of the time, they told me that even if they grandparents had that kind of feeling they still loving them.</i></p>
<p><b>My body</b></p>	<p><b><i>Teddy bear Peter</i></b></p> <p><b><i>Eyes</i></b></p> <p><b><i>Ears</i></b></p> <p><b><i>Nose</i></b></p> <p><b><i>Mouth</i></b></p> <p><b><i>Legs</i></b></p> <p><b><i>Knees</i></b></p> <p><b><i>shoulder</i></b></p>	<p><i>The significance of this story was to teach the parts of the body, making it attractive to the children. It gave me positive results because they were excited due to they touched the teddy bear and saw Richard in a poster that moved his parts, they paid attention to the vocabulary repeating the words after the teacher and touching their parts of their bodies as in the story, making a relation with the words in Spanish even in their free time they remind me the parts of the body that they learned asking me if they were correct.</i></p>
		<p><i>The significance of this story was to recognize the parts of the house in English,</i></p>

<b>Parts of the house</b>	<b><i>House</i></b>	<i>learning the specific vocabulary f it, they</i>
	<b><i>Kitchen</i></b>	<i>made easily the relation with the help of the</i>
	<b><i>Living room</i></b>	<i>poster and their houses, they were excited</i>
	<b><i>Bedroom</i></b>	<i>because they knew every part of the house</i>
	<b><i>Dining room</i></b>	<i>and they did the same than the other</i>
	<b><i>Bathroom</i></b>	<i>stories, they repeated the vocabulary by themselves and help to other students to learn it.</i>

#### **4.2.1.2 Materials**

The materials took an important part in the stories; they were a resource that was used to catch the students' attention. Some of them were made it at home, with recycle material, like the cardboard, other like the teddy bear and posters were the base to create the worksheets, all the material was made it taking into account the necessities of the group.

Table b) in this table is important to mention that a researched question is answered, what type of materials can teachers use to present the vocabulary from the stories? this table shows the outcomes of the four stories, the analysis from the teacher's narratives in order to answer the second research question , the first left column shows the title of the story, the second column indicates the materials used in each story and the third column indicates the attitudes and reactions that had in relation with the vocabulary of the stories, it explains if they were interested in the story and if they remembered the vocabulary by the use of the materials implemented, the attention that they got during the class and the interested that

they showed in relation with the material. According with the results obtained, the materials made them learn better the vocabulary, all the vocabulary was easy in order to they remembered and as the material was attractive to them, they saw it, touched it , made easier to learn the new vocabulary, also to reinforce the vocabulary, after every class they had to tell me at least three words that they learned, it gave me clues to check if the learned the vocabulary and as unexpected way they sometimes told me more than 3, in the stories, they catch the words and translate them in Spanish to a better comprehension repeating them in English also every time that I mentioned them.

**Table B**

**Analysis of the teacher’s narratives**

<b>Title of the story</b>	<b>Materials</b>	<b>Reactions to vocabulary in relation with the material in the stories.</b>
<b>The hungry mouse</b>	<b>Drawings Puppets</b>	<i>The relation with this story with the material was positive, they were surprises because the materials and the vocabulary and thanks to that the vocabulary was easy to identify. I caught all the attention and to evaluate if they were really understanding I asked them to tell me at least three words that they learned, it gave me clues to check if the learned the vocabulary and as unexpected way they made the relation with the material, I leave the puppets stuck on the whiteboard ( without the word) they</i>

		<p><i>turned to see them and took them like 3 minutes to remember the word that they wanted, some of them told me more than 3 words.</i></p>
<p><b>Feelings</b></p>	<p><b><i>Puppets made it with cardboard and straw.</i></b></p>	<p><i>In this story I could notice the surprising attitude of the children and the interest when I took the puppets, I really caught all the attention of the students, I noticed that every time that I mentioned the new vocabulary they repeated it in their seats trying to imitate me. Most of the students learned fast the adjective angry because the character was an old man. To this class I told them that before they go they had to tell me at least 3 words, the most adjectives that they learned was , angry, sleepy and happy they told me that it was thanks to the material that they remembered the words.</i></p>
<p><b>My body</b></p>	<p><b><i>A body poster Hangable Movable Poster Jointed Cutout</i></b></p>	<p><i>From the beginning they were interested in the story ,paying attention in the vocabulary and the material, every time that I said a word of the vocabulary I helped to myself moving the poster pointed out with the vocabulary in a piece of cardboard, I had the totally attention even when someone knocked the door I thought that they probably started a mess but I was wrong they kept the calm some of them repeating the words, and others asking for the vocabulary in Spanish and taking</i></p>

		<p><i>notes in their notebooks, it made me feel so happy because my goal was being accomplished. In the final of this story I repeat the same dynamic of tell me 3 words before they go, the reaction was the same that they last stories, they remembered thanks that they touched and see the parts of the body in the materials.</i></p>
<p><b>Parts of the house</b></p>	<p><b><i>Drawings</i></b> <b><i>Poster</i></b> <b><i>worksheet</i></b></p>	<p><i>I started telling the story and everybody was so exciting that they were quiet, while I was telling the story all the children started trying to translate the story word by word, seeing the poster and identifying the vocabulary with their houses, every word that they remembered of the last stories tried to make a relation with the story saying them loud ( in Spanish). It was pretty good, although they interrupted the story trying to translate the vocabulary I was happy because they learned the vocabulary seen in other classes. In the final of the story I asked them to tell me 3 vocabulary words that they learned, also in this lesson they helped with the poster to tell me, the word that they remembered most was kitchen thanks to the poster and the repetition in the activities that they had.</i></p>

Table c) shows the analysis taken from the narrative taking into account the answers of some students to the worksheets. The table shows how the learners responded to the

different activities to evaluate their learning of vocabulary. This table is organized into three columns. The first left column shows the name of the story, the second one the vocabulary that was my goal to learn and the third one the answers that they got in the worksheets, they enjoyed the worksheets because it was not the same activity in every story, sometimes they had to color, sometimes they had to match or draw, solving this activities I realized that they were catching the words, although in some of them they misspell the words they wrote them according to what they hear and they were correct, I mean not in the correct way to write them but they learn the words to pronounce them, they showed interest and enthusiasm to solve every activity.

**Table C )**

**Analysis from the narrative with the activities in the worksheets**

<b>Stories</b>	<b>Vocabulary</b>	<b>Answers that got the Ss in relation to the vocabulary taken from the worksheets</b>
<b>The hungry mouse</b>	<p><i>Mouse Guillermo</i></p> <p><i>Rat Willis</i></p> <p><i>Basket of corn</i></p> <p><i>Fat</i></p> <p><i>Eat</i></p>	<p><i>In this story the children were paying attention but Fernando was so excited that interrupt the story to tell me that he wants to hear the story in Spanish, he made a kind of tantrum, so I told him why Fernando ? Do not you understand the story?</i></p>

		<p><i>And he answered me - yes teacher I understand some vocabulary but I want to hear it also in Spanish. The story ended and I asked what they understood, they told me in an 80 per cent the correct story understanding the vocabulary. After that I gave them a worksheet where they had to match the images of the story with the vocabulary (see evidence), they didn't present error in the activity, most of the students learned the goal of the vocabulary, the students worked faster and quiet showing enthusiasm because the story.</i></p>
--	--	---

<p style="text-align: center;"><b>Feelings</b></p>	<p style="text-align: center;"><i>Henry..... (angry)</i></p> <p style="text-align: center;"><i>Josh..... (scary)</i></p> <p style="text-align: center;"><i>Maria.....(sad)</i></p> <p style="text-align: center;"><i>Candy.....(sleep)</i></p> <p style="text-align: center;"><i>Frinol.....( hot)</i></p>	<p><i>The activity to this story was to draw and color the faces according to the vocabulary of feelings ( see evidence) , all the students presented awesome results, they remembered the vocabulary thanks to the material used, and this activity also was so much fun for them.</i></p>
<p style="text-align: center;"><b>My body</b></p>	<p style="text-align: center;"><i>Teddy bear Peter</i></p> <p style="text-align: center;"><i>Eyes</i></p> <p style="text-align: center;"><i>Ears</i></p> <p style="text-align: center;"><i>Nose</i></p> <p style="text-align: center;"><i>Mouth</i></p> <p style="text-align: center;"><i>Legs</i></p> <p style="text-align: center;"><i>Knees</i></p> <p style="text-align: center;"><i>shoulder</i></p>	<p><i>In this story the activity was to write the correct word according to the teddy bear was touching ( see evidence) most of the children catch the vocabulary but had some errors at the moment to write them, most of them were wrong with the next words:</i></p> <ul style="list-style-type: none"> <li>• <i>heat</i></li> <li>• <i>noes</i></li> <li>• <i>eos</i></li> <li>• <i>hesad</i></li> <li>• <i>keees</i></li> </ul>

		<ul style="list-style-type: none"> <li>• <i>shuder</i></li> <li>• <i>eas</i></li> <li>• <i>hnouth</i></li> <li>• <i>shulders</i></li> <li>• <i>nead</i></li> <li>• <i>aeras</i></li> <li>• <i>neg</i></li> <li>• <i>errs</i></li> <li>• <i>shouldes</i></li> </ul>
<p style="text-align: center;"><i><b>My house</b></i></p>	<p style="text-align: center;"><i><b>House</b></i></p> <p style="text-align: center;"><i><b>Kitchen</b></i></p> <p style="text-align: center;"><i><b>Living room</b></i></p> <p style="text-align: center;"><i><b>Bedroom</b></i></p> <p style="text-align: center;"><i><b>Dining room</b></i></p> <p style="text-align: center;"><i><b>Bathroom</b></i></p>	<p><i>The worksheet of this story were sentences that they had to complete with the vocabulary learned, most of the next words were misspelled by most of the students, they once again caught the words but in the moment that they were writing they wrote them according to what they listened.</i></p> <ul style="list-style-type: none"> <li>• <i>Pedrom</i></li> <li>• <i>Bathbroom</i></li> <li>• <i>Dining room</i></li> </ul>

		<ul style="list-style-type: none"> <li>• <i>Vard</i></li> <li>• <i>Yrd</i></li> <li>• <i>Kitchen</i></li> <li>• <i>Kitche</i></li> <li>• <i>Lng room</i></li> <li>• <i>Kitechen</i></li> <li>• <i>Hodoromm</i></li> <li>• <i>muifood</i></li> </ul>
--	--	---

**6.0 Conclusions**

In this chapter I described all the results of my research, I found important issues that were discussed in the corresponding sections. Findings show that story telling may help to teach vocabulary to children between 8-9 years old. Along with the results I also shared some experiences that I had when I was telling the stories. Creating a story takes time, without imagination it would be difficult to create something significant for children. In the following chapter I summarize the main findings emerging from this study and conclude this investigation.

## **CHAPTER V: CONCLUSIONS**

### **5.0 Introduction**

This chapter presents relevant outcomes of this study. The chapter also describes how this work answered the research questions addressed early, then it discusses the implications and impact of the research, followed by the limitations identified throughout the development of this work

Finally the chapter suggests further research and reflects upon the findings of the whole work and closes the investigation.

### **5.1 Research Findings**

This research aimed to highlight the relevance of storytelling as a key strategy for teaching vocabulary. As a reminder to the reader, the research questions addressed for this study are presented again:

General question

How to increase the learning of vocabulary in children between 7 to 8 years old by using teacher's self developed stories?

1. What is the significance of telling stories in class?
2. What type of materials can teachers use to present the vocabulary from the stories?

To answer every research questions, there were six sessions of stories to collect the enough information for this research; the subjects were in a basic level of the language. In every session the material used was unique being that was designed by the teacher taking into account the necessities of the students, to reinforce de vocabulary was necessary the use of worksheets designed also by the teacher ( See Appendix4 , Evidence)

At the beginning of each session I asked to the students to keep all their things that were not of the English subject, once they kept them I started telling the stories helping me with materials gestures and changes of my voice to interpreted the characters.

At the end of each reading they answered the worksheet of the story, once finished, I wrote the list of the vocabulary on the whiteboard and I asked to the students to copy them, then we repeated the vocabulary in English and sometimes illustrate, in the final of the class I asked for three words of the new vocabulary that they learned, said that they could go home. The stories were a challenge and more being in a different language but thanks to the stories and the material used within they learn some vocabulary in English linking the stories with the environment where they develop.

The findings of this study showed that:

- ✓ To increase the leaning of vocabulary in children between 7 to 8 years old by using teacher's self developed stories is possible due that you design the stories according with the necessities of the students, in this research the vocabulary was easy and related to the zone where it was applied being that the children live in a town far away from the city, the results of this study were fruitful because the students learned vocabulary through the stories.
- ✓ In the final of the class they were able to tell me at least three words of the vocabulary.

- ✓ The students were able to repeat and made a relation with the vocabulary and their life.
- ✓ The students remembered the vocabulary in other classes.

According to the findings with the significance about telling stories in class showed that:

- ✓ The students learned values that were within the stories.
- ✓ The students were motivated by the stories to help to their classmates.
- ✓ The students related the stories with similar situations in their life.

The findings with the type of materials that were used by the teacher to present the vocabulary from the stories were:

- ✓ The type of material used was created by the teacher taking into account the level of the students making it attractive to them.
- ✓ The materials used to tell the stories, were useful due they caught the students' attention.
- ✓ They were meaningful to the students
- ✓ The materials were very helpful to made remember the vocabulary to the students.

## **5.2 Implications**

The first implication that the research presented was in first place that the school was public and in my group were 30 children, maybe if the size of the group were of 10 or 15 the learning could have be better.

The second implication was the lack of material; they just counted with the whiteboard due to the zone where it was, the school was not good equipped, maybe the stories could have been in videos or using songs, but it was impossible to think about it.

The third implication was the distance, it took me two hours and three buses to arrive to the school, as it was mentioned in the chapters before, that the school was in a town called Nealtican, I did not count with a car to drive myself there so it was complicated to take a lot of material to tell the story.

And the last implication was in a literature way because research about my project were just few, and the information given was old, due to this I researched for information in internet, taking from forums and electronic anthologies.

### **5.3 How the research questions were answered**

In the first place the general question addressed to increase the learning of vocabulary in children between 7 to 8 years old by using teacher's self developed stories this general question opens the door to the other three questions, the question was completely answered being that the project was focused in the learning of English vocabulary through the stories, the students demonstrated that they learned vocabulary, the teacher's self developed stories were made in order to make the learning of vocabulary easy to the students, the research gave positive results due to the children wanted to keep learning through the stories.

Then the next research question addressed to the significance of telling stories in class, this research question was satisfactorily answered due all the stories were related to the

environment that the children developed, giving a plus with the values that were taught within them, and it made easier to remember the vocabulary thanks to the material used.

The last research question addressed to the material that can be used to present a story, it was successfully answered because the children loved the material, it made the difference in the story because it was created taking into account the necessities of the students, during the stories I noticed the children's interest in relation with the material, it was useful and funny making easier the learning of the vocabulary.

#### **5.4 Suggestions for further research**

Analyzing my research I dare to say that probably if they were in another level of to learn more vocabulary. To have better results I suggest to do roles play with stories that probably they create, improving the speaking skill and inviting them to trust in themselves letting go the afraid to be in front of a public speaking in other language. The students demonstrated me that they really like the stories with the use of the material and activities that reinforce the vocabulary. They need interactive activities, we have to take into account that they are children thus they need to be interacting that is that they like them, they do not like to be quiet and just paying attention to something, try to involve to your students in a environment where they can learn and have fun at the same time.

## 5.5 Conclusion

This research allowed me to plunge myself in the storytelling world, finding ways to make students learn vocabulary in a dynamic way, I could say that my research questions were successfully answered, due my students learn some vocabulary with the help of the stories, and materials used, I face some problems in the beginning but it was time point that children started to enjoy and learned with the stories, in my research I found that children love to interpret the stories while I was telling the story they are not afraid of people to know what they are thinking and all the time showed their enthusiasm that have about the story.

However, I am conscious that it was hard for the children to learn something new in other language nevertheless; they could acquire some vocabulary that were highlighted during the story if I could have access to a computer although I had a lot of nice experiences working in this project. I encourage to other researches to investigate more about storytelling and enjoy as I of the stories universe working with children opening the door to a better future to the new generations.

## 6.0 Appendix 1

### Lesson plans

**BENEMÉRITA UNIVERSIDAD AUTONOMA DE PUEBLA  
FACULTAD DE LENGUAS  
LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS  
PRACTICAS PROFESIONALES**

INSTITUCION: Escuela Primaria bilingüe Niños héroes de Chapultepec  
3° "A"

NIVEL: Basic Grade:

DATE: March 8<sup>th</sup>, 2013 NO. OF STUDENTS: 39 AGE: 8-9 years SCHEDULE: Friday from 12 to 12:45 am.

TOPIC/LANGUAGE FUNCTION/GRAMMAR POINT: Story about the hungry mouse TIME: 40 Min.

AIM: Ss will learn the vocabulary related to the story ( mouse, rat, basket of corn, fat, eat)

ACTIVITY	MATERIAL	SET UP	PROCEDURE	TIME
PRE-STORY	--	The whole group	T starts giving a greeting to all the students trying to make a nice atmosphere inside of the classroom and make them be comfortable and then T asks to all the students to keep all the things that are not of English subject asking for their attention to the story, T uses gestures, for a better comprehension, T asks Ss about the kinds of animal that sometimes we see in our houses, then T asks to pay all the attention to the story that it is about a hungry mouse using signs for a better comprehension of the sentence.	7 Min.
STORY	Pictures (Made them at home)	The whole group	The teachers starts telling the story called the hungry mouse, while T tells the story to Ss, T sticks images that are relates to the story, T also makes signs to a better comprehension.	15 Min.
ACTIVITY	Worksheet (Made it at home)	Individual	After the story, T gives Ss a worksheet with some vocabulary of the story, and then T gives the instruction of how to solve it, when Ss finishes T pick up the worksheets.	10 Min.
POST-ACTIVITY	List of vocabulary (Notebooks)	Individual	T writes on the board the list of vocabulary that is in the worksheets in a list, and then T asks Ss to copy them in their notebooks. After copy them T read the words and in each word asks to Ss what that is in Spanish and inside out, how you say that but T asks in Spanish and Ss in English. Finally T asks for doubts and if the doubts arise T clarifies them.	8 Min.

## 6.0.1 Appendix 2

### Lesson plan

**BENEMÉRITA UNIVERSIDAD AUTONOMA DE PUEBLA  
FACULTAD DE LENGUAS  
LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS  
PRACTICAS PROFESIONALES**

INSTITUCION: Escuela Primaria bilingüe Niños héroes de Chapultepec  
3° "A"

NIVEL: Basic Grade:

DATE: March 8<sup>th</sup>, 2013 NO. OF STUDENTS: 39 AGE: 8-9 years SCHEDULE: Friday from 12 to 12:45 am. TOPIC/LANGUAGE FUNCTION/GRAMMAR POINT: Story about the feelings TIME: 40 Min.

AIM: Ss learn the vocabulary relating to feelings (happy, sad, sleepy, angry, hot, scary).

ACTIVITY	MATERIAL	SET UP	PROCEDURE	TIME
PRE-STORY	--	The whole group	T starts giving a greeting to the Ss, and then T asks Ss to keep all the things that are not of English subject, the T starts explaining what the feelings are, and gives an example asking how they are today and says some adjectives like Happy? And T smiles pointing her mouth, T does the same with at least 3 different adjectives of the story and then T asks to pay all the attention to the story that it is about the feelings. T use signs for a better comprehension of the sentence.	7 Min.
STORY	Mops (Made them at home)	The whole group	T starts telling the story called the feelings, while T tells the story T shows Ss the puppets according to the character that the T is talking about, T also makes signs for a better comprehension.	15 Min.
ACTIVITY	Work-sheet (Made it at home)	Individual	After the story, T gives Ss a worksheet with some vocabulary of the story giving the instruction of how to solve it, when Ss finishes T pick up the worksheets.	10 Min.
POST-ACTIVITY	List of vocabulary (Notebooks)	Individual	T writes on the board the list of vocabulary that is in the worksheets in a list, and then T asks Ss to copy them in their notebooks. After copy them T read the words and in each word asks to Ss what that is in Spanish and inside out, how you say that but T asks in Spanish and Ss in English. Finally T asks for doubts and if the doubts arise T clarifies them.	8 Min.

## **6.1 Appendix 3**

### **Narrative**

#### **Post story:**

When I arrived to the classroom, all the students received me with a great hi, and then I ask them to keep all their things in their schoolbags. Then I gave them the instruction to pay attention to the story.

#### **While the story:**

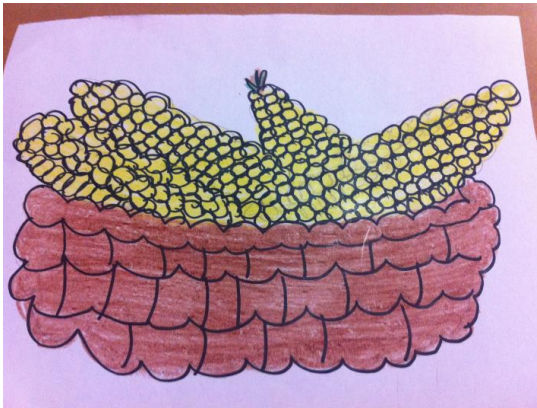
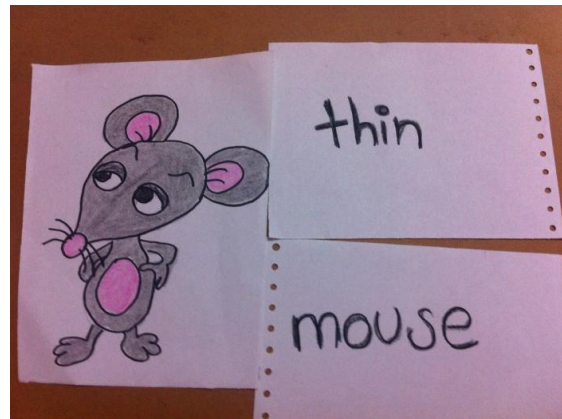
While I was telling the story I made signs and gestures for a better comprehension of my students. In the beginning I notice two people talking so I did a pause and I ask them to be quiet and pay attention, after that they maintained quiet, then I followed with the story, when I was telling the story I paste the pictures on the board and they tried to tell me the story in Spanish according to their participation I notice that they were understand me.

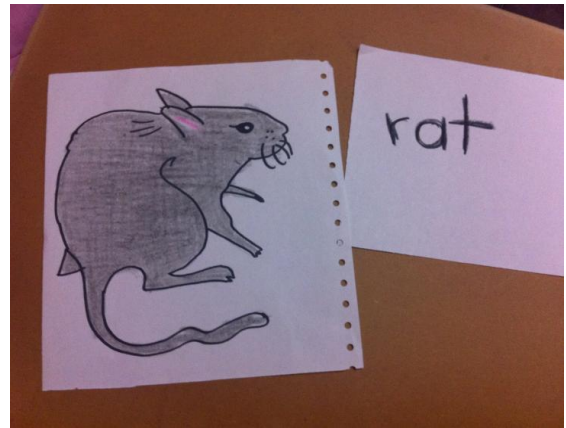
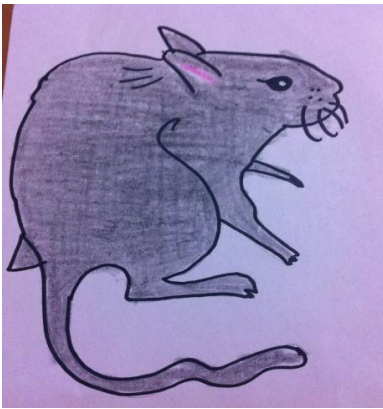
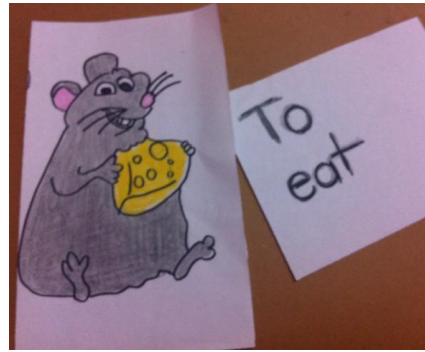
#### **Post- activity**

When I finished the story I asked some questions about the story, things like what was about the story, who was the main character, and I asked some questions about the vocabulary in Spanish and in English. Then I wrote on the board the vocabulary of the worksheets and asked to my students to copy them, when they finished I asked them the meaning in Spanish of that words in English and inside out.

## 7.0 Appendix 4

### Evidence





Name: Jay, cv  
 Grade: A Group: 3  
 Age: 9

**THE HUNGRY MOUSE**  
 Match the words with the correct picture.

to eat  
 thin  
 basket of corn  
 fat  
 mouse  
 rat

Name: \_\_\_\_\_ Grade: 3<sup>o</sup> Group: 3<sup>o</sup> A<sup>o</sup>  
 Age: 9 u. 5/5

**THE HUNGRY MOUSE**  
 Match the words with the correct picture.

to eat  
 thin  
 basket of corn  
 fat  
 mouse  
 rat

Friday, March 15 8:24, 2013

## The hungry mouse

Vocabulary

mouse = ratón

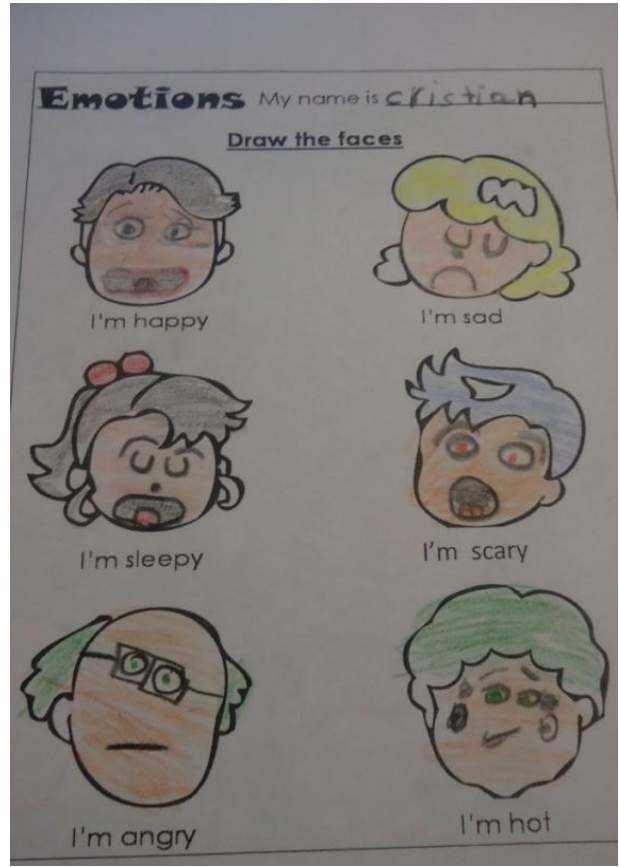
thin = delgado

basket of corn = canasta de maíz

to eat = comer









fat = gordo















Write the word from the table under the right picture!

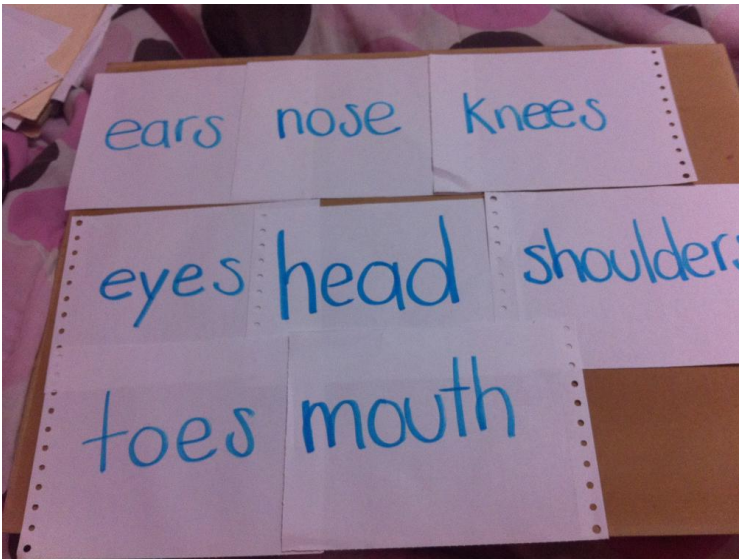
 Toes	 ears	 nose
 Shoulders	 mouth	 head
 eyes	 knees	

head	mouth	shoulders	nose
toes	<del>knees</del>	eyes	ears

Write the word from the table under the right picture!

 knees	 eyes	 nose
 shoulders	 mouth	 head
 toes	 knees	

head	mouth	shoulders	nose
toes	knees	eyes	ears



Evelyn Jirrenés  
 Coahuila 3-A-8

when I'm hungry, I go to the kitchen  
 when I'm sleepy, I go to the bedroom  
 when I want to play, I go to the yard  
 when I want to watch T.V., I go to the living room  
 when I want to take a shower, I go to the bathroom  
 when I eat my food, I go to the kitchen



Friday February 22 2013  
 When I'm hungry, I go to the Kitchen  
 When I'm sleepy, I go to the bedroom  
 When I want to play, I go to the yard  
 When I want to watch TV, I go to the living room  
 3: A Diana Manzerrall Perez G.  
 9  
 When I want to take a shower, I go to the bathroom

When I'm hungry, I go to the Kitchen  
 When I'm hungry, I go to the bathroom  
 When I'm hungry, I go to the yard  
 When I'm hungry, I go to the bedroom  
 When I'm hungry, I go to the dining room  
 When I want to take a shower, I go to the bathroom  
 Alexis Tello Perez  
 9 años

F  
 When I'm hungry, I go to the Kitchen  
 When I'm sleepy, I go to the bathroom  
 When I'm sleepy, I go to the yard  
 When I want to watch TV, I go to the living room  
 When I eat my food, I go to the dining room  
 When I want to take a shower, I go to the bathroom  
 3: A  
 Javier Luna Nava  
 8



## References

Aiex. Nola Kortner (1988). *Storytelling: Its Wide-Ranging Impact in the Classroom*.

Taken from <http://www.creativityinstitute.com/storytelling-its-wide-ranging-impact-in-the-classroom.aspx>.

American Speech-Language- hearing association. *Second Language Acquisition Q&A*

(2011) recovered November 22nd of 2012 from

<http://www.asha.org/public/speech/development/second.htm>

Andrew Wright (1998). *Introduction , Storytelling with children Oxford English Resource books for teachers*. (pp.14) Oxford University Press.

Brown, D. (2000). *Principles of Language Learning and Teaching* .White Plains , NY.  
Pearson Education.

Cameron, L. (2001). *Teaching languages to young learners*. Cambridge: Cambridge  
University Press.

Collie J. & Slater S. ( 1987). *Literature in the Language Classroom*. (pp.6) Cambridge  
University Press.

Curtain, H. & Dahlberg, CA.( 2004). *Languages and children: making the match*. Boston:  
Pearson

Ellis and Brewster (1991, pp. 41-45) *The storytelling handbook: A guide for primary teachers of English*. London : Penguin English.

Fisher, Walter R. “*The narrative paradigm: In the beginning,*” journal of communication, 35 (4), Fall 1985, pp.73-89

Franca G., Paulini P., Sabiescu A., (2008).*Interactive Storytelling for Children*.  
Switzerland., 1-4

George, Yvetta, and Schaer, Barbara.”*An investigation of imposed induced imagery methods on kindergarten childrens’ recall of prose content*. “*Paper presented at the Annual Meeting of the Mid-Shouth Education Research Association, 1986. 48pp*

Hamilton M. & Weiss M. ( 2007) *Beauty & the Beast Storytellers*  
*Adapted from Children Tell Stories: Teaching and Using Storytelling in the Classroom* Recovered from  
<http://beautyandthebeaststorytellers.com/Handouts/WhyUseStorytelling.pdf>

Harlynn Geisler ( 2012 ) *Why have Storytelling in the Schools?* Portions reprinted by permission. <http://storyteller.swiftsite.com>. Storytelling in San Diego, Southern California, and the world. Specially Storytelling School Assemblies in San Diego County.

Haynes, J. (2011). “*Stages of Second Language Acquisition*”. [Electronic version]. November 22<sup>nd</sup> , 2012, taken from <http://www.brighthubeducation.com/language-learning-tips/70729-defining-second-language-acquisition/>.

Holzman M. (1997). *The language of children*. Cambridge Massachusetts. Blackwell.

Instituto Nacional de Estadística Geografía e Informática (INEGI) *Censo 2005*. Recovered November 15th of 2012 , from <http://www.ocdemexico.org.mx/Puebla/San-Buenaventura-Nealtican/>.

Kang J. (2006) “*Teaching English to Young Learners*”, *Module III Storytelling and more!* University of Maryland, Baltimore County. pp 32-33

Mubarak,M. (2012) *Advantages of using short-stories in ELT classroom and the Libyan EFL learners; perceptions towards them for developing reading comprehension skill* 4(1) pp 28-41.

Reid, M (1995). *Learning Styles in the ESL/EFL classroom*. Boston, Massachusetts.

Heinle&Heinle Publishers.

Schrum, J. & Glisan, E. (1994). *Teacher's handbook : Contextualized language instruction*.

Boston: Heinle&Heinle

Scott, (2012) *Storytelling: Its Wide-Ranging Impact in the Classroom*. Retrive from

<http://www.creativityinstitute.com/storytelling-its-wide-ranging-impact-in-the-classroom.aspx>.

Shamali (2013) *Using Storytelling in Classroom*. Recovered from

<http://shamali288.wordpress.com/2013/06/30/using-storytelling-in-classroom/>

Shunk, D (2004). *Learning Theories. An educational Perspective*. Upper Saddle River, New

Jersey. Pearson Education, Inc.

Slatterly, M. & Willis, J. (2001). *English for primary teachers*. oxford: Oxford University

Press.

Stoyle Paula, (2003) *Storytelling- benefits and tips*, British council, Jordan. Recovered

from <http://www.teachingenglish.org.uk/article/storytelling-benefits-tips>

Tway, Eileen. *Writing is Reading: 26 Ways to Connect*. Urbana, Illinois: ERIC

*Clearing house on Reading and Communication Skills*; National Council of Teachers of English, 1985. 56pp.

Vale D. (1995). *Teaching children English*. United Kingdom. Cambridge University Press.

(Harley, 1986; Patkowski, 1990)

Wander W. Colecrane & C isforcats (2014) : “*How to tell a story*”. Retrieve from

<http://www.wikihow.com/Tell-a-Story>

Wenden A. (1987). *Learner Strategies in Language Learning*. Great Britain. Cambridge,

University Press.

Widdowson, H G (1978). *Teaching Languages as communication*. Oxford. University Press.

Withbread D. (1996). *Teaching and learning in the early years*. USA and

Canada. Routledge.

Wonderwood M. (1989). *Teaching Listening*. United States, New York. Longman.

Wright A. (1998). *Storytelling With Children*. New York. Oxford University Press.