

YOUNG LEARNERS LEARNING ENGLISH AS A FOREIGN LANGUAGE THROUGH  
STORYTELLING.

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**Abstract**

The current qualitative action research study aims to describe the impact of using storytelling in order to improve listening and speaking skills in learning English as a foreign language, in the private kindergarten “Mis Ositos de Pinar II” the participants involved in the research project were Young learners (YLS) aged 5 to 7 years old. (The research design of this study was qualitative, and the type of study was action research) the data collection instruments that best worked for the analysis of the study were journals, checklist, and sociometry choice matrix. Lastly, the findings and conclusions highlight how listening and speaking skills were improved by using storytelling as a methodological strategy to teach young learners.

***Key words:***

*Young learners, storytelling, speaking, listening skills.*

## **Resumen**

El presente estudio de investigación cualitativa de acción pretende describir el impacto de la narración para mejorar las habilidades de escuchar y hablar en inglés como lengua extranjera en el jardín infantil “Mis ositos de pinar II”. Los participantes involucrados en este proyecto de investigación fueron niños entre los 5 y 7 años de edad. El diseño de la investigación fue cualitativo y el tipo de estudio fue investigación en la acción. Los instrumentos de recolección de datos que mejor funcionaron para el análisis del estudio fueron, reflexiones, listas de verificación, y matriz de elección de sociometría. Finalmente, los hallazgos y conclusiones resaltan como las habilidades de escucha y habla fueron mejoradas usando la narración de cuentos como estrategia metodológica con aprendices jóvenes.

## ***Palabras clave***

*Aprendices jóvenes, aprendizaje del idioma inglés, narración de cuentos, habilidades, habla, lectura, creatividad*

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## Chapter One: Introduction

At the moment of learning a new language it is necessary to use the language skills to be able to communicate clearly with other people. In our project, we worked for the improvement of listening and speaking skills, which are key factor in communicating and learning a language. The greater the student's ability to understand the language, the better the ability to communicate and thus be able to construct the rest of the language skills more easily. Listening and speaking are usually taught simultaneously because they are a communicative pair in which vocabulary and knowledge will be learned much more efficient and adequate.

The criteria that guided this research project emerged from the observation and a diagnostic aimed to determine the causes that generated limited listening and speaking skills performance in the English area in young learners (YLS) of “Mis Ositos de Pinar II”, a private kindergarten located in Bogotá. Thus as it was found that, it arises the possibility of optimizing the learning of English as a foreign language through storytelling as a methodological strategy to teach YLS.

In this research project, we will describe the context where the study was developed, and how the research question was reached. Then, we will share our conclusions and findings about the impact of using storytelling with young learners in a kindergarten in Bogotá in order to improve listening and speaking skills while learning English through storytelling.

The need to engage YLS into this methodology, it's because they can acquire new aspects from the stories that they can use in their daily lives, for example, when YLS interact with other

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people using vocabulary from the stories, and when they think or start to construct their own language based on the vocabulary learned from the stories.

### **Justification**

This research project sets out to provide YLS with storytelling as a methodological strategy in order to help them to improve listening and speaking skills. To fulfill students' needs in terms of the improvement of these skills, there must be specific strategies provided by the teacher in order to have a real exposure of the language through storytelling.

This research project was developed with 25 YLS of transition in the Kindergarten "Mis Ositos de Pinar II". We decided to carry out this action research project about teaching English to YLS because of two main reasons. The first reason is regarding to the limited time given for the English classes which are 15 minutes per week and according to Thoreau (2016) The length of time required for the enrollment of YLS in English as a foreign language (EFL) is different for each student, it depends on the student's English skills, but when introducing a new language for preschoolers, it is suggested that the length of the classes fluctuated between 2 or 2 hours, depending on learner's necessities.

The second reason concerns about the methodology applied which is repetition, that according to Weiler (2016) some educators believe that just by repeating, our practice or memory will improve, in accordance with this statement by repeating words, students won't be able to develop any of the language skills, it is required more than 15 minutes per class in order provide a real exposure of the language for the learner. As the teaching methodology in this kindergarten do not allow student to improve their language skills, it arises the necessity to apply



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a teaching methodology that could face this issue, for this reasons our research project serves as a proposal in which the methodological strategy can be a solution to these two problems.

The importance of our research project is that YLS in the Kindergarten “Mis Ositos de Pinar II” had the opportunity to learn English with new methodological strategies to improve their language skills (listening and speaking) in English.

The impact of our research study, using storytelling as a teaching strategy is that, it helped them to improve not only their language skills, but also their attitudes toward learning English as a foreign language. Atta (2012) mentions the importance of telling stories and children's literature as a tool in second language, in other words storytelling could be used as a means to integrate communicative skills and activities, allowing children to foster language aspect, as improving listening comprehension, building vocabulary, and enriching speaking skills as fluency and pronunciation.

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### **Research problem**

The students that participated in this research project , were 25 young learners aged from 5 to 7. The project was conducted at a not bilingual kindergarten called Mis Ositos de Pinar II, located in Pinar de Alamos II, a private kindergarten which is open specially for YLS, aged from 2 to 7 years old, respecting pluralism as protected by the constitution and its own moral foundations.

The subjects of interest of this kindergarten are, physical education, swimming, music, arts and English. The problem arises on the demand of the time given for the English classes, due to young learners are exposed, just 15 minutes per week for English classes, in contrast with the other subjects of interest. Based on this demand, it was observed some problems that affect the learning of English as a foreign language, especially in listening and speaking skills (the focus of the study)

The first thing to consider is the low exposure of a foreign language which is only between 15 minutes per week teaching just vocabulary. The methodology applied in this kindergarten is repetition, a method that according to Weiler (2016) it's commonly understood form may seem to be doing the job, but when it is successful there are additional elements that language learners need to learn with different strategies not just by repeating. According to this author, the repetition method must include a set of elements that allow learners to advance; in this case the time given to the lesson is not enough to apply different strategies to incorporate the elements mentioned by Weiler, allowing students to advance. This concerns not only the lack of time, but also that the repetition method was not well applied.

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This research problem was detected through a series of observation for two months (July and September). For the development of the study the diagnostic serves to observed the method applied, in the 15 minutes of class student's participation was limited, something that we consider as an obstacle for the improvement of listening and speaking skills, besides YLS did not have real opportunities to participate and practice the language. In the diagnostic, we also observed the lack of understanding and the unwillingness of YLS to communicate in English.

### **Research question**

The research question that emerged from the problem is:

What is the impact of using storytelling to improve speaking and listening skills on young learners in a kindergarten in Bogotá?

### **General objective**

To analyze the impact of storytelling in the development of speaking and listening skills of English of Preschoolers at Mis Ositos Kindergarten.

### **Specific objective**

To apply suitable listening and speaking activities to implement storytelling in EFL pre-school classroom.

To improve speaking and listening skills of preschoolers through storytelling.

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## **Chapter Two: Theoretical framework**

The main theoretical constructs in which this research project is going to be focused will be presented sequentially. Being those concepts an important part for the development of this project in order to connect it to existing knowledge on the area. Bearing in mind that the theoretical framework provides a deeper understanding about the base of this study.

The first conceptual construct is how young learners learn English as foreign language due to the target population of this study is classified as young learners therefore we need to understand how to teach them, and what are the most useful ways to teach, followed by listening skills development in YLS, speaking development in YLS, lastly storytelling as a methodological strategy to teach YLS, and the state of the art.

### **How YLS learn English as foreign language**

In this construct it will be presented the factors that influence the way young learners learn English as a foreign language. Dunn (2011) suggests the stages of picking up English for YLS. The first one is called the silent period, he states that when young children learn English, there may be a silent period, when communication and understanding take place, before they speak any English word. In agreement with this affirmation the process of communicating and understanding the stories can be done through storytelling in which the silent period is also a common factor that can be recognized when telling stories.

Storytelling serves as a great methodology to help YLS to develop their communicative and receptive skills, in this case the enhancement of listening and speaking skills the YLS should

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not be forced to learn faster. It is important to provide students with enough time and useful opportunities to pick up the language and overcome the silent period.

This author mentions the second stage which is called the beginning to talk stage, in which he states that depending on the exposure and frequency of the language YLS start to make use of single words or short sentences. When telling a story aloud for YLS, words are repeated in order to reinforce vocabulary. In the beginning to talk stage children can memorize the words, imitating the pronunciation without realizing they are picking up their own language.

the third stage proposed by Dunn is the building up English language, when children are able to create their own phrases, it consist on a single memorized word to which they add words from their vocabulary, this building up language requires exposure and frequency in order to have a meaningful experience. On the other hand, other factors like understanding, frustration, mistakes, and the language learning environment influence the way YLS learn English. Finally, through these stages is possible to determine how young learners are able to start learning a foreign language.

### **Development of listening skills in YLS**

Demirel (2004) states that listening skills serves as an important factor in early language teaching specially when teaching YLS, that explains the importance of intruding and teaching listening skills to young learners from an early age.

When teaching storytelling, incorporating songs can be a meaningful way to improve listening skills. Demirel (2004) argues that the most effective way to improve listening skills, such as listening for specific purpose, and listening for general meaning is through teaching

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songs.

A safe and natural classroom environment can be reached through the incorporation of songs. (Djigunovic and Vilke 2000). Explain the importance of songs as they argue that songs provide opportunities for repetition and practice, so by singing YLS are more likely to learn the structures and patterns of the foreign language. Providing at the same time opportunities for real language uses in the classroom.

Finally, the purpose of introducing songs when teaching through storytelling is because the main objective is to teach the language, for that reason, songs must bring to the context meaningful and enjoyable language practices, especially in fostering listening skills. In relation to how to teach songs through storytelling, Richards and Rodgers (2001) suggest the importance of incorporating Total Physical Response (TPR) techniques such as listen and do songs that will ensure a listening improvement for the listening skills.

### **Development of speaking skills in YLS**

YLS, who learn English as a foreign language and still do not develop their skills as easily as older students have a clear advantage when it comes to pronouncing if they start learning English as a foreign language at an early age (Birdsong, 1999). For children to talk is very important in language development and after listening, they begin to talk, so they can make their own decisions and share ideas about what they think, understanding, fluency and critical thinking can be fostered through discussion.

In learning a foreign language, it is very important to teach the correct pronunciation to YLS; the success of a student is obtained by the ability to communicate effectively and clearly. For this reason, it is necessary that the teachers provide students with a significant environment in

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where the student could improve oral skills and competences, making learning more meaningful and fun.

The improvement of speaking skills, can be worked in different activities, for instance, when asking YLS to find the difference between two different pictures, they are able to discuss the similarities and differences in the pictures, in this way by discussion speaking skills are improved. This type of activity fosters fluency.

Other activity that can be developed for the improvement of speaking skills, where students are asked to retell the story taking place in the sequential pictures and they use their knowledge acquired in class. With storytelling, students can briefly summarize the story they heard from the storyteller.

Another very effective activity is brainstorming or matching game, since students can produce quick ideas at a given time, in this exercise, they are not reproached by their classmates and in this activity students are more open to sharing new ideas.

### **Storytelling as a methodological strategy to teach YL**

Storytelling as a methodological strategy to teach YLS promotes language learning by enriching learners' vocabulary and acquiring new language structures. When YLS start to learn English as a foreign language, they need opportunities to interact and play with the language while developing vocabulary and structures, so by interacting and engaging YLS in meaningful uses of language, it is possible not only to improve their listening and speaking skills, but also, all the language skills.

Anderson (2005) explains storytelling as a methodological strategy to teach YLS as

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repetitive and predictable way to reinforce vocabulary and structures in a natural way. In accordance with this statement as storytelling serves to provide nursery rhymes and children's literature, learning becomes easier because of the patterns that make YLS to repeat and predict the language with a meaningful purpose.

While listening to stories, YLS are able to recognize structures in context that will later help them to understand the stories developing not only listening, but also speaking skills. For the improvement of listening skills, storytelling allowed students to demonstrate comprehension by, recognizing words in context, transferring information, classifying the content of the stories and predicting what's coming next. Regarding to the speaking improvement YLS discuss topics that can be taken from the stories and retell their favorite story.

Audio visual activities and material played an important role due to it support the story and helped students understanding, that material can include: posters, crafts, masks, puppets, photos, pictures, and draws.

Storytelling is a good teaching tool; you can go beyond the acquisition of literature, due to the high emotional content that can be worked through a story. With a story you can help developing speaking and listening skills, and motivate children to write, read and simultaneously stimulates their imagination, because when listening to stories YLS can see beyond the obvious.

Behmer (2005) stated that storytelling is a process where students personalize what they learn, and construct their own meaning and knowledge from the stories. Through stories, children become aware of cultural values different from theirs, sharpen their memory and develop the ability to predict. Telling stories provides the opportunities for students to speak the foreign language creatively, integrate information and knowledge they learn from other sources,



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and become more confident in the ability to express themselves spontaneously. Furthermore, stories contain patterns that help students to get familiar with and internalize the new language; at the same time, it helps to improve listening periods, as most of the children don't have enough attention span and makes it difficult to concentrate on anything for more than 15 minutes and what they do is to talk rather to listen to.

According to Brewster (1991) storytelling has many benefits; one of which is to stimulate imagination; freely expressing their own ideas and those YLS can increase memory, because the storytelling awakens the interest and because they can concentrate and so understand what they read and language acquisition; through stories children add words to their vocabulary while they learn different expressions. Another benefit is the connection that children acquire with the environment they have around, many of the stories children hear children help them to prepare them for the difficulties they will have in their real life. With storytelling, teacher can teach children that life is not as simple as it seems and the characters can help children get to identify and learn what is good and what is bad, letting them to draw their own conclusion.

In addition, through storytelling children can talk without worrying about how to say something, because they are living their own emotions and expressing their own ideas. According to Bruner (1987) YLS can create their stories with memories of the past and by sharing their experiences with other.

Woodard (2002) says that the greatest inspiration is seeing how kids respond to storytelling and observing their creativity and imagination when thinking up and telling stories of their own. Actually it is one of the best ways to convey information in different ways; with

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sounds, movements or gestures.

### **Literature review**

This study focused the literature review primarily on how the learning process is enhanced through storytelling according to a number of learning theories and studies presented in this regard. Some studies that served as a source of information will be presented sequentially; being those studies an important part for the development of this research.

At the Technological University in Thailand (2012) “developing English speaking skills by digital storytelling through websites” it’s a study that was done with 50 Thai undergraduate students who were enrolled in an English compulsory course. The effects of implementing digital storytelling in the classroom have developed and helped the students’ to improve their English speaking skills, due to different contexts in which they were immersed, like different stimulation activities, such as answering questions, sharing ideas and expressing their thoughts, giving them the opportunity to practice expression skills, and increasing their confidence and encouraging them to learn a new language. Moreover, it could help teachers to design their curricula with digital storytelling in the instruction, so that students could be active and self-directed learners. The data collection instrument used in this study was a semi-structure interview, in which 20 participants were selected randomly; the gotten results pointed out the importance of using storytelling as a teaching strategy to develop an English curriculum and improve speaking skills. Students become more confident and they could express creativity spontaneously in English classroom, in relation with our research study it worked as an important source of information, due to it was one of the best activities to encourage students to study English.

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From a different perspective Hibbing (2016) in “The psychosocial benefits of oral storytelling in school: developing identity and empathy through narrative” focused on the perception of oral storytelling in relation with the effects and benefits of psychosocial impact on individual’s social and psychological aspects. Hibbing, explains that storytelling initiative a way in which perceptions can be understood, the benefits are also mentioned as the several opportunities that storytelling provide to the learner, as improving the four main skills in English language learning (listening, speaking, writing and reading) being those benefits the identification of the story and understanding communication through interactions in storytelling.

This study was implemented in Primary Education in the UK. The instruments used in this research study were open-interview and observation, through it was possible to explored participants interpretation. The result highlight the impact of storytelling in primary students and the psychological benefits that storytelling brings for the improvement of the language skills.

Furthermore in other study can observe that Schatt and Ryan (2015), in the article “Start a storytelling” Storytelling is presented as a great way to introduce language inside the classroom giving tips for school teachers to enhance learning processes and activities in classroom by using storytelling. It focuses on the management that a teacher must have, for instace, giving advice on how to select a story, what learning activities are allowed to work with children, and what could be appropriate to incorporate in the different sessions of storytelling. This study demonstrates the improvement of student’s language skills such as listening and speaking using Storytelling. In this study the researchers examined the impact of narration in today’s teaching practices. Through observation the researchers were able to analyze the impact of telling stories for the improvement of the language skills.

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Another of our findings was, Agosto (2016) in the study “Why storytelling matters unveiling the literacy benefits of storytelling” explains that post-storytelling activities can enhance reading, writing, visualization, critical thinking, and story sequence skills. The participants of the study were twenty second-grade students in a suburban public school in the Eastern of United States. The researchers used the drawings of the participants as the main source of data for analyzing their responses. The results of this study demonstrated ongoing cognitive engagement and critical thinking in their drawings, written words, and oral descriptions of their work.

Other study researched was from O'Neill & Smith (2016) in “Teaching literacy through dramatic storytelling in foundations phase” this study explores the effectiveness of dramatic storytelling and the impact on literacy development. it was done with primary students in South Africa. The study was based on a qualitative research in which semi-structure interviews and descriptive analysis, with a thematic approach, were used to analyzed learners performance not only in the area of language learning, but also in other learning areas taught at school. The gotten results explain that dramatic storytelling is a very useful teaching strategy to optimize the language proficiency of learners.

With dramatic narration, students had the opportunity to expand their vocabulary, improve their oral expression skills to tell their own experiences, linking everyday contexts of their real life as well as listening in real contexts. This study closely resembles our research because our students learned new vocabulary, which was used to express their own ideas and feelings.

Kottman & Stiles (1989) in “The mutual storytelling technique, an Adlerian application in child therapy” we found a great similarity in the technique used, since in Adlerian counseling

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and for our work group, storytelling was fun and effective, because the children enjoyed telling their own stories, as well as when we heard the stories of the children, they became involved in the development and evolution of the plot and characters of the stories. For this study it was used observation as an instrument to gather the information needed. The results showed children behaviors and attitudes toward the sessions.

In addition Campbell & Hlusek (2015), in the article titled "Telling stories for fluency and style", explain the importance of body language, song and activities when teaching through storytelling. The study was developed with students of lower levels (primary school) the researchers selected stories that were taught through songs and activities using body language in order to analyze the interpretations of the participants. The data collection instrument that was used in this study, were observations. They could demonstrate that primary students were able to develop and improve listening and speaking skills by giving correct answers when listening and assertive responses when speaking, improving also, fluency, vocal effects such as tone, rhythm and volume.

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### **Chapter Three: Research design**

This chapter aims to describe the procedures that were followed in order to come up with the data collection instruments and the way they were going to be applied in YLS for our research project. The first point to consider is the explanation of the type of research that was used in this study. Then it was set the research paradigm and the research approach. Next, the setting and the participants, and later after the data collection instruments used.

#### **Type of study**

The paradigm and approach that were involved in this study, whose aiming is to improve listening and speaking skills through storytelling, and analyzing the impact of using that methodology, is supported, implemented, and designed, with the support of activities that helped children to get in contact with a new way of learning while facing with different and funny ways to enjoy language. The paradigm in this study was qualitative, and the approach was action research. The arguments of why those aspects were chosen, and the ideas that support this research will be presented in the following paragraphs.

#### **Research paradigm**

The paradigm approach of this research focused on a qualitative approach in terms of the descriptions and interpretations from the data collection instrument that were used, which also were the based on the participant's opinions and points of view, that let the research to do some interpretations and descriptions. It also helped to follow the focus of the research based on the objectives that serve in it.

The purpose of this qualitative research was to understand children interpretations, and

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perceptions, as qualitative data research provides the best understanding of a research problem. When adopting qualitative approach, it holds us as closer to student's previous experiences when learning English.

### Research Approach

The research approach of this study was action research being that it is certainly useful for bringing and identifying the principal problems into a specific population. According to Harmer (2007), action research takes place in a series of procedures that allow teachers to improve aspects of their teaching or sometimes to evaluate themselves. According to this, action research helps the researcher to solve the problem, using the theory and practice to improve the learning process in specific populations.



Figure 1: Harmer, J. (2007) The practice of English language teaching

This study is focused on action research in order to help us to improve the English

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learning process on children mostly on listening and speaking skills, bearing in mind the action research circle serves as a great way to determine the conditions and the impact of teaching through storytelling with young population.

Planning allowed us to identify, analyzed and organized all the procedures that were going to be followed in order to implement and provide not only a good experience into the classroom, but also apply storytelling as a teaching methodology, adopting material and providing YL with the necessary elements to put into practice a foreign language. By planning, it was also possible to work on the solution of anticipated problems. Finally planning let us figure out with the appropriate data collection instruments in order to analyze the information.

Then acting allowed the researchers to start questioning by putting into practice the intervention plan designed, in order to start collecting information about the real necessities of young population.

By observing, it was possible to analyze, report, and share the information collected to conclude if the project was well conducted and if the implementation works for this young learners.

Finally, by reflecting, the evaluation of the implemented plan served to revise all the circle in order to analyze if the implementation of storytelling foster learning processes, also reflecting allowed us to come up with the reliability of the study, but mostly to help the YL to start a process that will improve their quality of education and learning environment.

## **Settings**

Our research study was carried out in the morning shift in the Kindergarten “Mis Ositos de Pinar II”. It is located in the west of Bogotá (Engativa), in the neighborhood “Pinar de



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Alamos II”, the residential area is classified in social stratum 3; it has a morning shift, from 8:00 a.m. to 3:00 p.m and it offers three levels, Maternal, Pre-Kinder, Kinder, and preschool. The kindergarten is adequate to YLS necessities; it provides technological resources such as televisions, video beams, computers and internet service in the classrooms.

## **Participants**

We worked with a group of twenty-five YLS, their ages range from five to seven years old; this group was joined by ten boys and fifteen girls. Most of the student live with their parents in the residential area of “Pinar de Alamos II”. In the diagnostic evaluation, it was possible to determine students profile, they were talkative, spontaneous and respectful, therefore some of them knew English words, so they participated in class and asked a lot of questions in order to solve their doubts and to clarify concepts. Something important to consider is that the storytelling sessions were implemented with the whole group.

## **Data collection instruments**

In order to collect the information needed to answer the research question, we selected three different instruments: Teaching journals, observation checklist, and sociometry choice matrix.

## **Journals**

The teaching journals were one of the instruments that allowed us to systematize our investigative practices day by day. In addition, it allowed us to improve, enriched and transformed our teaching practices. According to Boud, (2001) a teaching journal helps teachers to critically reflect on their teaching practices and pedagogical reasoning. The journal should allow the researcher a permanent monitoring of the observation process. It may be especially

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useful for the researcher to take note of what he considers important to organize, analyze and interpret the information he is collecting.

According with this author, a journal is an excellent instrument for conducting research in any classroom and at the same time facilitating professional development, helping teachers to be more reflective and to be able to deepen their own actions and ideas about teaching-learning processes, trying to avoid actions mechanized and routine in the classroom.

In our project we carried twelve journals, two per lesson plans. These journals were written in each session, at the same time in which we worked the stories.

### **Sociometry Choice Matrix**

Another instrument used was the sociometry choice matrix test. This instrument allowed us to analyze YLS perception about the stories weekly. In this test, we got some interpretations from YLS about the stories, and what did they learned from each one.

By applying sociometry choice matrix, it was possible to determine young learner's perceptions and preferences about the stories. The happy face indicates the learning attraction about the story and the sad face indicates the disinterest of the story, furthermore sociometry choice matrix was the appropriate instrument to apply with this population, because through it, it was easier to get their interpretations, due to YLS at this stage were not working on reading and writing skills.

### **Observation -Checklist**

Checklists are used to verify that steps or actions are carried out, and are controlled by the investigator. The observation checklist was used regarding our research design and it was taken

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into account the pedagogical implementation, because it included questions based on the improvement of listening and speaking skills that were observed during the sessions.

Checklists were adapted formats, for the verification of the impacts generated by our research project. With the observation checklists we can establish for each improved factor, the impacts that possibly occur during the sessions, and a space with the result of the verification.

According to Allison, M. & Pym, R. (2014) it is a very simple identification method, so it can be used for preliminary evaluations, because it serves primarily to draw attention to the most important impacts of the implemented project.

Lastly, Through the use of these instruments it was possible to triangulate the information in order to determine listening and speaking improvement on YLS. Gathering information through this instrument was very useful, since we were able to obtain a detailed report of the improved skills. We were able to know if YLS really understood the stories through our representation.

In conclusion, we can highlight the importance of the variables that were worked in action research, where the researcher's followed YLS learning processes which were analyzed to construct a plan for learning English through storytelling.

### **Ethical considerations**

This research project used different policies (consent form and confidentiality) which were taken into account to guarantee ethical responsibility and educational objectives. It is important to mention that this research project has been conducted in an ethical way and that has a positive impact on the people involved.

### **Consent form**

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For the development of this research project, it was necessary to ask for permissions in order to be able to gather information from YLS. Each participant, parent/guardian was fully informed of the aims, methods and outcomes of the research. This was formally outlined in the consent form that can be found in (Appendix 1: consent form). This included the option for a participant to withdraw at any time with no questions asked and with no impact on their appraisal process at work. The information gathered is under the researcher's use and development of the project.

In conclusion we can highlight the importance of the variables that were worked in action research, where the researcher's followed YLS learning processes which were analyzed to construct a plan for learning English through storytelling.

The next chapter deals with the design of the research that frames this project.

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## **Chapter Four: Instructional Design**

In this chapter it will be set in detailed the steps that were followed in order to improve listening and speaking skills in English as a foreign language in young learners through storytelling in the kindergarten “Mis Ositos de Pinar II”. It will be presented, the vision of language, the vision of learning, and the vision of classroom that fit in our research project.

### **Vision of language**

The vision of language that was adopted for this pedagogical intervention was language as a self-expression considering that the purpose of the pedagogical intervention is to improve listening and speaking skills through storytelling.

According to Tudor (2001) “Language is also the medium by which we build up personal relationships, express our emotions and aspirations, and explore our interests. In other words, language is not simply a tool for achieving specific transactional goals; it is also a means of self-expression” (p.65)

In regards to the author, the relationship between storytelling and the vision of language as a self-expression is evidenced through storytelling according to the activities carried out. Students could build vocabulary taken from the stories, expressing their own ideas without thinking about the language they were using. Since many of them spoke in their native language, they were able to speak in English using the vocabulary learned in class. It was not difficult for them to integrate the two languages since they had clear many words that were taught to them.

### **Vision of learning**

According to the purpose of our research, the vision of learning that best worked for us was active learning.

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Active learning is considered a teaching - learning strategy where the implementation is focused on the student with the purpose to promote their participation; it was shown that the activities promoted dialogue, collaboration, development and construction of knowledge, as well as the development of language skills.

In agreement with this statement, learning becomes flexible because it occurs when there is an interaction between the participants and the teacher, seeking the same purpose of simultaneously building the teaching and learning processes, where the teacher provides students with the necessary aids, maintain and improve what has been learned and at the same time be able to develop their skills, through storytelling.

### **Vision of classroom**

In regards to the pedagogical intervention, the vision of the classroom must be framed into the communicative classroom. According to Tudor (2001) a communicative classroom is one in which students can connect what they learn in class and what they live in the “real world.” where children interact with each other by sharing their knowledge.

In each storytelling session, students were under the supervision and guidance of the teacher where they could work in group or sometimes individually. YLS had the opportunity to develop their speaking and listening skills when they carried out the activities with each story.

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### **Pedagogical intervention**

This section presents a detailed description of the pedagogical implementation of storytelling as a strategy to strengthen listening and speaking skills in kindergarten children, taking into account different strategies that now were put into practice regarding storytelling as a methodological strategy to teach YLS (see chapter 2)

### **Preliminary Stage**

Before the pedagogical intervention and in a period of two months, from July to September 2016, it was made a set of observations that allowed us to identify the problem. Through those observations it was possible to propose and organized the steps to be followed to implement storytelling as a teaching methodology.

To accomplish the goals proposed on the research project, before the pedagogical intervention we designed twelve lesson plans, two per storybook, due to the necessity to maximize the learning process in the class, in order to embrace both listening and speaking skills. The material was carefully selected and adapted according to the curriculum of the kindergarten. Many of the storybooks used in the sessions were simplified versions of classic fairy tales and fables, stories that children were already familiar with in their mother tongue.

Each lesson plan followed the same structure, the sequence that we design was:

- ) Opening: A short activity or song to motivate children and help building up the topic of the lesson.



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- ) Before storytelling: It was applied eliciting as a teaching strategy to check prior knowledge, and vocabulary building activities.
- ) During storytelling: Presentation of the story (tell the story)
- ) After storytelling: Speaking and listening activities (songs, games)
- ) Closure or followed up activities: Speaking and listening activities (YLs retelling the stories)

(To see the development of each of the stages (See appendix 2: Lesson plan hippo learns to help)

Following that sequence, the twelve lesson plans were designed to be applied during each storytelling session. Students received input and had the opportunity to practice and participate in learning activities that helped them to improve two specific learning skills. They worked using material that was adapted according to specific needs and leading to listening and speaking skills.

In this stage, we applied a preliminary session which was developed with the intention of considering the implementation facilities, in this way the first storybook called “Hippo learns to help” was the book that we used a pilotage.

### **Implementation stage**

The pedagogical intervention was developed along with twelve storytelling sessions, in order to provide children with meaningful listening and speaking activities, the length of the

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class was 2 hours per book, which were implemented from October to December 2016 with preschoolers aged from 5 to 7 years old.

The following is the time line chart that summarizes the application of storytelling sessions and the data collection instruments used to gather information

**Timeline of the proposed stories**

| Date   | Story  | Main topic     | Data collection instrument          |
|--|--|----------------|-------------------------------------|
| September 19th and 21st (Lesson plans 1 and 2) | (Pilotage) Hippo Learns to Help distributed by the clever factory, (2007). Nashville U.S.A | Family members | checklist/ sociometry choice matrix |
| 10/ October / 2016<br>12/ October / 2016       | Feeling with Ian, Terry W. Foster Illustrated by Allison Durbin. Story jumper (2015)       | Feelings       | checklist/ sociometry choice matrix |
| 24/ October/ 2016<br>27 October/ 2016          | Little red hen by Jonathan Allen. (2003)   | Animals        | checklist/ sociometry choice matrix |
| 31/ October / 2016                             | My five senses, by   | Senses         | checklist/ sociometry choice        |

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|                      |   |                      |                                     |
|----------------------|---|----------------------|-------------------------------------|
| 02 / November / 2016 | Mlawrence (2014) my Story book. All rights reserved.                                  |                      | matrix                              |
| 07 / November / 2016 | The apple tree in my garden. (2014) my Story book. All rights reserved.               | Seasons of the year. | checklist/ sociometry choice matrix |
| 09 / November / 2016 | Story book. All rights reserved.  |                      |                                     |
| 14 / November / 2016 | Goldilocks and the three bears by Mara Alperin and Illustrated by Kate Daubney (2007) | Shapes and sizes.    | checklist/ sociometry choice matrix |

The material was carefully selected and adapted according to the curriculum of the kindergarten. Many of the storybooks used in the sessions were simplified versions of classic fairy tales and fables, stories that children were already familiar with in their mother tongue. We worked with short stories that brought audio visual support, as songs and images that help YLs to develop a deep understanding about the stories.

As it was indicated in previous chapters, we took into consideration the use of song and games for the improvement of listening and speaking skills when applying storytelling as a teaching methodology. The more songs YLs experience, the better language learners they will

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become, the effectiveness and importance of songs into storytelling sessions increase when they are used in combination with activities, which involves games. Furthermore, games help the teacher to create contexts in which the language is useful and meaningful. The application of songs and games in storytelling sessions, serve as a great tool not only for the improvement of this skills, but also to engage and keep YLs interested in the stories.

Many of the stories were presented by making use of the technological resources from the kindergarten in order to put into practice storytelling as a methodological strategy to teach YLs, a few books worked in specific session were put on the TV, to select the appropriate on-line material for the development of this teaching strategy we took into consideration the age and interests of learners, regarding to the criteria, and the specific topics proposed by the kindergarten to teach preschoolers.

On the other hand, the other storybooks were told by the researchers, using different strategies as incorporating different tone of voice, flashcards, puppets, and body language.

Finally, the pedagogical implementation finished on November 14<sup>th</sup> 2016, up to this date we proceed to analyze the information gathered.

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## **Chapter Five: Data Analysis**

In this chapter it will be analyzed and triangulate the information gathered during the pedagogical intervention. We started an implementation process in which young learners were the main participants of the study, during the storytelling sessions; it was possible to gather the information through the following data collection instruments: Teaching journals, sociometry choice matrix and checklist. (See chapter 4)

These instruments allowed us, as researchers, to observe, evidence about the impact of using storytelling for the improvement of speaking and listening skills on young learners in a kindergarten in Bogotá. Observations were taken under different perspectives (researcher's ad students) that were later interpreted and analyzed.

The procedures that we used to organize the data were coding and grouping the codes to find common patterns to propose pre-categories. After the completion of collection of the information, the procedures that were followed for the definition of the categories were:

1. Analysis of the information collected through the application of the three instruments.
2. All the information obtained was organized.
3. Processing coding started by grouping the information to find common patterns and propose the categories.
4. After organizing the information, it was read several times in order to connect it with our research problem.

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5. When grouping the data, it was taken into account the most important information that allowed us to determine the learning improvement in both skills (listening and speaking)

At the end, and as a result of the analysis of the data, 2 different categories emerged (aligned with the research question) that allowed to go deeper in the construction of arguments that facilitate the reader to understand the scope of this study.

**Research question:** What is the impact of using storytelling to improve speaking and listening skills on young learners of a kindergarten in Bogota?

**Category 1.** Speaking improvement through storytelling.

**Category 2.** Listening improvements through storytelling.

### **Category1. Speaking improvement through storytelling**

The methodology used for the improvement of speaking skills was storytelling, a teaching strategy that allowed students to be able to understand and retell the story with their own language development. Although, many YLS had trouble being afraid of making mistakes, in spite of that fact, children were able to improve their speaking skills; that final outcome was demonstrated at the moment at which they had to retell the stories.

#### **Excerpt 1**

*“a child said in English, my mother has a plant, then, in his mother tongue, he said when there is plenty of sunshine she gives water to the plant every day but when it rains she does not give water to the plant, she leaves the plant drink water*

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*that falls from the sky". (Taken from Journal 1, the apple tree in my garden)*

### **Excerpt 2**

*In their mother tongue children said "I have a winter coat of the Smurfs, when it rains my mother told me to wear my coat, another girl said mine is pink, and a child said when it's sunny I go to ride bicycle with my father (Taken from Checklist -The apple tree in my garden)*

### **Excerpt 3**

*Hay flores, cuando hay sol(sun), puedo salir a jugar.*

*Yo tengo botas para el invierno (winter).*

*Me gusta la lluvia(rain)Kids will love the seasons, some said the birds cantan, los jardines tienen muchas flores(flowers)*

*(Taken from Sociometry - The apple tree in my garden)*

With the previous examples we could confirm that students were putting into practice the words that they learned from the story like; mother, plant, water, drink, sky. With this, we could analyze that the lack of vocabulary does not allow them to integrate and consistently understand textual information in a second language, but, at the same time, we have confirmed what Harmer, (2007) affirms when he mentions that one benefit of storytelling is that students can recognize many words when using it.

Other of our findings was the fact that students used language according to their knowledge with communication purposes. With this we reaffirmed what Harmer, (2007) says regarding the fact that human beings need to communicate and express what they feel at certain

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times. The children in this exercise could express their ideas in their mother tongue, but using some words in English that they had learned. They could speak without fear, and showing confidence in them. They were able to use short sentences in English, while their process was guided. In that way, they could complete their sentences and additionally to share them with others. The following excerpts provide evidence about how some responses given by the students associated the use of language and their personal experiences.

### **Excerpt 1**

*“Then, we play the song called “parts of the body” YLs were able to make the relationship between the vocabulary in the song and the vocabulary in the story. The song was played three times, whenever they listened to a specific word they use their body language to express what they were listening to, for instance, when they heard “eyes” they blinked their eyes, and when they heard “nose” they put their finger in their nose. They did the same actions with all the body parts. (Taken from Journal 1 My five senses)*

### **Excerpt 2**

*“Siii, el cuento es sobre la familia, the mother the father, the brother, the sister y the grandmother” (Taken from Sociometry Hippo Learns to help)*

### **Excerpt 3**

*“Through the use of storytelling, the role of the teachers, using body language and different tone of voice it was possible that YL infers the meaning of what they were listening to.” (Taken from Checklist – Feeling with Ian)*



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It is important to recognize the improvement of student's pronunciation, since they listened to a word several times and they had the possibility to memorize/drill it. When they were trying to repeat it, they could return to listen to again and self-correct some aspects related to pronunciation. In some manner it was an unconscious action, but they do it by themselves.

Also, by listening to songs students felt part of each story; the songs allowed YLs to focus on their pronunciation and understanding of the English language's rhythm and tone, that according to Kanel (1997) is an advantage that improves listening comprehension, and develops better pronunciation. The inclusion of songs in the development of the activities was considered because they could engage students into authentic language.

### Excerpt 1

| Speaking             | Yes | No  |
|----------------------|-----|---|
| - Good pronunciation | x   | The children started to touch things with their hands, then they started to smell to their classmate who was in their side and they ate a candy that had in their hands, repeating what they were doing "I can smell" " I can taste" " I can touch" with a good pronunciation |

(Taken from Checklist – My five senses)



### Excerpt 2

*“The children with mimicry showed their favorite animal, for example a child barked like a puppy another child sang like a rooster, another child jumped like a rabbit and they identified which animal they had chosen, then they repeated the name of the animal several times in English. Perro - dog, Gallo -rooster, Conejo- rabbit.”*(Taken from

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Journal 1 Little Red Hen)

**Excerpt 3**

| <i>Question</i>      |  |  | <i>Comments</i>   |
|----------------------|---|---|---|
| Do you like to sing? | 0%  | 100%  | Yes, is nice. Cuando escucho canciones me gusta bailar y repetir lo que escucho. “ I love sing” |

(Taken from Sociometry The apple tree in my garden apple)

Moreover with above examples , another aspect that was visible along the study that showed relation with Harmer , (2007) was the fact that in face to face interaction the speaker can use a whole range of facial expressions, gestures and in general body language to help to convey the message. By using body language in the storytelling sessions YLs were able to understand in a clearly way the stories, also they used many expressions that implied their thoughts in context, through this exercise YLs also had the opportunity to associate what happened in the story with their activities related to their daily life, giving them the opportunity to practice speaking skills.

**Excerpt 1**

*“Children explained their posters by making use of the sentences worked and learned in the stories”.* (Taken from Journal 2. The apple tree in my garden)

**Excerpt 2**

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*“Si, si. Is nice, los osos son muy tiernos. Student said, in my room tengo two bears , other student said, “ cuando yo naci me regalaron un bear, each student stated to make comments like, my bear es Moni, my bear is Brown, he is Tony. ( Taken from Sociometry – Goldilocks and the three bears)*

### Excerpt 3

| Speaking                         | Yes      | No |  |
|----------------------------------|----------|----|--|
| - <i>Uses classroom language</i> | <i>x</i> |    | <i>Most of the children said that with their eyes, they could see everything and there were very nice things, a child said he could see many birds, butterflies, flowers when he visits his grandmother because she has a House in the field and her hands because she could pick up chickens and pick up the eggs from the chicken coop with her grandfather,</i> |

(Taken from Checklist My five senses)

Furthermore with previous examples and according to Carnegie, (2011) one of the ways to improve speech is to do it loudly, based on this and even when YLs were shy at first and they did not speak aloud, children present their posters, by forming short phrases, others, said some English words, but finally they got confidence and they improved not only their speaking skills, but also they could work on their tone of voice.

Children used the images, as a way to connect them with the meaning of the word, this strategy helped them, to remember easily and to improve their speaking skills, in this way they inferred the meaning and continue with the explanation. Through this activity they were not only using the pictures to learn new words, but also to remember them.

### Excerpt 1

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*I like bears a lot, I have many bears in my room, my dad gave me a big one when I was born.*" (Taken from Journal 1 Goldilocks and the three bears)

### **Excerpt 2**

*"Yes. Smell, sight, hearing, taste, touch"* (Taken from Sociometry - My five senses)

### **Excerpt 3**

*Most of the students participate in oral activities. While they prepared, we went back to reading the story and reminding them that chicks had helped the hen. One girl said I want to be a chick to help bake cookies,* (Taken from Checklist –Little red hen)

With the previous examples YLS were able to demonstrate their self-confidence, security and property when they answered the questions. Harmer (2007) when speaking, we construct words and phrases with individual sounds, and we also use pitch change, intonation, and stress to convey different meanings.

In accordance to this affirmation it is possible to say that YLS need an appropriate environment in which they could feel comfortable. Taking into account the activities developed in each of the classes, it was possible to observe the stimulation that storybook brought to YLS through storytelling, creating in the children the desire to continue listening, or retelling stories in their own words. YLS who listen to stories had the opportunity to know many new words, in relation to the above, it is important to emphasize that the storytelling is a communicative act: since children can express their opinions, change the end of the story and elaborate their own

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story. Learning in children is noticed when children talk about their experiences and can be evidenced through participation in different activities, through which a constructive mental activity is promoted. Another aspect to take into account, with these activities students increased their vocabulary and they felt calm and confident to interact with each other and with the teacher. Not only did they participate more often, but they also tried to use the new words learned and speak in English, even though their English was not fluent.

### **Category2. Listening improvements through storytelling**

Based on the first observation and before the pedagogical implementation, students had difficulties because of their limited listening skills, one of the reasons of such limitations is probably regarding to the limited time given for the English classes which were 15 minutes per week and the methodology used to teach English in this kindergarten.

Based on the initial, up to the final situation it was possible to determine the listening improvement that young learners had. At the beginning of the pedagogical implementation YLS were not able to follow instructions, to follow classroom commands, something which is relevant for the study but, somehow it represent a listening improvement when at the end of the study they were able to do that.

In this category we will show some samples/excerpts that provide evidence about the improvement of listening skills throughout storytelling which includes supporting audiovisual material in which it was possible to determine that listening skills were improved.

#### **Excerpt 1:**

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|                                      |                                     |                  |   |
|--------------------------------------|-------------------------------------|------------------|---|
| <p>- <i>Follows instructions</i></p> | <p><i>Yes</i><br/><br/><i>x</i></p> | <p><i>No</i></p> | <p><i>As young learners has short attention spans, it was difficult to make them to follow instructions, but once it was possible to catch their attention YL focused on what teachers were asking for, so they listened carefully to accomplished the instruction.</i></p> |
|--------------------------------------|-------------------------------------|------------------|---|

*(Taken from checklist hippo learns to help)*

**Excerpt 2:**

*“Learners understand the whole message from the story and answer positively whenever the teacher ask for specific information” (Taken from teaching journal hippo learns to help).*

**Excerpt 3:**

| <i>Listening</i>   | <i>Yes</i>      | <i>No</i> |   |
|--|-----------------|-----------|---|
| <p><i>-Shows global understanding when a story is read aloud</i></p> | <p><i>x</i></p> |           | <p><i>It was possible to observe that YL were able to understand the general context of the story, they listen carefully for specific information and they try to use foreign language to try to communicate with the teacher and partners, and occasionally they got distracted.</i></p> |

*(Taken from Check-list Hippo Learns to help)*

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Other of our findings was the fact that students use language according to their purpose and according to these excerpts is evidenced that storybooks develop children's learning strategies such as listening for general meaning, and listening for specific purposes. In particular, they can develop the child's listening skills through songs. YLs were able to use songs that stimulate positive associations between the story and the song itself. When YLs sang it provides opportunities to listen in English in a useful way, as reviewing the vocabulary not only in the song, but also in the story.

Guessing and asking games into storytelling session were extra activities that helped to improve YLs level and listening skills; this was possible because guessing and asking are activities that can be applied when teaching through storytelling.

According to Ocak (2012) listening activities help learners to make an effort to listen in detail in order to provide a positive answer, it also provides multiple opportunities to the learners to participate without being afraid of making mistakes.

Listening activities combined with games give learners much more opportunities to practice the language, for instance, when YLs participate in guessing and asking games the focus was regarding listening for specific information, in this way they were building their listening skills.

### **Excerpt 1**

|                  |          |    |   |
|------------------|----------|----|---|
| - Infers meaning | Yes<br>x | No | The role of the teachers played an important role, by using body language and different |
|------------------|----------|----|---|

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|  |  |  |  |
|--|--|--|--|
|  |  |  | tone of voice it was possible that YL infers the meaning of what they were listening to. |
|--|--|--|--|



*(Taken from checklist feeling with Ian)*

### Excerpt 2

|   |                 |           |   |
|---|-----------------|-----------|---|
| <i>Listening for specific information</i> | <i>Yes</i><br>x | <i>No</i> | <i>“Teacher was expressing feelings through body language, while doing that she gave 3 different options. (Angry, happy, sad) YLs were in charge to listen carefully and identify the feeling that the teacher was expressing. Once they identify the feeling, they had to express by themselves the feeling”</i> |
|---|-----------------|-----------|---|

*(Taken from checklist feeling with Ian)*

### Excerpt 3

| <i>Question</i>               |  |  | <i>Comments</i>   |
|-------------------------------|---|---|---|
| <i>Do you like the story?</i> | 100%  | 0   | Yes   |
| <i>Did you like the song?</i> | 100%  | 0   | “Oh, the Little Red Hen<br>Was asking all her friends<br>"Who will help me plant my grain?"<br>"Not I," said the dog. |



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|  |      |   |  |
|--|------|---|--|
|  |      |   | "Not I," said the cat."<br>(Immediately they started to sing )   |
| <i>Did you understand the story</i>      | 100% | 0 | <i>"Si la gallina encontró las semillas y las planto ..."</i><br>(YLS start to tell the story using their mother tongue) |
| <i>what did you learn from the story</i> | 100% | 0 | Animals, dog, cat, duck, hen.  |

*(Taken from sociometry little red hen)*

Other of our findings was the fact that students use language according to their purpose, accordingly with this set of excerpts, it is possible to say that they are strongly related with each other, because they provide evidence of the listening improvement of young learners by using storytelling as a teaching methodology with the support of songs and games.

Storytelling gives the learner a new opportunity and perspective of learning a foreign language by doing things they like and enjoy, and as focusing on pronunciation we can monitor YLS listening improvement by making them to repeat not just specific words but oral sentences that they were able to listen first and then practice.

By listening to specific information, they were able to recognize words in context. It was possible to determine the listening improvement by the questions that were asked to YLS, these questions allowed us as researchers to check their understanding, to monitor their listening process, and to get an assertive response about what they listened to.

Furthermore, Medina (2002) affirms that the main advantage of using songs when teaching storytelling is the listening experience they bring to students and the relaxed atmosphere

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they create in a class. The more relaxed the students are, the more receptive to learning they are. In addition, through listening activities as songs, learners are exposed to authentic listening examples of the foreign language. It was necessary to use songs with enough repetitions when a story was told aloud.

We come up with the use of drilling and repetition while teaching English through storytelling, furthermore through drilling and the illustrations into the book it was possible to determine that YLS demonstrate the understanding of the story, even though they were predicting what was coming next.

On the other hand, the use of games when teaching through storytelling is another idea which support the category, as it was presented in the excerpt (lesson plan feeling with Ian) in which the guessing and asking game was applied. This type of activities not only helped to improve listening skills but also peaking skills.

### **Excerpt 1**

*We worked many times the vocabulary that we would like them to learn from the story, then we played a song which was related to the topic “Animals” while learning the song, YLS by their own started to perform the animal, for example, if they listened to “lion” they made a characteristic sound that represent the lions.*

*(Taken from little red hen Journal 2)*

### **Excerpt 2**

|           |     |    |   |
|-----------|-----|----|---|
| Listening | Yes | No | <i>YLS listened for specific information in this case</i> |
|-----------|-----|----|---|

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|                                    |            |           |  |
|------------------------------------|------------|-----------|--|
| for specific information           | <i>x</i>   |           | <i>animal's vocabulary they answered positively whenever the teacher asked "what is this animal?" "what is your favorite animal?" and so on.</i>   |
| <i>Recognizes words in context</i> | <i>Yes</i> | <i>No</i> | <i>While the story was told they were able to recognize the animals into the story, pointing out the book and telling aloud "that is the Lion"</i> |

*(Taken from checklist little red hen)*

Other of our findings is regarding to sugar's affirmations when he explains:

*Teaching today has changed a lot over the past years. Once it was all about learners being passive and listening in the classroom, but today learners are usually much more active in the classroom, and what better way to be active listener than by playing games (Sugar, S.2007.p. 3).*

In agreement with Sugar YLs are active and participatory when playing games and learning a foreign language, especially when they are building their listening skills, in today's teaching practices. In our experience in the pedagogical implementation we come up with YLs need to be exposed to English in a variety of situations, and storytelling absolutely expose the learner to this situations, YLs also need to have a real exposure of the language when improving their listening skills.

Analyzing the excerpts, students have demonstrated an improvement on the listening skill, they have shown that they are able to recognize specific words in context while telling

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stories through storytelling; they have practiced their pronunciation through different games that improved their listening skills.

Finally, both categories gave support to the research question because through the excerpts as evidence it can be explained the results of the implementation of storytelling and the listening improvement they had. We establish a closely relationship between the stories that were told and the perception of YLS about the story they listened to for the improvement of both skills.

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## **Chapter Six: Conclusions**

This chapter presents the findings of the study carried out with 25 YLS from a kindergarten in Bogotá, in relation to the improvement of the listening and speaking skills through the implementation of storytelling as a teaching methodology. Furthermore, the limitations throughout the implementation phase for further pedagogical and research practice are also presented.

Taking into account the research question, what is the effect of using storytelling with young learners in a kindergarten in Bogotá? We can assert that the target group of students has improved two of the main language skills, speaking, and listening skills, by comprehending specific storybooks which constitute important input sources in the learning of English as a foreign language.

In order to answer the research question, two categories were proposed, the first one was set as listening improvements through audio visual material and second category was speaking improvement through audio visual material, handmade material, and flashcards.

Regarding both categories, and according to our experience in this research project, we can assert that storytelling in class has been a valuable teaching tool for us as researchers. It is important to mention that, students developed an improvement not only in listening and speaking skills, but also they demonstrate an improvement in other language areas that were not considered at the beginning of this research experience. For instance, based on the findings, students do not only improve vocabulary and language patterns that were used in the stories, but also by storytelling it was possible to catch YLS interest, attention, and motivation when learning

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English as a foreign language.

Listening and speaking skills improvement was reached because language strategies were incorporated. Storytelling helps to reach the goal of the research project in the way that it embraces not only the action to tell the story but also applying games and songs as a part of a dynamic and complete process of learning.

Another positive aspect to be mentioned in relation with this methodology was that through storytelling YLS, learned the importance of working as a team, they were organized in groups having the opportunity to share with each other the stories. According to Coyle, Hood & Marsh (2010), the purpose to generate an interactive classroom is to facilitate opportunities for group work where, students are permanently questioning and solving situations.

In agreement with this author, YLS work in groups and they were relating their own experiences, building their own stories, using vocabulary and expressions worked in class, allowing them to come to a feeling of self-confidence to express their ideas through storytelling.

Some of the findings that we could observe are the difference between storytelling and reading the tales, since with storytelling and the use of images, videos, songs and other tools children could remember more details about each one of the stories.

In summary, the findings indicate that storytelling can contribute to learning a foreign language in several ways. First, YLS learned and reinforce vocabulary; it could foster listening comprehension and oral production when children were able to express their own ideas in short sentences thinking creatively, also, they were able to listen for specific information and give an assertive response, finally their motivation and disposition about learning a foreign language increased.

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Based on the conclusions reached that showed the results of using storytelling in a kindergarten in Bogotá and the improvement of listening and speaking skills, the following section presents some pedagogical implications of this study.

### **Pedagogical Implications**

Based on the findings obtained from the pedagogical intervention, it is necessary to provide YLS with real opportunities to participate, practice and to interact in English, mostly when learning a foreign language. It is important to mention that every storytelling session YLS previous knowledge was taken into account, so based on that, we realized that students build their own learning by making the relationship of what they have learned in terms of what they already know, for that reason the material has to be carefully selected depending on what it is going to be taught, the content of the stories must contain educational purposes.

This research project could benefit other English programs, or teachers that build knowledge and learning through storytelling, the first thing to consider is that the material design must be easy to work with and understandable, it is important to mention that to do this; it might help the use of authentic material that takes into consideration YLS needs in terms of their English level and age.

In regards to the attitudes of YLS toward storytelling, it will be mentioned one of the storytelling principles that we considered important for the development of the research project. According to Ellis & Brewster (2002) stories are motivating, challenging and enjoyable they are able to stimulate positive attitudes towards the foreign language. Motivation and positive attitudes were possible because storytelling maintained YLS focused in the lesson, working actively and trying out new things.

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Finally and based on the improvement on listening and speaking skills, designing lesson plans are hard work and time consuming for teachers, so the researcher recommends the use of lesson plans templates that helps the teacher to guide the lessons in the directions of the area of interest or the area to improve.

### **Limitations of the Study**

In spite of the benefits that are found during this intervention we had problems with the time factor, since the classes were very short and we did not to finish the story in the same class, for that reason we worked a story twice. Other problem presented was regarding to group work, although it was interesting to share their knowledge and distribute tasks among themselves to achieve the objectives set. Some children expressed the unwillingness when working with others, but some others proposed their own ideas.

### **Further Research**

While this study focuses on improving listening and speaking skills, during the intervention it was observed that students in general are afraid to speak in English and therefore it is important to encourage the use of English in the classroom. Not only teacher-students, but also students-teacher and student-students.

After the pedagogical intervention, we have identified some fields of study that deserve special attention, especially for teaching English through storytelling in order to improve listening and speaking skills, one of them is to do research on how to teach English through storytelling, the different storytelling principles are also in consideration, it is important to mention that YLs can also improve or even develop other language skills through storytelling such as writing and reading.



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Finally, it is recommended exploring other different strategies to apply storytelling for the improvement of reading and writing skills, in the learning of a foreign language that could be applied in different English level of the students. It could be enriching to analyze how the implementation of storytelling fosters the learning of English as a foreign language in YLS.

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## **APPENDIXES**

### **Appendix 0: Diagnostic**

For the development of the study, we used the diagnostic in which it was possible to appreciate that the traditional methodology was applied in this kindergarten. English sessions were planned to teach YLS vocabulary, through videos and word repetition. Student's participation was limited; in other words this methodology did not provide to YLS real opportunities to participate into the sessions. The importance of improving listening and speaking skills raised from providing real opportunities of participation to the learners in which through the use of storytelling as methodological strategy to teach young learners, they could develop or improve those language skills (listening and speaking skills)

Another think to consider is the length of the classes, they were given 15 minutes per week in which they were not able to improve or develop other language skills. The time was not enough to incorporate other kind of activities that engage students into a foreign language.

### **Appendix 1: Consent form**

#### **FORMATO DE AUTORIZACIÓN PARA PADRES DE FAMILIA**

Estimados Padres de Familia: Reciban ustedes un cordial saludo.

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La presente, tiene como finalidad pedir su consentimiento para llevar a cabo el proceso de investigación llamado: Young learners learning English as a foreign language through Storytelling. Este proyecto investigativo estará a cargo de Adriana Quintana Parra, y Sandra Milena Martínez Gaviria estudiantes de la Licenciatura de Idioma Extranjero Inglés de la corporación Universitaria Minuto de Dios. Bajo la dirección y asesoría del docente \_\_\_\_\_ . Este proyecto será de gran beneficio para su hijo, ya que aprenderá inglés a través de una estrategia metodológica llamada “storytelling” para el desarrollo y mejoramiento de las habilidades de habla y escucha en inglés.

Cabe resaltar que los datos de sus hijos, y los resultados obtenidos en la investigación serán de total confidencialidad. Si está de acuerdo le solicitamos amablemente diligenciar los siguientes datos.

----- Yo  
\_\_\_\_\_ Identificado con cédula de ciudadanía  
\_\_\_\_\_ de \_\_\_\_\_ y padre del niño \_\_\_\_\_ del  
grado \_\_\_\_\_. Estoy de acuerdo en que mi hijo participe en el proyecto de investigación.

Firma: \_\_\_\_\_ C.C

## **Appendix 2: Lesson plan Hippo learns to help Lesson one (Pilotage)**

### **Aims**

- ) To read the story
- ) To introduce family members

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- ) To learn the ‘how is your family song’ to help memorize family members and practice pronunciation and rhythm.

### **Material**

- ) Flashcards with each member of the family
- ) For each YL: a copy of the family.
- ) The song “who are you”
- ) The greeting son “hello how are you”

### **Opening**

The teacher will teach YL the greeting song “Hello how are you” in order to establish the song as a routine, to promote responsibility, motivation and positive attitudes toward the lesson.

### **Opening song**

Hello, how are you? (x2)

How are you this morning (x2)

I am Fine.

### **Before storytelling**

Teacher will use eliciting to check prior knowledge. For instance, instead of giving information about the story, teacher will ask if anyone in the class can provide the vocabulary related to family members.

Once the teacher gets a response, the flashcard will be introduced. Each flashcard will

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provide the corresponding vocabulary related to family members, then YL will be ask to repeat the vocabulary, until they learn the correct pronunciation. For this stage it will be taken 10 minutes, presenting vocabulary and practicing vocabulary.

Then, the teacher will show YLs the cover page of the book “Hippo learns to help” pointing out each member of the family. YLs will be asked, ‘What is this? Then, T is going to tell to YLs that they are going to listen to a story about a family, represented by animals. The teacher will ask YLs, in their mother tongue if necessary, what are the members of their family?

### **During storytelling**

Teacher will start to read the story and she is going to use different tones of voice by focusing on the members of the family trying to find out what else YLs know about family members, during storytelling it is important to check understanding, the teacher will use the flash cards and ask YLs to repeat the vocabulary while it is being pointed.

While presenting the story teacher started to ask specific questions about the story, by pointing out each member, who is he? Who is she? Who are they? And the YL will expected output will be: she is the mother, he is the father, and they are the family. Teacher will continue reading the story until the end. (15 minutes will be spend in this stage)

### **After storytelling**

The teacher will revise vocabulary through a picture that YL will be asked to color, this in order to play the song while they are doing the activity, then YLs will be asked individually for the members of their, at the same time they will be practicing pronunciation.



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## **Song**

Sing the song “who is your family” so children can familiarize themselves with the melody. Teacher will invite children to join in, first saying and then singing the song, while singing, the teacher is going to present the flash cards. For instance: if the song says father in that specific moment the flashcard will be shown. Once confident, YLs will sing the song together.

- Who is your family? Who is your family?

My Family is my dad

- Who is your family? Who is your family?

My Family is my mom

- Who is your family? Who is your family?

My Family is my sister

- Who is your family? Who is your family?

My Family is my brother

- Who is your family? Who is your family?

My Family is my grand mother

- Who is your family? Who is your family?

My Family is my grandfather

## **Optional follow-up activities and closure**

In order to reinforce vocabulary and focus on listening and speaking skills, with the whole group, Teacher will show YLs different families and she will ask: ‘Who is he?’ Teach the reply, He is the father. The cards will be shown again and ask: ‘Is he the father?’ Encourage the reply, yes, it is! Or No, it isn’t! The teacher will spend 10 minutes in this activity

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At the end of the class the teacher will stick the flashcards on the board, ask YLs firstly, to look at the cards and pronounce them, then to close their eyes. The teacher will remove a card and ask: who's missing? YL will have enough time to answer (10 minutes for this activity)

### **Appendix 3: Journal 1 the apple tree in my garden**

The October 25 English class was conducted with children transition of Kindergarten "Mis Ositos de Pinar II", at 8:00 a.m. using as a learning storytelling. 25 children were in class, they were active and participatory children, and it was a group where you could work in a very dynamic way. They were united, although there were some children who didn't participate in group and get distracted very easily.

The goal of the class was to teach children identify the seasons. We started the class by asking the children if they knew the seasons, do you know seasons. How is the weather in each season, what clothing do you wear in summer, in winter, in autumn and spring? Then we write the name of the seasons on the black board summer, Winter, Spring and Autumn, and we began to give flashcards children with different objects, for example, sun, sea, beach, ice cream, scarf, gloves, snow, snowman, tree without leaves, yellow leaves, wind, hot chocolate, flowers, short, small birds, and they go ahead and put these flashcards in the corresponding season.

Some children did not wait their turn and we had to interrupt the activity and start again as they were disorganized, then started again and this time if it was done in order, three children didn't understand very well the exercise, then we let it pass the next child, they watched the other

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child, and they did the same. Some children mistook spring with summer and autumn with winter, and we explained again, what happened in spring, autumn, winter and summer, and they understood clearly and then, they could put the flashcard in the right place. We reviewed again by repeating each vocabulary word with the corresponding image.

Then we began to read the story, and we explained how the bear tending his apple tree in each season, a child said, in Spanish my mother has a plant, when there is plenty of sunshine, she gives water to the plant every day but when it rains she does not give water to the plant, she leaves the plant drink water that falls from the sky. But the boy said drink water in English, he remembered the verbs, he had learned, and then children applaud it because he remembered the verbs learned in a previous class. Other child said, teacher “sol” is sun. Teacher said, well, very well. Congratulations. Children were very happy and excited.

Then, we began to play Lottery, children wanted to play, they said that they played lottery at home lottery with their friends or with their siblings or parents. We formed 4 groups of children, each group had a different season, we gave the cartoons with images, and we began to draw cards at random and we said the name of the image at the same time kids repeated the name and children put the image in the cartoon. The group of children with the image screamed very happy, “we have it”, then we gave their card and the group showed the card and they repeated the name.

Children were very lively with activity; also they made comments associated with their daily routine. such as a child said “I have a winter coat of the Smurfs, when it rains my moon wears my coat, another girl was saying mine is pink, another child spoke my coat is the frozen or when we said the sun, a child said when it's sunny I go to ride bicycle with my father, every child

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associated their lives with what happens at the stations.

And so we drawing cards from the bag until you finish the first group, the group that worked in the summer season, won. And the other children continued until the children completed their posters. In this activity the children were very participatory, because they compared many things of their life with the story.

**Appendix 4: Checklist The apple tree in my garden**

|   | Yes | No |  |
|---|-----|----|--|
| Listening   |     |    |  |
| - Shows global understanding when a story is read aloud | x   |    | It was possible to observe that YLS were able to understand the general context of the story, they listen carefully for specific information and they try to use foreign language to try to communicate with the teacher and partners, but ones they get distracted it seems that they forgot what they already learned losing the focus and as a result of that misunderstanding of the whole classroom language. |
| - Listens for specific                                  | x   |    | Learners understand the whole  |

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|                                  |   |   |  |
|----------------------------------|---|---|--|
| information                      |   |   | message from the story and answer positively whenever the teacher ask for specific information   |
| - Predicts what comes next       | x |   | YLS make use of their imagination in order to guess what was coming next. Some of the learners add information promoting participation in class.   |
| - Infers meaning                 | x |   | Through the use of storytelling, the role of the teachers, using body language and different tone of voice it was possible that YLS infers the meaning of what they was listening.   |
| - Follows instructions           | x |   | As young learners has short attention spans it was difficult to make them to follow instructions, but once it was possible to catch their attention YLS focused on what teachers were asking for, and accomplished the instruction |
| - Recognizes words in context    | x |   |  |
| - Understands classroom language |   | x | In some moments of the class it was necessary the use of the mother tongue in order to make the message clearer.   |



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| Speaking  | Yes | No |  |
|---|-----|----|--|
| - Participates in storytelling sessions by repeating key vocabulary and phrases | x   |    | At the beginning of the session 25 students participate in storytelling sessions, until the date the 25 students continue participating in all the sessions.   |
| - Good pronunciation  | x   |    | In each session teacher promote good pronunciation and Yls surprisingly improve in each session  |
| - Participates in oral activities and tries to use new language.                | x   | x  | Most of the students participate in oral activities. They made comments associated with their daily routine. such as a child said <i>In their mother tongue children</i> said “I have a winter coat of the Smurfs, when it rains my mother told me to wear my coat, another girl said mine is pink, and a child said when it's sunny I go to ride bicycle with my father |
| - Uses classroom language   |     | x  | Through the learning activities it   |

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|  |  |   |
|--|--|---|
|  |  | <p>was possible that YL use the vocabulary and language learned in each session. a child said, in Spanish my mother has a plant, when there is plenty of sunshine, she gives water to the plant every day but when it rains she does not give water to the plant, she leaves the plant drink water that falls from the sky. But the boy said drink water in English, he remembered the verbs, he had learned. Other child said, teacher “sol” is sun.</p> <p>They remembered words learned.</p> |
|--|--|---|

**Appendix 5 : Sociometry the apple tree in my garden**

|          |   |   |          |
|----------|---|---|----------|
| Question |  |  | Comments |
|----------|---|---|----------|

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|                                 |      |    |   |
|---------------------------------|------|----|---|
| Do you like the story?          | 100% | 0% | Si mucho, Yes.  |
| How do you feel with the story? | 100% | 0% | happy,  |
| Do you like to sing?            | 100% | 0  | Yes, is nice.<br>I love the sing  |
| Did you understand the story    | 100% | 0  | Yes, otra vez.  |
| Do you like the seasons?        | 100% | 0  | Hay flowers, cuando hay sol(sun), puedo salir a jugar. Yo tengo botas para el invierno (winter). Me gusta la lluvia(rain)Kids will love the seasons, some said the birds cantan, los jardines tienen muchas flores(flowers) |

### Appendix 6: Journal my five senses

The November 9 English class was conducted with preschooler of Kindergarten Mis Ositos de Pinar II, at 8:00 a.m. using as a learning storytelling. 25 children were in class, they were active and participatory children, and it was a group where you could work in a very dynamic way. They were united, although there were some children who didn't participate in group and get distracted very easily.



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The goal of the class was to teach children identify the senses. We arrived very punctual, like the children, we waved hand and some of the children with kiss on the cheek. We sang our greeting song “Hello How are you” and then everyone sat at their desk.

Then we revised vocabulary about the senses, and the body parts, we showed the arm and repeated in English arm and so we did with each of the body parts. And when we showed the nose we told them children that what can I do with my nose? And they responded to smell, a child could smell the flowers, smell the food that my mom prepares, then with the mouth, what can I do with the mouth? taste, I taste different food; said a girl, another girl said I can taste the flavors of the ice cream and a child said “chocolate”, he said I love chocolate ice cream. Then we asked what can I do with my ear? and they answered to listen, a child said I can hear the alarm on my cell phone when I have to wake up to come to school and another girl said I can listen to music and again we asked what can I do with my Eyes?, and they said we can see, watch television, watch my toys, see the planes said a boy, because he liked the planes and again we asked what can I do with our hands?, play they said and a girl said my mom plays Piano and I can play the piano, another said I can play my dolls. And we taught the different parts of the body, we touched our feet and repeated the word feet and then we asked again to know if the children remembered, so we did with all parts of the body.

Then we formed three rows of 8 children and one of nine to play the broken phone. The phrases were:

) I can smell the flowers with my nose.

) With my hands I can make puzzles.

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) With my ears I can hear the doorbell

We explained the game of the broken phone, most of the children already knew it but they said that it was very difficult in English, we told them that it was not, it is the same thing, that they should speak, clear, and they should be concentrate to hear the message well, we told the phrases to the first children in each row and showed them on a flashcard with the image, they were all excited and anxious to win. In the first round won row number three and a child in the second row became angry because his partner didn't speak well and he didn't understand. Then we did another round of play and we changed the angry child into another row and that row won where the child was. The boy ended up very happy the game.

In the second game we worked the parts of body, each row had three names.

) Arm, leg, head

) Hand, knee, foot

) Neck, fingers, nose

After having worked on vocabulary, the children began to observe the book on the television, while they watched, we read the story. When we name some part of the body, the children repeated the word and we showed it again on the television. In the moments of repetition the image stopped. The children were very aware of the comic and we told them, a child please show us your legs in English and they understood us, then Other girl where your nose is, and she pointed it and so everyone showed their body parts, and they repeated the words in their mother tongue they said how they used some parts of the body, arms, legs, neck. The five senses, they said them in English.

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Then we put the song parts of the body where the children sang and showed the body parts. With palms and sounds, they represented the song, we repeated it three times they liked it very much, when the song said eyes they blinked, nose with the tip of the finger showed its nose, and so every one of the body parts. They loved it and everyone was dancing at the end.

Then we made small groups of 5 children and each chose a sense and a part of the body. And with our help, they did phrases, the first group said "with my legs I can run", the other group said "with my nose I can smell nature", the third group said "with my ears I can hear the birds sing", the fourth group said "with my hands I can do Cookies" and the fifth and last group said "with my feet I can dance" and so they completed their sentences and told the other children. The children in this exercise worked very quietly and had many ideas.

To finish we gave the children flashcards in white. In each group, they created their own comic strip, the children worked listening to the song again and they distributed the flashcards each one made a drawing according to the cartoon that they were invented. One of the groups made a story in a park and they said they could do each character in the story, for example the girl who had a tape recorder and listened to music, another child feeding the pigeons with their hands, a lady selling ice cream and so, they said that part of the body to do different things, they spoke in their mother tongue but the body part they said in English, some children were forgotten but the other children helped.

## **Appendix 7: Sociometry Hippo Learns to Help**

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| Question                           |  |  | Comments   |
|------------------------------------|---|---|--|
| Do you like the story?             | 100%  | 0   | “Siii, el cuento es sobre la familia, the mother the father, the brother, the sister y the grandmother ” |
| How do you fell with the story?    | 100%  | 0   | (YLS did not answer the questions so teacher asked them good? happy? sad? ) Young learners said, Good.   |
| Did you like the song?             | 100%  | 0   | “No me acuerdo de la canción”  |
| What did you learn about the story | 100%  | 0   | Family members, the mother, the father, the sister, the brother.   |
| Do you like puppets?               | 100%  | 0   | My puppets is my Father  |

### Appendix 8: Checklist Feeling with Ian

*“Through the use of storytelling, the role of the teachers, using body language and different tone of voice it was possible that YL infers the meaning of what they were listening to.”*

| Listening   | Yes | No |   |
|---|-----|----|---|
| Shows global understanding when a story is read aloud | x   |    | It was possible to observed that YLS were able to understand the general context of the story, they listen carefully for specific |

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|   |          |  |
|---|----------|--|
|   |          | <p>information and they try to use foreign language to try to communicate with the teacher and partners, but ones they get distracted it seems that they forgot what they already learned losing the focus and as a result of that misunderstanding of the whole classroom language.</p>   |
| <p>Listens for specific information</p> | <p>x</p> | <p>Then they were waiting to see how their teacher would show movements such feelings. sad, happy, worried, excited, scared, when we show the feeling of frightened children were frightened to see the reaction we had to show them how was a scared person. They laughed all the time, they were fun, they liked the activity and they shouted “again” “again” and this helped them to learn very easily to identify feelings. They learned their pronunciation.</p> |
| <p>Predicts what comes next</p>         | <p>x</p> | <p>YLs make use of their imagination in order to guess what was coming next. Some of the learners add information promoting participation in class.</p>  |

YLs learning English through storytelling.

|                                |   |   |  |
|--------------------------------|---|---|--|
| Infers meaning                 | x |   | “Through the use of storytelling, the role of the teachers, using body language and different tone of voice it was possible that YL infers the meaning of what they were listening to.”  |
| Follows instructions           | x |   | As young learners has short attention spans it was difficult to make them to follow instructions, but once it was possible to catch their attention YLs focused on what teachers were asking for, and accomplished the instruction |
| Recognizes words in context    | x |   |  |
| Understands classroom language |   | x | In some moments of the class it was necessary the use of the mother tongue in order to make the message clearer  |

| Speaking  | Yes | No |  |
|---|-----|----|--|
| - Participates in storytelling sessions by repeating key vocabulary and phrases | x   |    | At the beginning of the session 25 students participate in storytelling sessions, until the date the 25 students continue participating in all the sessions. |
| - Good pronunciation  | x   |    | In each session teacher promote good   |

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|   |   |   |   |
|---|---|---|---|
|   |   |   | pronunciation and YLS surprisingly improve in each session  |
| - Participates in oral activities and tries to use new language | x | x | Teacher asked children how they felt, are they happy, except for a girl who was crying, asked why are you sad, and they told us that the mother had left her alone, we began to show images and she began to repeat the adjectives, sad, happy, angry and so on, until you forgot and joined the group. |
| - Uses classroom language                                       |   | x | Through the learning activities it was possible that YL use the vocabulary and language learned in each session   |

**Appendix 9: Checklist my five senses**

| Listening   | Yes | No |   |
|---|-----|----|---|
| - Shows global understanding when a story is read aloud | x   |    | It was possible to observe that YLS were able to understand the general context of the story, they listened carefully for specific information and they tried to use foreign language to try to communicate |

YLS learning English through storytelling.

|                                    |   |  |  |
|------------------------------------|---|--|--|
|                                    |   |  | with the teacher and partners, but ones they get distracted it seems that they forgot what they already learned losing the focus and as a result of that misunderstanding of the whole classroom language.   |
| - Listens for specific information | x |  | Learners understand the whole message from the story and answer positively whenever the teacher asked for specific information. YLS concentrated on the senses and the body parts; they were very attentive to repeat the word and they said what can do with the nose, eyes, mouth, hands and ears. |
| - Predicts what comes next         | x |  | YLS make use of their imagination in order to guess what was coming next. Some of the learners add information promoting participation in class.   |
| - Infers meaning                   | x |  | Through the use of storytelling, the role of the teachers, using body language and different tone of voice it was possible that YLS infers the meaning of what they was listening.   |



YLs learning English through storytelling.

|                                  |   |   |  |
|----------------------------------|---|---|--|
| - Follows instructions           | x |   | YLs followed instructions very well in a game called actions, of the 25 children 20 children worked very well, they understood what was said but 5 of them did different things for example we said put your finger on your forehead and They put their finger on the knee, we repeated the activity several times and we showed them flashcards with images so they learned the parts of the body and then placed their fingers on the part of the body that we mentioned. At last all the children were following the instructions well. |
| - Recognizes words in context    | x |   |  |
| - Understands classroom language |   | x | In some moments of the class it was necessary the use of the mother tongue in order to make the message clearer.   |

| Speaking   | Yes | No |   |
|--|-----|----|---|
| - Participates in storytelling sessions by repeating key | x   |    | At the beginning of the session 25 students participate in storytelling sessions, until the |

YLS learning English through storytelling.

|   |   |   |   |
|---|---|---|---|
| vocabulary and phrases  |   |   | date the 25 students continue participating in all the sessions.  |
| - Good pronunciation  | x |   | In each session teacher promote good pronunciation and YL surprisingly improve in each session  |
| - Participates in oral activities and tries to use new language | x | x | In reference to the principles worked in that class, the children had a good attitude, they felt very well because they understood the subject, in addition some of them knew as it was said in English some parts of the body.   |
| - Uses classroom language                                       |   | x | Most of the children said that with their eyes, they could see everything and there were very nice things, a child said he could see many birds, butterflies, flowers when he visits his grandmother because she has a House in the field and her hands because she could pick up chickens and pick up the eggs from the chicken coop with her grandfather, |

**Appendix 10: Journal 1 Little Red Hen**

The November 1 English class was conducted with preschooler of Kindergarten Mis Ositos de Pinar II, at 9:00 a.m. using as a learning storytelling. 25 children were in class, they

YLS learning English through storytelling.

were active and participatory children, and it was a group where you could work in a very dynamic way. They were united, although there were some children who didn't participate in group and get distracted very easily.

The goal of the class was through the vocabulary about animals and different items used to make bread. The class began with the song Little Red Hen. In addition children know the importance of teamwork, they learned how help others in their work, to fulfill a goal, how the chicks helped the hen. The class began with a game where children had to associate the image with the word, some children knew some animals and others no, the idea was to try to learn by looking at the pictures, children knew some; dog, cat and hen, the others they did not know what they were, they began to guess and with our help, they could complete all animals. We worked many times the vocabulary that we would work in the story. In that way they learned the name of the other animals. Then we read the book "Little Red Hen" at the same time we were showing all the animals that appear in the story. We asked YL What animal is this?, What is your favorite animal? The children with mimicry showed their favorite animal, for example a child barked like a puppy another child sang like a rooster, another child jumped like a rabbit and they identified which animal they had chosen, then they repeated the name of the animal several times in English. Perro - Dog, Gallo -rooster, Conejos - Rabbit. After this activity, we gave a flashcard for children found corresponding partner and they put in a corresponding place in front of the word. Every child put in correct place, and all the time we repeated the vocabulary.

We worked many times the vocabulary that we would work in the story. In that way they learned the name of the other animals. Then we read the book "Little Red Hen" at the same time we were showing all the animals that appear in the story, and we asked them What animal is



YLs learning English through storytelling.

this?, What is your favorite animal? Children answered in their mother tongue, but the word of the animal they said in English. After this activity, we gave them a flashcard for children will look for the name of animal and they put in front of the word. Every child put in correct place, and all the time they repeated the vocabulary.

Then we did an activity with sounds. We divided the course into small groups. and we began the activity, we pronounced the name of animal and the group that had the flashcard, they made the mimic, children had so much fun making the animal sounds, so it was very easy them to remember the name of the animal, they associated the animals with the names very well.

We sang the song "little red hen," we repeat the song twice, with emphasis on the names of animals at the time of hearing Dog, we sang stronger, and so with the other names of animals, children listened attentively and then they repeated with us. At the same time we were showing them the card with the image of the animal so they could associate with what we were singing

### Appendix 11: Sociometry : The apple tree in my garden

| Question  |  |    | Comments   |
|--|---|----|--|
| Do you like the story?   | 100%  | 0  | Si mucho , Yes   |
| How do you feel with the story?  | 100%  | 0% | happy,   |
| Do you like the sing?  | 100%  | 0% | Yes, is nice. Cuando escucho canciones me gusta bailar y repetir lo que escucho. |

YLs learning English through storytelling.

|                              |      |   |  |
|------------------------------|------|---|--|
|                              |      |   | “I love the sing”  |
| Did you understand the story | 100% | 0 | Yes, otra vez.   |
| Do you like the seasons?     | 100% | 0 | Hay flowers, cuando hay sol (sun), puedo salir a jugar. Yo tengo botas para el invierno (winter). Me gusta la lluvia(rain)Kids will love the seasons, some said they. birds cantan, los jardines tienen muchas flores(flowers) |

### Appendix 12: Journal 2 The apple tree in my garden

The October 26 English class was conducted with preschooler of Kindergarten Mis Ositos de Pinar II, at 9:00 a.m. using as a learning storytelling. 25 children were in class, they were active and participatory children, and it was a group where you could work in a very dynamic way. They were united, although there were some children who didn't participate in group and get distracted very easily. Started the class with that song; we worked the exercise "I make music with my body." Children made different rhythms with their palms and their feet, some children danced with the song. Every children danced, they were happy with the song.

We divided the course into 4 groups for each group worked a season. We gave the material them to make the poster. While the children worked, they listened to the song. We explained them that they could make their poster to their liking and the only recommendation was put in the center place the apple tree that was read in the story and decorate according to the

YLs learning English through storytelling.

season corresponding to each.

All children worked excited, although there were some problems, because a child didn't want to cut and he wanted to pasted the image, he became angry and said " I do nothing", in Spanish. A girl didn't want to cut, because her mother not let she use scissors, she wanted to paste the image, then we talk to them and told them, you will work better with the clay and they agreed, in another group a girl pasted some images in the wrong place and the other child cried, then we changed their corrugated board and we gave them more images. We talk to them about respect, in mother tongue to they could understand us and they not fight, the group work the winter season, nobody fought all worked very calm. Finally they presented their posters and all were quiet. Children explained their posters in their mother tongue but the words learned in class, they said in English.

The principles mentioned and worked in the lesson were fulfilled, since children associated the story with real life, when they mentioned as their mom takes care of the plants, so that the activities that they perform when the day is sunny , or when there rain, and they participated actively in class because they liked the vocabulary worked, learned and memorized in class, furthermore the frequent repetition in time they went ahead and put these flashcard in the corresponding station and the Lotto game and when they worked their poster, they repeated the words learned.

### Appendix 13: Sociometry goldilocks and the three bears

|          |   |   |          |
|----------|---|---|----------|
| Question |  |  | Comments |
|----------|---|---|----------|



YLs learning English through storytelling.

|                                      |      |   |  |
|--------------------------------------|------|---|--|
|                                      |      |   |  |
| Do you like the story?               | 100% | 0 | “Si, si. Is nice, los osos son muy tiernos. Student said, in my room tengo two bears , other student said, “ cuando yo naci me regalaron un bear, each student stated to make comments like, my bear es Moni, my bear is Brown, he is Tony |
| How do you feel with the story?      | 100% | 0 | I am happy, Children answered in English.  |
| Do you know what it is to respect?   | 100% | 0 | Respect es no coger las cosas de los demàs, cuando voy donde mi grandmother she, no nos deja coger chocolates sin su permiso, other girl said “a veces cojo los chocolates sin Permiso de mi mother.                                       |
| Did you understand the story?        | 100% | 0 | Yes, is nice, yes I am happy, other children said es de los ositos bonitos.  |
| Did you learn the adjectives seen in | 100% | 0 | Yes. Este is small, este is large.   |

Yls learning English through storytelling.

|        |  |  |  |
|--------|--|--|--|
| class? |  |  |  |
|--------|--|--|--|

**Appendix 14: Sociometry my five senses**

| Question                                       |  |  | Comments  |
|--|---|---|---|
| Do you like the story?                         | 100%  | 0   | Yes, is nice.   |
| How do you feel with the story?                | 80%   | 20%   | I am happy, but other children said, no entendemos algunas partes como se dice. |
| Do you know what the senses are for?           | 100%  | 0   | Yes. Smell, sight, hearing, taste, touch.                                       |
| Did you understand the story                   | 100%  | 0   | Yes, tenemos 5 sentidos y podemos hacer muchas cosas.                           |
| Do you know the parts of your body in English? | 100%  | 0   | Yes, eyes, ear, nose, mouth, leg, arm, hand, foot.                              |

**Appendix 15: Checklist little red hen – 2nd November 2016**

| Listening                    | Yes | No |   |
|------------------------------|-----|----|---|
| - Shows global understanding | x   |    | It was possible to observed that Yls were |



YLS learning English through storytelling.

|   |          |  |
|---|----------|--|
| <p>when a story is read aloud</p>         |          | <p>able to understand the general context of the story, they listen carefully for specific information and they try to use foreign language to try to communicate with the teacher and partners, but ones they get distracted it seems that they forgot what they already learned losing the focus and as a result of that misunderstanding of the whole classroom language.</p> |
| <p>- Listens for specific information</p> | <p>x</p> | <p>Learners understand the whole message from the story and answer positively whenever the teacher ask for specific information</p>  |
| <p>- Predicts what comes next</p>         | <p>x</p> | <p>YLS make use of their imagination in order to guess what was coming next. Some of the learners add information promoting participation in class.</p>  |
| <p>- Infers meaning</p>                   | <p>x</p> | <p>Through the use of storytelling, the role of the teachers, using body language and different tone of voice it was possible that YLS infers the meaning of what they were listening.</p>   |

YLs learning English through storytelling.

|  |          |          |  |
|--|----------|----------|--|
| <ul style="list-style-type: none"> <li>- Follows instructions</li> </ul>           | <p>x</p> |          | <p>YLs focused on what teachers were asking for, and accomplished the instruction. For example, when they made the cookies, children followed the instructions. They were careful, they worked as a team, neither child had problems with the instructions, they all were organized and worked very nice; also they wanted to carry cookies for their mothers.</p> |
| <ul style="list-style-type: none"> <li>- Recognizes words in context</li> </ul>    | <p>x</p> |          |  |
| <ul style="list-style-type: none"> <li>- Understands classroom language</li> </ul> |          | <p>x</p> | <p>In some moments of the class it was necessary the use of the mother tongue in order to make the message clearer. For example It was required at the time of preparing the biscuits, but we used ingles with the ingredients so that they remembered.</p>  |

| Speaking  | Yes      | No |  |
|---|----------|----|--|
| <ul style="list-style-type: none"> <li>- Participates in storytelling sessions by repeating key vocabulary and phrases</li> </ul> | <p>x</p> |    | <p>When we mixed an ingredient we repeated the name and they could learn vocabulary.</p> |

YLs learning English through storytelling.

|   |   |   |  |
|---|---|---|--|
| - Good pronunciation  | x |   | In each session teacher promote good pronunciation and YL surprisingly improve in each session   |
| - Participates in oral activities and tries to use new language | x |   | Most of the students participate in oral activities. While they prepared, we went back to reading the story and reminding them that chicks had helped the hen. One girl said I want to be a chick to help bake cookies, another boy said if the dog is bad because he doesn't helped the hen, another boy said; but the cat too, then we asked them Do they want to be chicks or cats and all responded chicks, to make delicious cookies. |
| - Uses classroom language                                       |   | x | Through the learning activities it was possible that Yls use the vocabulary and language learned in each session   |

**Appendix 16: Journal Hippo Learns to help**

The September 26 English class was conducted with children transition of kindergarten Mis Ositos de Pinar II, at 9:00 a.m. using as a learning storytelling. 25 children were in class, they were active and participatory children, and it was a group where you could work in a very dynamic way. They were united, although there were some children who didn't participate in

YLs learning English through storytelling.

group and get distracted very easily.

The goal of the class was to teach children who make up a family and what each family member can do to help to Mom, when a new baby arrives. Children sat on mats and we showed the flashcards with family members. Identifying each new baby, mother, father, grandmother, siblings, sister, and brother. Each was given a copy where family members were and questions like who is he? Who is she? Who are they? Several families showed that they identify family members.

One of the children told us he had a new baby at home and helped his mom, and then we asked, the new baby is your brother? Very happy boy said yes. Another child said my brother is already big and so many answered they had brothers.

Then the teacher started to read the story, the children showed interest in the story, as it was the story of the hippo family, who had a new member in the family. In the classroom were three stories distributed in different places, so that everyone could watch. While we were reading the story, the children watched the images and pointed when the name of any member of the family was said. When teacher say, “father” one of the children said that he did not live with his father who separated from his mommy, then we asked if he had brothers and he replied that he had a sister and helped her mother to sing in the night for her to sleep.

Then, the excited children sang the song “Who is your family”, when the song appointed a member of the family, chose a teacher to one of the children to repeat the word dad and say the name of his father, and so the children repeated that song naming the members of his family. They like a lot, for this activity the children stood up to move to the rhythm of the song.

YLs learning English through storytelling.

After children passed to front it and they showed their flashcards and they said their family`s name. for example, my dad is john my mom is Dora, I have a brother, my brother is Cesar and everyone presented their family, there were children who spoke very quietly, other children did not listen, some children screamed, others felt fear or shame. We asked some children How is the name of Sebastian`s father? To see if they were paying attention to what they said the other children, some children said but others didn`t know.

The previous topic, the family, we asked, if they helped their mother when a new baby arrives at home? We put the song “Who is your family” for children to work their craft is placed. We organized children groups, she gave material and children were very excited, asked many things, what is a puppet? Then we showed some examples, and asked each, with who do you like to be at home? And why? According to their answer, they did their puppet

At first they were very organized, but some children ended before the others and began to disorder and they played with puppet, we handed over the material to two children ended very fast, and they do another puppet, while she helped the children not they had finished. Then children presented their puppet and they said who was he? /she? And why had chosen that family member. Many children chose mama they said they were more time with her, others said my grandmother, because she lived with them.

**Appendix 17: Checklist Hippo learns to help**

|           | Yes | No |  |
|-----------|-----|----|--|
| Listening |     |    |  |

YLs learning English through storytelling.

|   |   |  |
|---|---|--|
| Shows global understanding when a story is read aloud | x | It was possible to observe that YLs were able to understand the general context of the story, they listen carefully for specific information and they try to use foreign language to try to communicate with the teacher and partners, but ones they get distracted it seems that they forgot what they already learned losing the focus and as a result of that misunderstanding of the whole classroom language. |
| Listens for specific information                      | x | Learners understand the whole message from the story and answer positively whenever the teacher ask for specific information   |
| Predicts what comes next                              | x | YLs make use of their imagination in order to guess what was coming next. Some of the learners add information promoting participation in class.   |
| Infers meaning  | x | Through the use of storytelling, the role of the teachers, using body language and different tone of voice it was possible that YLs infers the meaning of what they was  |

YLs learning English through storytelling.

|                                |   |   |  |
|--------------------------------|---|---|--|
|                                |   |   | listening.   |
| Follows instructions           | x |   | As young learners has short attention spans it was difficult to make them to follow instructions, but once it was possible to catch their attention YLs focused on what teachers were asking for, and accomplished the instruction |
| Recognizes words in context    | x |   | YLs were able to recognize specific words in the story   |
| Understands classroom language |   | x | In some moments of the class it was necessary the use of the mother tongue in order to make the message clearer  |

| Speaking  | Yes | No |  |
|---|-----|----|--|
| - Participates in storytelling sessions by repeating key vocabulary and phrases | x   |    | At the beginning of the session 25 students participate in storytelling sessions, until the date the 25 students continue participating in all the sessions. |
| - Good pronunciation  | x   |    | In each session teacher promote good pronunciation and YLs surprisingly improve in each session  |
| - Participates in oral activities   | x   | x  | Most of the students participate in oral   |

YLS learning English through storytelling.

|                               |  |   |  |
|-------------------------------|--|---|--|
| and tries to use new language |  |   | activities but the 2% of YLS were afraid and just keep in silence.   |
| - Uses classroom language     |  | x | Through the learning activities it was possible that YLS use the vocabulary and language learned in each session |

### Appendix 18: Lesson Feeling with Ian

#### Aims

- ) To listen for specific information.
- ) To check comprehension.

#### Learning Objectives

- ) To identify feelings from the history.
- ) To use adjectives to describe how YL feel about the history.

#### Material

- ) TV
- ) Online book

#### Opening

As a routine, all the participants including the teacher are going to sing the “Hello, how are you” song. Then the teacher will tell YL that today’s book is about feelings. The teacher will ask YL if they know, what is the meaning of a feeling? Teacher and YLS will have a small talk about it, sharing different opinions, perceptions and knowledge



YLS learning English through storytelling.

### **Before storytelling**

Teacher will start by making a representation about feelings using body language and YL have to guess how the teacher is feeling. They can express themselves in their mother tongue if necessary. Followed by the participation of young learners, 5 participants will be selected to make the representation of a feeling designed for the teacher.

### **During storytelling**

Teacher will use eliciting to follow with the activities. For instance Instead of giving the vocabulary, teacher first will ask if anyone in the class can provide the vocabulary about feelings. Once the teacher get a response she is going to present the book, and re-tell YL that today's book is about feelings.

Once the book is on the TV the teacher will start to tell the story using different tone of voices and body language pointing on the TV the different feelings represented by Ian and then the teacher will ask the YL learners How does Ian feels ? Teaching the reply Ian is Sad, Ian is Happy Etc. T will spend for about 15 minutes doing this activity

At the end of the story the teacher is going to start making some specific questions, and teacher will ask to repeat the questions after she finished, encouraging correct pronunciation. Do you feel happy like Ian? Do you feel angry like Ian? Do you feel excited like Ian? Do you feel sad like Ian? Teaching the reply Yes, I do or No I don't. Teacher will spend 10 minutes in this activity

### **After storytelling**

In order to check comprehension the teacher will ask YL to re-tell the story, depending on the number of students that wants to participate the teacher will give the opportunity to each one.

YLS learning English through storytelling.

The young learners selected have to go in front of the group and tell the other learners what they understood. The T will spend at least 20 minutes in this activity

### Closure - Guessing and asking

Before starting with this activity the teacher will teach YL the structure do you feel \_\_\_\_\_? In order to make them participate in the guessing and asking game. Then one student thinks of an adjective going in front of the class (they can choose any feeling learned) everyone takes turns asking yes/no questions until some ones can guess correctly.

For instance: any student asks Paola do you feel sad? Do you feel happy? Do you feel angry? Etc. If someone makes a mistake in forming the question, other students can help to ask. Finally the T will spend 15 minutes in this activity

### References

Feeling with Ian, Terry W. Foster Illustrated by Allison Durbin. Story jumper 20015

### Appendix 19: Sociometry Little Red Hen



| Question               |      |   | Comments             |
|------------------------|------|---|----------------------|
| Do you like the story? | 100% | 0 | “Siii, Si me gusto ” |

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|                                 |      |   |  |
|---------------------------------|------|---|--|
| How do you feel with the story? | 100% | 0 | Happy  |
| Did you like the song?          | 100% | 0 | <p>“Si, oh, the Little Red Hen</p> <p>Was asking all her friends</p> <p>"Who will help me plant my grain?"</p> <p>"Not I," said the dog.</p> <p>"Not I," said the cat.”</p> <p>(Immediately they started to sing )</p> |
| Did you understand the story    | 100% | 0 | <p>“Si la gallina encontró las semillas</p> <p>y las planto ...” (YLs start to tell the story using their mother tongue)</p>   |
| Do you like bake the cookies?   | 100% | 0 | Animals, dog, cat, duck, hen.  |

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