Teaching Vocabulary Through Storytelling to Kindergarten Students from a Public School

in Dosquebradas

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Table of Content

Abstract

The following classroom project describes the implementation of storytelling to teach English vocabulary to kindergartners. This project was developed at a public school in Dosquebradas, and the implementation was carried out taking into consideration that vocabulary is important in the process of learning a second language. This classroom project was based on the Engage, Study and Active model, to determine the effectiveness of the use of storytelling to teach vocabulary in a fun and significant manner, helping kindergartners to improve their second language and imagination. High participation and understanding about the topics developed in the classes were shown in the results, but also some disruptive behavior and issues with the use of L1 were evidenced during the implementation of this project.

Keywords: Storytelling, vocabulary, kindergartners, language.

Resumen

El siguiente proyecto de aula describe la implementación de la narración de cuentos para enseñar vocabulario a los niños de Jardín infantil. Este proyecto se desarrolló en un colegio público de Dosquebradas, y la implementación se llevó a cabo teniendo en cuenta que el vocabulario es importante en el proceso de aprendizaje de una segunda lengua. Esta investigación se basó en el modelo Engage, Study, Active, para determinar la efectividad del uso de la narración para enseñar vocabulario de una manera divertida y significativa, ayudando a los niños de Jardín a mejorar su segundo idioma e imaginación. Durante la implementación de este proyecto, los resultados mostraron una alta participación y comprensión sobre los temas desarrollados en las clases, pero también se evidenciaron algunos comportamientos disruptivos y problemas con el uso de L1.

Palabras clave: Narración de cuentos, vocabulario, preescolar, lenguaje.

Introduction

Finding new and creative methods and techniques to make the process of learning a second language more effective, has been one of the biggest concerns that many experts in education have dealt with through the years. Facing the difficulty of learning vocabulary, it is important to find an appropriate method according to the age of child development. The purpose of this classroom project is to use Storytelling as a technique in English classes to teach vocabulary to children between 4-5 years old. This implementation was carried out taking into account the linguistic competence, in order to help students to build and bolster their vocabulary development during early childhood.

To achieve the general objective of the project, some classes were developed to implement stories about specific topics, based on the school curricula. Some of the vocabulary introduced to the students were related to wild animals, family members, colors, emotions, among others.

In order to accomplish the specific objectives, this classroom project was based on the engage, study, active model proposed by Harmer (1998), and the challenge-based learning (CBL) approach to develop significant lesson plans for the students of a public school in Dosquebradas.

The methodology used to collect the data was qualitative, and the primary instruments implemented in the collection of the information were, student artifacts, interviews and observations.

To conclude, Storytelling had a positive impact in the student's learning process. Through actions, sounds, expressions and body language, students showed comprehension and

enjoyment during the classes. It was demonstrated that students were able to learn new vocabulary through the stories, at the same time that they improved their pronunciation, recognition and transcription of some specific words. The development of this project was also very significant regarding the teacher's professional growth. Since the teacher had to work around not having the proper materials, and no guidelines from a previous program to follow, it was necessary to learn how to create lesson plans, activities, and didactic material, within a live classroom setting, that helped engage the students to the classes and create a comfortable environment for them to feel motivated, participate and learn, and to avoid disruptive behaviors.

Justification

One of the most important aspects when learning a language is learning vocabulary. The more words you know, the better you will understand what you read, write, speak and hear. Nowadays, it is really important to try to include vocabulary with young children in primary school. Taking into account the lack of materials provided by the schools, it is really difficult for the students to learn and also for the teachers to provide successful English classes.

Throughout the years, vocabulary has been taught by having the students look up word meanings and memorize them. This teaching approach, however, provides shallow and short-term learning of words. Students who simply memorize a word's meaning, frequently have problems applying the words in definitions and often make mistakes about the meaning. To really know a word, students need to see it in context (in this case through storytelling) and learn how to use it with the words around it.

Colombia is traditionally considered as a monolingual Spanish-speaking country; however, that perception about the country has been changing due to all the efforts that the government is doing, trying to increase Colombian's English level. Nevertheless, the courses offered by the government are really expensive, so it is almost a privilege for certain classes in society to learn English. Currently, the Colombian government is trying to implement a program called Colombia Bilingüe. The effectiveness of this type of project depends on different factors. These factors do not have to do with policies or standardization, but with academic requirements and issues that are not very significant in the process of bilingualism. The focus needs to be on the results, rather than expecting foreign language learners to become proficient in a second or foreign language.

The Colombian Ministry of Education created one of the most important programs of bilingualism in the country, it is called The National Bilingual Program. Together, the Basic Standards of competences in foreign languages (English), and the NBP, want to promote the importance of learning English during childhood; however, the objectives are more focused on achieving a good level of bilingualism in adulthood, due to integrating language instructions and the general curriculum of the Colombian educational system. Also, it can be hard to find documents that provide specific information about bilingual education in children, due to this, schools do not have a reference nor a plan on how and when English should be introduced or carried out. This shows all the efforts of the government in order to increase bilingualism in Colombia. According to Espinosa (2010), the acquisition of a second language in early childhood offers several advantages, especially a greater awareness of linguistic structures. For this reason, these kinds of projects need to be implemented not just in high schools, but also focusing on primary schoolers and kindergarteners. One of the biggest problems is the lack of experience in this subject (English teaching as a foreign language) . The government and ministry of education have been using standards from other countries, such as the Common European Framework (CEFRL) without being aware of the necessities and differences we have in this country (Colombia). Ayala & Álvarez (2005) address this issue as follows:

> Because Colombian standards for foreign language teaching are barely structured, attention has been given to foreign models. In general, standards have been obtained by importing the ones that were developed in other places, under different circumstances and contexts. Although those standards are valid and reliable for foreign academic communities, it does not mean that they would fit the particularities of our institutions, language learners and so on. (p.12).

In order to achieve the goals, this classroom project will be focused on "how to teach vocabulary to young learners through storytelling". To successfully develop and implement this project, the ESA model proposed by Harmer (1998), will be taken into account. The main idea of this model is to help students learn through a teaching structure that combines different skills in order to provide the most significant lesson, taking into account the student's likes and dislikes. In this case, storytelling will be used as a tool to get student's attention and achieve the best results from the student's performance.

This project is intended to help young learners from Colombia, in this specific case from Pereira/ Dosquebradas, to increase their English vocabulary proficiency, through outstanding stories that are going to refresh and show them a completely different perspective about learning and improving their English as a second language.

Objectives

General

Teaching objectives

- To teach vocabulary through implementation of children stories to kindergartners in a Colombian public school.

Learning Objectives

- To recognize different types of English words in a context from a variety of stories.

Specific

Teaching objectives

- To introduce a new set of words in English through storytelling.
- To analyze the process of learning vocabulary through storytelling activities.

Learning Objectives

- To recognize some specific words from a story according to a specific topic.
- To replicate some vocabulary related to the stories in real situations.
- To recognize the meaning of some words through images related to stories.

Literature Review

In this chapter, some similar studies from an international and national context will be described in order to support this project; which is about teaching vocabulary through storytelling to kindergartners from a public school in Dosquebradas. Many strategies have been implemented to teach vocabulary in the Colombian and International context; however, some of them are not appropriate to teach this specific skill to young learners, for that reason, the purpose of this project is to study the effectiveness of teaching vocabulary through storytelling.

Porras (2009), conducted a study called Teaching English through Stories: A Meaningful and Fun Way for Children to Learn the Language. This article presents the results of a study on implementing stories for teaching English as a foreign language to children in first, second and third grades. It was carried out in a Colombian public elementary school in Bucaramanga and it was performed by a group of eight students from the Universidad Cooperativa de Colombia. Teachers were required to plan the course syllabus, create their own stories according to the children's interests and likes, plan the lessons, and collect and analyze the data. According to the findings, the teachers realized that teaching vocabulary through storytelling showed positive results, such as the increase in the children's motivation, they were interested and connected with the stories. It also increased participation in the different activities, comprehension of the stories, and acquisition of the new vocabulary.

Another author from an international context, Rezende (2016), conducted some similar studies in which the results were related to the role of storytelling in language learning. It was a significant one-year experimental study of the effects of digital storytelling (DST) on the motivation of one hundred and ten EFL learners in Taiwan, and on the improvement of their language skills in EFL. The participants were divided into two groups, an experimental group

and a comparison group. The experimental group was exposed to digital storytelling activities, through which learners were encouraged to actively participate in the language learning process; on the other hand, the control group was exposed to listening to lectures on PowerPoint slides and textbook readings. According to the findings, storytelling improves learning motivation, creative thinking, and language skills and features (listening, reading, writing, grammar and vocabulary).

To conclude, these studies are important for this project since they implemented innovative strategies to teach vocabulary to young learners through storytelling, taking into account their interests; so that the students can enjoy fun and significant classes that help them to be able to use that new vocabulary in a variety of contexts and situations. In this way, children will be able to develop other skills such as: speaking and listening which will help them improve their motivation to learn more new vocabulary through stories, related with topics of their interest, including real life situations.

Conceptual Framework

It is important to highlight the main concepts that will be developed during the upcoming chapter, since they will provide a detailed explanation of the importance of this study. Those concepts are as follows; vocabulary, which is one of the most important skills that allow children to learn and infer the meaning of words in a second language. Components of vocabulary, which contributes to help the students to achieve an effective word learning level. Vocabulary strategies, which includes some important tips about the strategies that we can use to teach vocabulary to young learners. Storytelling, which is one of the main concepts of this project, is going to be used as a technique to teach new vocabulary to children. Teaching storytelling, which includes some effective tips for teachers to help the students to have a successful learning experience. Finally, lesson plan tasks based on storytelling, which is going to address the importance of developing lesson plans based on adequate methods, models and approaches to teach English vocabulary in early childhood. These concepts will allow us to better understand how to teach vocabulary in a significant way; also, the study will be more relevant with the support of some authors like Deylamsalehi, Barjasteh & Vaseghi (2015). Anchoring Effects of English Vocabulary Instruction. Shefelbine (1990). Student factors related to variability in learning word meanings from context. The Colorin Colorado Journal, (a bilingual site for educators and families of English language learners), will refer to components of effective vocabulary instructions. The vocabulary strategies will be addressed by the NAESP (leading learning community), four main strategies for successful vocabulary learning. Finally, at the end of each section, researchers will share their point of view based on the contribution given by the authors according to each specific topic.

Vocabulary

Vocabulary is one of the most important language components a young learner can develop in order to start the process of learning a second language; however, it is not developed as much as it should be during early childhood at schools. The set of words within a person's language is known as vocabulary. Vocabulary skills usually improve with age and are a useful and a fundamental tool for communication. One of the largest challenges in learning a second language is acquiring an extensive vocabulary. Recent vocabulary studies have been focusing on the understanding of lexis, which refers to all the words in a language. According to (Barcroft, Sunderman, & Schmitt, 2011), vocabulary also includes lexical chunks, phrases of two or more words, such as good morning and nice to meet you, which suggests that children and adults learn as single lexical units. There are some components of vocabulary that need to be taken into account at the moment of teaching, for a more significant learning process.

Components of vocabulary

According to the journal Colorin Colorado (A bilingual site for educators and families of English language learners), effective vocabulary class begins with diverse opportunities for word learning, wide reading, high-quality oral language, explicit instruction of specific words, and independent word-learning strategies. In order to be effective, a program of vocabulary teaching needs to provide students with opportunities for vocabulary learning by encouraging them to read; reading is strongly related to learning vocabulary, students learn new words by finding them in a text. Exposing students to high-quality oral language; a very effective way to expose children to literate vocabulary is to read to them from storybooks, especially when allowing time for discussion during the reading activity. Promoting word consciousness; word-conscious students enjoy learning new words and participating in vocabulary activities in this way, they

learn how to use many of the new vocabulary according to the context and situation. Providing explicit instruction of specific words and providing modeling and instruction in independent word-learning strategies, contributes to helping students overcome the major obstacles to vocabulary growth. According to Mudambi (2015), students should be exposed to a new word at least six times so they can learn it, after that, they will be able to use it in different contexts. There are some strategies that will help teachers teach vocabulary in an appropriate way so students can learn as much vocabulary as they can.

Vocabulary strategies

There are some specific strategies teachers should implement in their classes when working with young learners, in order to provide significant English lessons and increase the vocabulary of the students. According to the West Virginia Department of Education, there are some important strategies teachers will need to follow in order to increase vocabulary in young learners: It is very important that teachers give students the tools to acquire their own rich vocabulary. Students will learn many words when they find them in meaningful contexts, but other words must be directly taught. Some of the strategies stated by the department of education of West Virginia are: Think Aloud: It is a good strategy for teachers because it gives them an idea of what the students are thinking, it can be an especially powerful tool for helping students to understand the meaning of new or unknown words. Word Bank: Is a list of words created by the teacher or student about a specific topic, so that the learners can refer to them as needed during the class activities and tasks. On the other hand, O'Malley and Chamot (1990, p.1), define vocabulary learning strategies as "the special thoughts or behaviors that individuals use to help them comprehend, learn or retain new information". This definition can be seen in Schmitt's defining vocabulary learning strategies. Schmitt (1997, p.203), stated that "learning is the

process by which information is obtained, stored, retrieved and used". According to NAESP (National Association of Elementary School Principals), there are four main strategies for successful vocabulary learning: 1. Word Connection: When students are able to connect the words they are trying to learn with words and concepts they are already familiar with. 2. Significance: when the definitions are written in age-appropriate language, and using different tools like pictures and examples that allow the students to infer the meaning of unknown words; in order to avoid the useless practice of defining unfamiliar words with other unfamiliar words using the dictionary. 3. Context Clues: Providing the students with a good list of vocabulary and definitions based on a structured narrative; that helps children with clues so they can make connections between the words and the context. 4. Word-Rich Environment: it has been proven that repetitive strategies can help but are not very successful in the process of learning new vocabulary. It is important that children get exposed to the target word constantly, for this reason, the word wall strategy is the most effective tool to help the students to focus on these words the most natural way possible; in this way, the target words are more likely to be moved into the children's long term memory. Storytelling is an important strategy teachers can implement at the moment of teaching vocabulary to young learners, taking into account that this strategy will help students recognize sets of words according to a specific topic, making it easy for the children to recognize and use words in real contexts.

Storytelling

Storytelling is one of the most important concepts in this project, since this strategy will help us prove how effective the process of learning vocabulary is, through telling stories to young learners. According to Rafik (2005), "A tale is an invitation for a trip in the imaginary world of the child in us, it is the root of all fiction, so of humanity". Reading or listening to a tale is an

activity that people from all ages enjoy. Children love to listen to stories and use their imagination to create the scene. "Words are often remembered within the context of the particular story or situation in which they were first encountered" Bowen and Marks (1994). It is a really good formula to help children to learn vocabulary through stories according to specific topics, in this way it will be easier for them to use every single word in a context and it will represent more significant learning for children.

   Deacon and Murphy (2001), mention the deep impact of storytelling, since to them Storytelling can reach into the emotions of learners; it will help them too to have a mental participation or active perception that enables children to enter the story. Taking into account that storytelling could be one of the most significant strategies to teach vocabulary, we will mention some ways to teach through telling stories.

Teaching of Storytelling

   Storytelling is a great tool to teach kids. It helps them to instill a love of reading and improves their imagination, also it improves their language skills. According to Bryant (2014), there are 5 different ways to teach Storytelling which are:

1. **Expose them to good storytelling:** find stories related with their likes and favorite cartoons to engage students in the activity.
2. **Let them choose their story:** Expose kids to a great number of books and short stories, and give them the choice to pick the one they love the most.
3. **Be expressive:** According to Cully (2014), "Good storytelling uses body language, expression in their voices, vary the volume, have a great sense of pacing and eye contact with their listeners¨ (para. 4). While implementing stories to teach young learners, it is

important to take the storyteller role and make it fun for students so they can enjoy the process of learning.

4. **Try wordless books:** "The value of a wordless picture book is that it provides a setting, characters and some visual cues to inspire the imagination," (Wilder ,2007, para. 5). Storytelling through wordless books will help students to improve their imagination, vocabulary and verbal skills. Analyzing the situations, characters and actions, kids will be able to learn new words naturally while understanding their context.

5. **Practice, practice, practice:** Children will become more comfortable with storytelling by practicing in front of a mirror or painting themselves the stories. Also practicing in front of a few other kids or family. It is helpful too if the audience provides them with good feedback.

There are some tips that we as teachers can implement to develop significant lesson plans to teach vocabulary through storytelling. In many cases, teachers use very traditional methods to teach vocabulary which are not effective on children, an example is the use of the bilingual dictionary to find the meaning in Spanish of every word. In many cases, students will need to find around twenty-word meanings. This specific method to teach vocabulary does not show good results regarding vocabulary acquisition. It is hard for children to remember a word when they are not using it for a purpose or in a specific context.

Lesson plan task based on storytelling

It is important to know how to develop a good lesson to teach vocabulary through storytelling to young learners. According to DeNem (2012), Storytelling has been around as long as humankind. It is one of the most effective ways to communicate information to another

person. It gives meaning, context, and understanding of the world. There are different tips that will help us to develop good Vocabulary lessons.

1. We need to remember that every part must be essential: Each character, point, or principle must relate to the main point you are to focus on.

2. You must engage in your opening: here you encourage the children by presenting a problem that makes them keep listening. You can use this strategy in any class.

3. Use familiar vocabulary so students can understand.

4. Create fun sounds and effects: while you are telling the story it is important to have eye contact with all the students and also make fun sounds or effects to engage students to the topic.

5. Repetition/Words Wall: It is a good option to help students to learn new vocabulary through significant and constant exposure to target words.

To conclude, these concepts will help teachers to develop better classes to teach vocabulary to young learners, as well as create more significant material and get better results from storytelling strategies. This innovative way to teach vocabulary through stories will improve the student's motivation, imagination, participation and the most important, they will learn vocabulary in a more significant way, being able to use words depending on the context they are familiar with.

Methodology

Context and Setting

This classroom project was developed at a public school named Cristo Rey situated in Dosquebradas/ Risaralda, barrio la Capilla. The modality of the school is Academic. The socioeconomic level is low-medium class and the school has primary and secondary levels. Nowadays, the school has 1470 students, 44 educators, 3 directors, 3 administrative staff, 2 security guards and 2 ladies in charge of cleaning the school. This staff contributes daily so everything works well. Student's schedules vary depending on their level, (Morning Shift) from 6:00 am to 12:00 am and (Afternoon shift) from 12:30 pm to 6:30 pm. There are some specific courses called "Jornada Única", from 8:00 am to 3:00 PM. Which began to be implemented with 350 students from Cristo Rey school, in order to strengthen the areas of mathematics, language, science and English, and to achieve better results in tests.

The school has around 36 students per class, a computer room, a movie room, and an auditorium with video projector, there is also a chemistry lab and a library. Regarding the syllabi, the Cristo Rey school just has English syllabus for high school levels, while primary school does not have English syllabus nor Licenciados en lengua inglesa. The in-service teacher does not have knowledge about English, she studied Pedagogía Infantil at the Technological University of Pereira.

Participants

The person in charge of the implementation process with kindergartners from the Cristo Rey School was one practitioner from 9th semester of *Licenciatura en Bilingüismo con Énfasis en Inglés* program, from the Universidad Tecnológica de Pereira. The role of the practitioner was to

design, and adapt the material to prepare the lessons, as well as to collect the data and evaluate students during each session. The practitioner took the role of teacher and designer of the instruments to collect information about students' learning, and evidence of the practitioner's development and improvement. Additionally, this project was implemented with 35 kindergartners from the Cristo Rey School, located in Dosquebradas/Risaralda. Those 35 students were girls, and their ages were within 4 and 5 years old. Students are not exposed to English classes since they do not have an English syllabus for primary school; for that reason, the students have a very low English level. The student's mother tongue is Spanish, and they did not have noticeable behavioral problems. This practice was focused on the development of the classroom project, which consists of implementing activities, games and content-based-learning in order to teach vocabulary through storytelling to kindergarten students.

Design

The main objective of this project was teaching vocabulary through storytelling taking into account the CBL approach; the student learns the target language (TL) by using it to learn new content. For example, studying the wild animals in English, the language learned and used was taught within the context of the content. To apply the CBL approach in the implementation of the project, teaching material and lessons were adapted and designed based on the topics included in the curricula designed by the Cristo Rey school for kindergartners. For example, according to their curricula, the first biology topic was wild animals; with this information, the practitioner took advantage of this specific vocabulary to adapt and design the first English class, introducing the vocabulary about animals that the students already knew in their mother tongue. This new lexicon was introduced through images, videos and songs.

Development and Implementation

The ESA model proposed by Harmer (1998), was taken into account to develop the lessons in a more organized way; the aim of the ESA model was: first of all, to engage students via games, videos, flash cards etc. The next phase, study, included activities to help students practice the language. Finally, in the activate phase, students had to complete different activities like matching, and role playing to use the language as much as possible. (See Appendix E)

Regarding the development and implementation of a specific class (Class n°1), about wild animals. In the engagement stage, the topic was introduced by presenting a short video about the zoo, where each animal image had its name and sound; after that, the practitioner asked students to guess the topic based on the video. For the study stage, the practitioner presented the vocabulary through flashcards and a poster about the zoo; then the teacher passed around the names of each animal. The students had to match each name with the correct animal image in the zoo poster, after that, they were asked to perform the animals' sounds. For the Activate stage, the teacher provided students with a worksheet in which they had to write down the name of each animal based on the examples on the board. In the end, the practitioner asked some students to share their answers and also to remember each animal sound.

Methods and Data Analysis

There were 3 different instruments used to collect the information for data analysis, which were student artifacts, interviews and observations.

The first instrument was students' artifacts, such as worksheets, quizzes formats and group activities like role plays and matching activities, which showed the progress of the students in each class (See appendix A). This data collection method provided evidence about

the learning process and experiences. According to Jiménez (2014), student artifacts allow the researcher to do a critical analysis about how effective the English learning process can be after using didactic materials designed and based on the student's own interests, and their degree of appropriateness.

The second instrument was interviews, they were applied to collect information regarding students' responses and behavior during the classes, in order to think about what can be improved for the implementation of future classes. Interviews are important since through interviews it is possible not only to analyze the student's opinion but also their expression through their body language, and perception of the English classes. The practitioner was able to improve the classes based on the feedback provided by the students, and collected through this specific data collection method. Also, in recorded interviews about what students think of English classes, important feedback was found in order to improve the lessons. In this way more didactic classes were implemented for a more significant learning process (See appendix D).

Finally, observations were implemented to check the teacher's role, to compare what others perceived from the class and to reflect what is needed to improve. The observer for this specific project was the in-service teacher from Cristo Rey school and the elements presented in the observation were: Voice projection: teacher's most important tool since it helps to be heard and understood. Classroom management: its main goal is to reduce misbehavior in the classroom. Eye contact: is also an important element, since with good eye contact technique, teachers make students feel included in the activities and classes. Body language: this element is very helpful since positive body language can improve children's motivation, help to increase the effect of sound language, and attract the student's attention to make more emphasis in any specific topic or word (See appendix C).

Assessment

Assessment was very important in this project since in this way it was possible to check the progress and performance of every student. According to Huba and Freed (2000), assessment is the process of collecting information about students' performance through different resources that will help us know if the students are achieving the goals proposed for the course. During this study, vocabulary was improved through storytelling based on the CBL approach and ESA model. To evaluate vocabulary, students were assessed using formative and summative assessment. Regarding formative assessment, students were observed in order to identify their progress and aspects that should be improved through interviews, classroom work, and personal observation. Regarding summative assessment, students developed some activities related with the topic they just learned, to collect information as accurately as possible about their performance and knowledge. For example, through matching activities they were able to recognize the name of each animal and connect it to its image. An example of the matching activity is shown as follows:

ANIMALS

Tiger

Monkey

Lion

Elephant

For the role plays, students were able to perform each animal sound and provide some descriptions about them to remember the animal's name. Finally, through quizzes the students completed the gaps under each animal image using the correct animal name. Ex:

ANIMALS

_____

_____

_____

_____

Source: Own creation.

Results

This section presents the results obtained after the implementation of the process outlined above. These results are divided in three main categories: Linguistic outcomes, students' responses and professional growth. Each section focuses on two points: strengths and challenges.

Linguistic outcomes

Learning vocabulary is the main objective of the implementation of the storytelling method; therefore, it is important to highlight the results generated in relation to the linguistic progress. The identification of sets of family words depending on specific contexts. The transcription of the vocabulary learned during the classes, related with the stories about body parts and colors, and the pronunciation of specific vocabulary related with animals, family and colors were the main results of this category. For each of these categories, there were some strengths and challenges faced during the process of implementation.

Family word set identification

For this specific finding, we will talk only about the strengths as there were not any challenges that affected the implementations. To begin with, the data collected showed the ability of students to recognize the semantic and concept relationship in the foreign language (L2). The identification of some words and vocabulary according to specific contexts, was one of the most important aspects to evaluate the linguistic progress of the students. It was found that students were able to match vocabulary with images based on a specific topic, as we can see in the observation E6, Laura,2017-11-30.

"It was successful since the students were able to describe some family members' body parts using colors, for example, when the teacher showed them flash cards and asked them "What color es el hair de la mother?" the students said "Brown ". What color son los eyes del father? and they said "Blue", also they were able to relate colors to animals like, What color es el Monkey? They said "Brown y el Lion es yellow".

As Galeote (2002) said, children acquire first the general semantic characteristics of words, their meanings are contextualized and can be inferred from the pictures or teacher's gestures. Also, the teacher usually reads slowly and gives them time to think about the meaning and to look at the pictures. In this project, these types of matching activities allowed students to identify a considerable set of words based on images and the repetition of some specific vocabulary; also, it helped them transcribe and produce vocabulary related with the main topics.

"They listened to a story and watched a video about the members of the family, then the students sang a song about family multiple times, in order to get familiarized with the pronunciation, and memorize the new vocabulary through repetition." (Observation E2; Laura, 2017-10-19)

According to (Gates & Bocker, 1923), the typical four-year-old relies on idiosyncratic cues to identify words. For example, a child might recognize the word "monkey" because there is a tail on the y, or "look", because it seems to have two eyes in the middle. Taking into account this, it can be said that context cues provided by pictures and sentences make it easier for beginning learners to identify words.

Vocabulary transcriptions

The evidence collected from the implementation shows how students improved their transcription skills during the development of the lessons. As shown on the appendix A1;13-10-2017;S1, the transcription of some sets of words related with specific topics the students already know in their L1, were developed in order for them to recognize the meaning and the spelling of the words. It was possible to observe their production on the appendix A7;19-10-2017;S2, about family members. The evidence also showed how they were able to transcribe a set of family words with the correct spelling after repetition activities to remember vocabulary. According to Barreras (2010), stories introduce new vocabulary and grammar, for instance, students practice some new grammatical rules along with some that are already known. These activities usually integrate various aspects of language learning as well as the integration or adaptation of the lessons with the topics that they had learned in other subjects. It facilitates the learning process since the students were able to create a relation between their language and the L2 to recognize the vocabulary; in this way, be able to remember specific words to transcribe them. As we can see in the observation E1; Laura, 2017-10-13, students were trying to connect the new vocabulary with the words they knew in L1 since the spelling and pronunciation can be similar.

"Some others had some issues at the moment of transcribing some words since they are learning to write at this point and they have limited knowledge about words. The students tend to compare the new vocabulary with the vocabulary they already know in Spanish, for example they were asking questions like - ¨Teacher, León es Lion?¨."

It was also found that the lack of writing skills in the first language affects the production of the second language. It was a challenge to introduce new sets of vocabulary in the L2 to this

specific population, since they were not exposed to writing activities even in their native language. It was possible to check that students were able to transcribe words with similar spelling as words they already knew or saw in their L1 as shown in the observation, E3, Laura, 2017-10-26.

¨Students do not have a good usage of the notebook spaces and also, they have issues transcribing many words since they do not even know them in their L1¨.

At this point, it is important to take into account that it is critical for children to comprehend language skills in L1 before beginning the process of learning to read in L2 (Cobo et al., 2002). In this case, it can be said that low levels of L1 vocabulary and language skills, affected on a high level the development of the L2.

Pronunciation drills of specific vocabulary

In relation to the students' pronunciation skills, it was found that word repetition helped students remember the pronunciation of specific vocabulary in specific contexts; also, the L1 had a crucial role in the process of developing pronunciation skills in the L2, it is possible to check their pronunciation production on the video transcript (E11; Video; 28-11-2017) S8

/ˈtiʧər/: /ˈoʊˈkeɪ gɜrlz/, ¿Qué aprendimos sobre los ˈænəməlz? ˈænəməlz?

/ˈstudənts/: /ˈlaɪən/, /ˈtaɪgər/, /ˈmʌŋki/, /ˈɛləfənt/

/ˈtiʧər/: /wʌt ɪz ðə saʊnd ʌv ðə ˈmʌŋki/? /ðə saʊnd/? ¿Cómo hace el /ˈmʌŋki/?

/ˈstudənts/: [/ pərˈfɔrmd ði ˈænəməlz saʊndz/] /u u a a/.

/ˈtiʧər/: el /ˈɛləfənt/?

/ˈstudənts/: *[* /pərˈfɔrmd ði ˈænəməlz saʊndz/] /Baraag/!.

/ˈtitʃər/: el /ˈtaɪgər/?

/ˈstudənts/: *[* / pərˈfɔrmd ði ˈænəməlz saʊndz/] /rɔr/

/ˈtitʃər/: el /ˈlaɪən/?

/ˈstudənts/: *[* / pərˈfɔrmd ði ˈænəməlz saʊndz/] /ra/

/ˈtitʃər/: *¿Recuerdan la historia de la fiesta en la casa de la familia, en el bosque? ¿Quiénes eran los miembros de la familia?*

/ˈstudənts/: /ˈfaðər/, /ˈmʌðər/, /ˈsɪstər/,/ˈbrʌðər/.

/ˈtitʃər/: *¿Cómo se puso* /ˈtaɪgər/ *cuando* /ˈlaɪən/ *lo lanzó a la piscina?*

/ˈstudənts/: /sæd/, /ˈæŋgri/.

/ˈtitʃər/: *¿Y los demás* /ˈænɪməlz/? *¿cómo estaban debido a lo que* /ˈlaɪən/ *hizo?*

/ˈstudənts/: /sərˈpraɪzd/.

/ˈtitʃər/: *¿cómo estaba el* /bɛr/ *cuando todo sucedió?*

/ˈstudənts/: /ˈslipi/.

/ˈtitʃər/: *y cuando rescataron a* /ˈlaɪən/ *todos se pusieron cómo?*

/ˈstudənts/: /ˈhæpi!/.

According to the data collected, it was possible to check how students were able to provide immediate and automatic responses during the lessons, depending on the specific vocabulary. According to the cognitive approach proposed by Chomsky (1959), children do not only imitate the input they receive, but they have the ability of establishing their own hypotheses against the input and also the ability to test these hypotheses. Children are able to learn and reproduce any language with more facility and fluency than an adult during the critical period. Through repetition and pronunciation drills, students were able to improve their pronunciation skills and also to remember each word depending on the context they were used.

The lack of capacity to pronounce on the L1, impact the pronunciation of words on the L2, so it was necessary to adapt some lessons and implement repetition strategy to help the students remember the pronunciation of specific words, taking into account the observation E6, Laura, 2017-11-30,

"It was necessary to adapt and modify some points of the lesson like, including recordings and videos with more listening activities to help the girls to remember and pronounce the body parts vocabulary correctly ¨.

Kimppa (2017), presents evidence that repetition is an effective way to enhance the quality of word representations in memory. This kind of work will naturally connect with teaching listening skills, but it can also be integrated with vocabulary teaching, depending on learners' proficiency. The use of assertive strategies to teach vocabulary is very important in the development of the students' learning process; the use of different pronunciation drills and repetition through songs worked really well during the implementation of this project.

Professional Growth

Next, the results are described focusing on the aspects that the teacher successfully executed (strengths) like, design of lessons to keep the student's attention and manage disruptive behavior, as well as on those that presented weaknesses and what should be improved (Challenges).

Lesson design

When performing the classes and activities, the teacher was aware of the use of visual material to provide explanations, which increases the student's ability to interpret through the association of imagery, videos or music; in the same way, it attracts the attention of the students who get easily distracted. According to the observation E5, Laura, 2017-11-26,

"Visual material related with the body parts as well as songs to develop kinesthetic activities worked very well with kindergarteners".

Matching exercises where they had to participate in front of the classroom, were very helpful to keep students on task. Also, it was found that the teacher could take advantage of the use of the explanation with visual resources in the target language, it allows students to understand the instructions of the tasks.

Kinder (1942), describes visual aids as "the devices which can be used to make the learning experience more real, more accurate, and more active". There are tools designed to help clarify an issue, lesson or to make it easier to understand and know; visual technology is important in the education system, since it encourages students' learning process and makes it

easier and more interesting. Visual aids are the best tool for making teaching effective and a didactic way to learn.

One of the most recurrent weaknesses presented in the classes, corresponds to the way in which the explanations and instructions of specific topics or activities were transmitted, since it was difficult to use only English for this. It was then possible to determine that it is necessary to give clearer instructions to the students so that they can carry out the activities successfully, without misinterpreting the explanation that may be caused by the misuse of English. As shown in the observation E6, Laura,2017-11-30,

"Due to the students feeling shy to participate during the classes because some of them could not remember the pronunciation of some words, the teacher was asking the students to repeat a specific word in the story to encourage them to participate."

Another of the most common faults that were presented was the use of Spanish to verify the students' understanding. The teacher must find the appropriate way to understand the idea that is being transmitted. Teachers must take into account students' participation, their concentration and their interest in the class before asking questions or providing an answer. According to Ellis (1994, p.300), learners' prior linguistic knowledge is an important factor in L2 acquisition. This study showed that the use of L1 in L2 learning languages facilitated the acquisition of difficult L2 structures. As a language teacher, understanding the importance of using L1 as a bridge between the two languages (L1 & L2), to provide a comfortable and comprehensive learning environment for the students, considerably improved the teacher's skills regarding when and how to use L1 in a positive and significant manner. Also, to realize that it

can be a good scaffolding technique to create lessons that help students recognize the main

structures of both languages and feel more comfortable and motivated to learn the new language.

Managing Disruptive Behavior

Regarding the students' behavior, during the development of the classes, it was found that

when the students are engaged in the activities and enjoy the classes, the disruptive behaviors are

lessened. According to Interview (E4; Interview; 2017-11-02-Transcript):

¨A mi me gusta mucho la clase de inglés porque aprendemos canciones, jugamos,

bailamos y la pasamos muy bien, aprendemos palabras como, father, mother, sister, brother,

elephant, tiger, lion, monkey.¨ -Hellen, 5 years old.

The implementation of didactic lesson plans is very important in the process of managing

disruptive behaviors, since when students, in this specific case kindergartners, tend to get

distracted easily, it is a good strategy to develop fun classes which keep them on task. According

to (Surdyk, 2007; Kapp, 2012), didactic games used in the teaching process are met with

growing interest and recognition at schools and in institutions. The recent years have witnessed

an increase of games and play techniques used to teach. Implementing games during the classes

is one of the most didactic strategies for teaching, in comparison to the traditional teaching

models. Children enjoy ludic activities, it contributes with their behavior, intellectual

development and kinesthetics abilities, it also helps the teacher to recognize student's interests.

The fact that the students were not exposed to the English language before, was a

challenge when trying to keep the students' attention while explaining the activities' rules. Code

switching, body language and eye contact strategies were needed in order to keep them engaged

with the classes, while providing them with some instructions for the development of the activities.

Students' Responses

In this section, students' behaviors will be described, as well as attitudes and reactions towards the implementation of the classes developed. It is important to highlight the strengths and challenges of the effectiveness of storytelling to learn vocabulary, and effects of L1 instructions in L2 vocabulary learning process; categories that the students faced during the development of the lessons.

Effectivity of storytelling to learn vocabulary

Through the implementation of storytelling, it was possible to find that students could remember the vocabulary learned from the stories. They acquired a considerable lexical learning from the development of some speaking and writing activities, where they were able to practice some set of words through drawings, painting, transcribing words and using the repetition method. It was possible to find that students could remember the words of the stories using the Spanish translation. This seemed to help students make a meaningful relationship from their mother tongue to English. In different observations, it was evidenced that initially, they used a word in Spanish and then they connected it with the word in English, for example as stated in the observation E1; Laura, 2017-10-13,

"The students tend to compare the new vocabulary with the vocabulary they already know in Spanish, for example they were asking questions like - ¨Teacher, León es Lion?¨

Also, they were able to practice the vocabulary when the teacher re-tells them the stories, and they had to complete them with the words they already knew like, wild animals, tiger, lion, elephant, monkey. Family members, father, mother, sister, brother and also moods, happy, sad, surprised, sleepy, angry. (E11; Video; 28-11-2017).

Miller and Pennycuff (2008) found that "Storytelling is an effective pedagogical strategy that can be woven into instruction to increase children' competencies in all areas" (p. 38). Storytelling, teacher's talk, repetition and clarification can be considered as comprehensible inputs (Moon & Maeng, 2012). When children learn language through listening to stories, they develop positive attitudes; when they enjoy the stories, it contributes to the children's motivation to read.

Effects of L1 instructions in L2 vocabulary learning process

During the implementation of the project, students were asked to develop some activities. Taking into account that there were kindergartens students, some of the principal activities were speaking activities. While the teacher was telling the story, they should be drawing or coloring according to the teacher instructions. During the development of this implementation, students showed good responses regarding the fact that they learned vocabulary from the stories, and also, they were able to develop some tasks according to a specific topic like, transcribe the name of some animals, colors and family members, as well as draw how they feel and recognize different types of moods.

As we can see in the Image (A1;13-10-2017;S1) from the Appendix A, students were able to recognize each animal name, selecting it from the board and writing in under the appropriate animal in the correct way, we can see on the (A6;19-10-2017;S2) how they can

recognize each family member. Students were able to follow instructions to use the correct color according to the instructions given by the teacher, they were able to put each name in the correct space as we can see on the image (A9;09-11-2017;S5).

One of the biggest insights was the use of their first language during the sessions, it was very common, due to the basic language that the students have. It was also possible to determine that they did not know how to use the second language in certain situations, or what language to use, which caused confusion in the students when they were asked any question or given instructions in L2. According to the observation report, it was stated that: E4, Laura, 2017- 11-16

"The teacher could notice how the students were paying attention, however; they did not feel comfortable to participate, since for them it was difficult when the instructions were given to them in English. It was also evident that when the instructions were given using L2 some students tended to get distracted."

This is an indication to the teacher to be attentive to the development of the class, and to the connection of the students, in relation to the way instructions and explanations are given for the development of the activities, since some students may be distracted or have no interest in the class. With this reason in mind, Sert (2005), has explained that the teacher may use code switching to transfer necessary knowledge to the students in order to confirm clarity for purposes of the lesson. Following the instruction in the L2 target language, the teacher code switches to the L1 native language in order to clarify meaning and assure efficient comprehension.

Conclusions

The purpose of this project was to promote and enhance the Vocabulary skills of kindergartners through storytelling. After the implementation of this classroom project, and with the help of some data collection instruments like, observations, interviews and quizzes, it was concluded that Storytelling could be an important strategy to be implemented when teaching young learners. The methods implemented in the development of the lessons such as the ESA model and the CBL approach, were important for the development of the project, so the students could enjoy didactic and effective classes. The students improved linguistics skills such as pronunciation, and were able to practice their transcription skills, also to infer words and meanings through examples and videos. The results showed a positive impact in the motivation of the students during the development of the Storytelling activities. Students felt enthusiastic and motivated about learning English, and at the same time, having fun. In this order of ideas, the implementation of storytelling to teach vocabulary to kindergarteners is also a great strategy to keep students on task and to avoid disruptive behaviors. Although Storytelling shows a great impact in the vocabulary learning process of young learners, it is important for the teachers to take into consideration that giving instructions to students that have never been exposed to English language can be a challenge; however, the implementation of good strategies like body language, code switching, role plays and technological aids (Videos, songs, images) can make the experience easier and enriching for both, the teacher and students. Also, it is important to take into account that since kindergartners are still in the process of improving their L1 skills, it might be a challenge for them to get familiarized with the use of L2. The use of L1 during the development of the activities is very common from the students who are trying to make connections between L2 and L1, and from the teacher who needs to code switch to make sure the

students understand the instructions. According to Ahmad & Jusoff (2009) and Selamat (2014), Teachers' code switching to L1 do not attribute any negative impact on their view of the teacher's own proficiency in English, and does not obstruct the students' understanding of the lecture or instructions but rather make the students more comfortable, and strengthens students' interest in and acquisition of English rather than weaken it. To conclude, according to the findings obtained during the implementation of this classroom project, students enjoyed listening to the stories and participating during the classes. They learned new vocabulary and were able to use it in different situations. Through body language and comments, they showed engagement and comprehension of the different activities, stories and tasks. It was also evident that a comfortable and fun learning environment helped the kindergartners to improve their L2 language skills in general.

Limitations

The implementation of this classroom project was conducted in a public school that belonged to a low-middle socioeconomic context and that was located in Dosquebradas/Risaralda. This represented some limitations in terms of materials like technological aids and appropriate material to teach English, the school counted with just one television room, one computer room and one video projector in the auditorium, which needed to be shared by the whole school. Also, the school did not have material in English that facilitated the implementation of the classes with kindergartners (flashcards, posters, didactic material). Another limitation was the budget of the school, the pre-service teacher had to invest in photocopies for the children and design the posters and class material, also bring with the laptop and speakers as technological aids support. Another aspect was that since the implementation was developed with a vulnerable population, many times the children did not have school supplies like pencils, pens, colors, etc, which interfered with the development of some classes.

Taking into account that the main topic of this classroom project is Storytelling, it was also a challenge to find good stories to adapt, according to the topics and the ages needed for the development of this specific project; for this reason, most of the stories implemented were own creations, which can be time consuming. Additionally, the fact that the students were never exposed to the English Language before, and since they were still developing their skills in their L1, impacted the classes and had students confused during the first lessons.

Finally, another aspect that affected the development of this project, was the fact that the pre-service teacher moved to the United States during the process of writing this paper, initially for 1 year; however, during that time the pandemic (Covid19) hit, making it hard for the pre-service teacher to travel back to Colombia and resume the process; for these reasons this project

uses data collected in 2018 while being presented in 2022. It is also important to highlight that

even though the data was collected four years ago, it did not affect the interpretation and results

of the project. The data, and the methods used to collect it, are still relevant as well as the

teaching methods and approaches used by the teacher to develop the lessons. The National

Bilingual Program together with the Basic Standards of competences in foreign languages

(English) are still the main projects in the country regarding the standards to follow in order to

teach English. This shows evidence that the findings are still applicable and the interpretation of

the data was not affected during the years.

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Appendices

Appendix A: Students Production

The following is an example of an activity that the kindergarteners had participated in, they had to place each family member's label, where they belonged on the family poster, in order to practice the vocabulary they learned during the class.

(Matching concepts: The family) A6;19-10-2017;S2

This is a matching activity about body parts. The students were asked to draw and bring some body parts for this class, then after following instructions given by the teacher. The teacher showed them flash cards with the name of each body part, for the students to recognize the vocabulary and also to practice pronunciation; then the children had to match the cut outs with the body picture, in the order that the teacher was reading the words.


(Matching concepts: Body parts) A14,02-12-2017;S9

This is an example of the kids' production about the topic of wild animals. The teacher read the students a story called "Kindergartners visit the zoo," then asked them to draw the animals they met at the zoo according to the story, and also to transcribe the animal's vocabulary from the poster on the board.

(Production: Wild animals) A1;13-10-2017;S1

In this example we can appreciate a transcription activity, after the teacher introduced the topic of family members, the kindergartners were given some sheets of paper so they could practice the spelling of the family vocabulary.
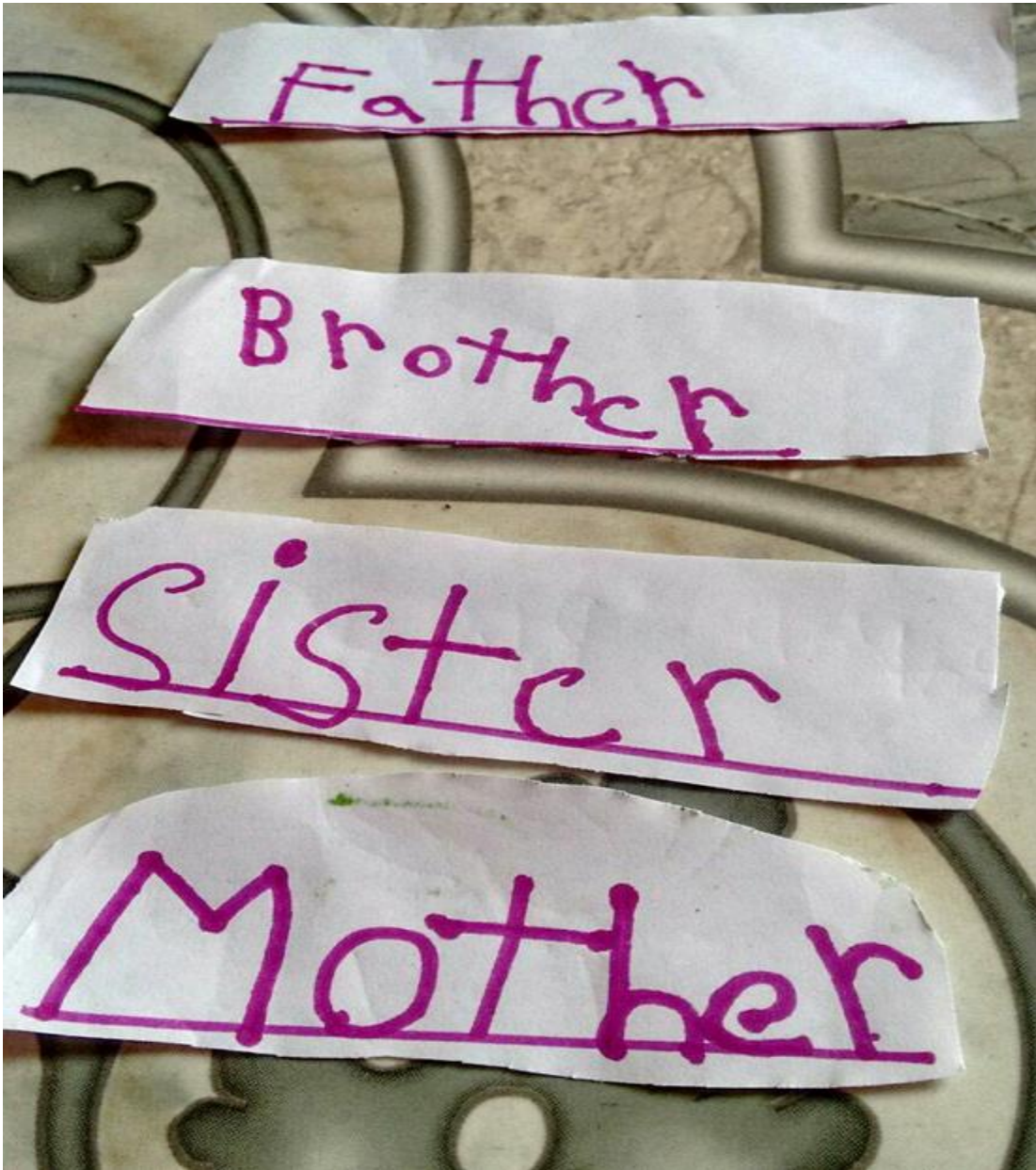
(Transcription Family members) A8;19-10-2017;S2

The following is an example of the students' production, they were asked to draw and color their own family and to write the vocabulary about family that they learned during the development of the class.


(Production Family members) A7;19-10-2017;S2

The following is an example of an assessment sheet to evaluate the knowledge of the students in order to collect information that supported the implementation of this project. The students were able to write down and connect the vocabulary previously learned with the family members on the image.

(Assessment Family members) A9,23-10-2017;S4

During this Quiz, the students had to color each balloon using only the colors that they learned during the class, then they had to fill in the gaps with the appropriate vocabulary, depending on the color.
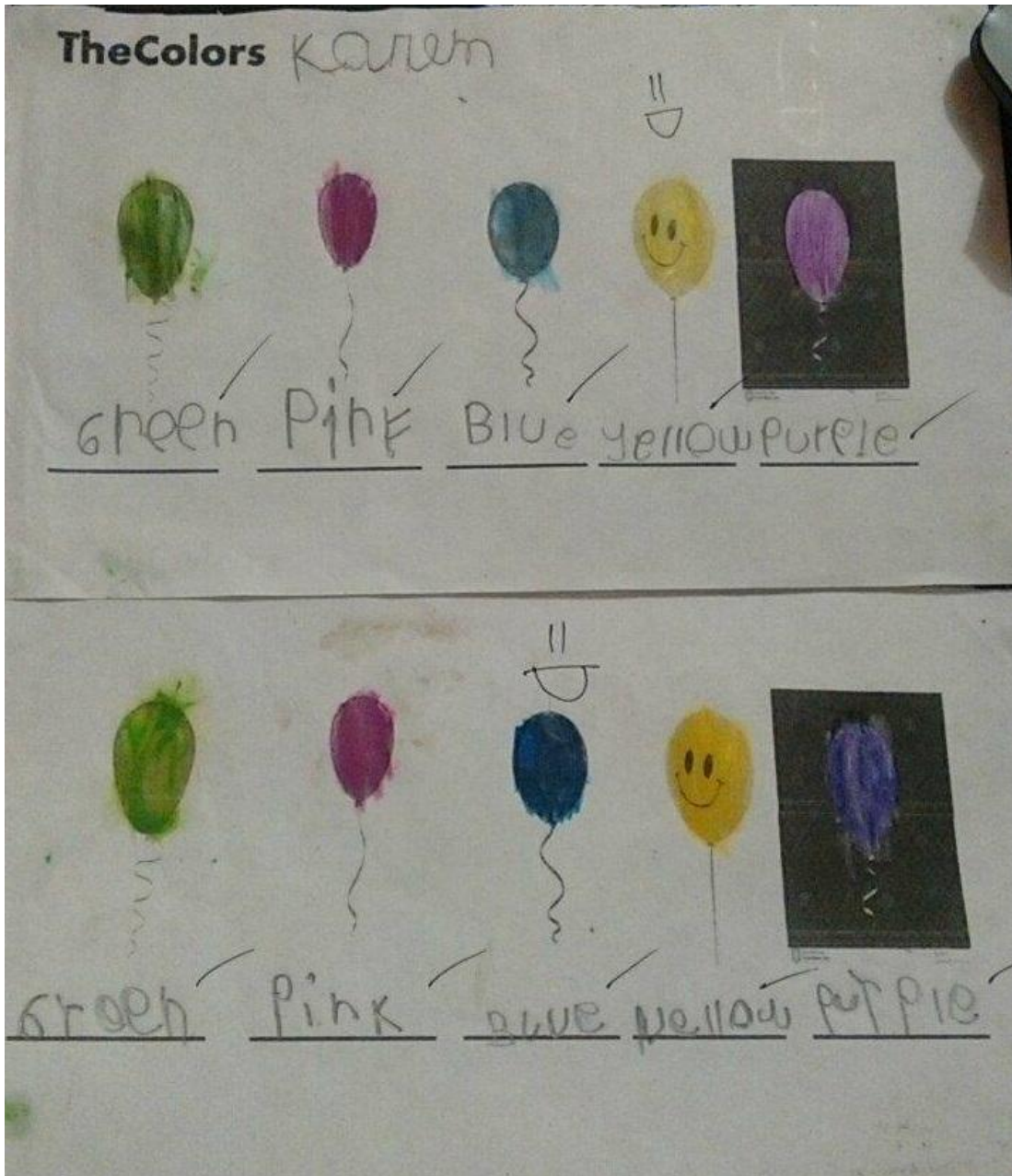
Appendix B: Video Transcript

The following is the transcription of a video where the students and the teacher were discussing and practicing some of the vocabulary implemented during the classes; like, wild animals, emotions and family.

(E11; Video; 28-11-2017) S8

Script

Teacher: Ok girls, ¿Qué aprendimos acerca de los animals? animals?

Students: Lion, tiger, monkey, elephant

Teacher: What is the sound of the monkey? the sound? ¿Cómo hace el monkey?

Students: [performed the animals sounds] 'Ooh ooh ah ah'

Teacher: El Elephant?

Students:[performed the animals sounds] 'Baraag'

Teacher: El Tiger?

Students: [performed the animals sounds] ' Roar'

Teacher: El Lion?

Students: [performed the animals sounds] 'Rah'

Teacher: ¿Recuerdan la historia de la fiesta en la casa de la familia? ¿Quiénes eran los integrantes de la familia?

Students: Father, mother, sister,brother.

Teacher: ¿Cómo se puso Tiger cuando Lion lo lanzó a la piscina?

Students: Sad,Angry

Teacher: ¿Y los demás animales, como estaban debido a lo que Lion hizo?

Students: Surprised

Teacher: ¿Cómo estaba el bear cuando todo sucedió?

Students: Sleepy

Teacher: Y cuando rescataron a Lion todos se pusieron cómo?

Students: Happy!

Link: (E11; Video; 28-11-2017)S8 - YouTube

Appendix C: Observations

The following is an example of the observation about the first class, during this class the kids and the pre-service teacher met each other and they shared a good first time together listening to a story and learning about wild animals.

E1; Laura, 2017-10-13

Reflect about the class to check if children are achieving the goals

The first class was about wild animal's vocabulary, students were very excited about their new English classes, and all of them wanted to participate. The lesson plan was developed in an organized way and in general, the student's behavior was good. Most of the girls developed the activities and completed the exercises with no problem, however; some others had some issues at the moment of transcribing some words since they are learning to write at this point and they have limited knowledge about words. Also, the students tend to compare the new vocabulary with the vocabulary they already know in Spanish, for example they were asking questions like - ¨Teacher, León es Lion?¨. At the end of the lesson students were able to recognize and pronounce the name of each animal by listening to each animal sound, and they were able to tell the teacher the name of each animal when the teacher showed them the images.

During this observation, the pre-service teacher presents through a story a new set of words to the students, this vocabulary is related to family members and the story also includes vocabulary that the children practiced already during previous classes.

E2; Laura, 2017-10-19

This class was about a family story. They listened to a story and watched a video about the members of the family, then the students sang a song about family multiple times, in order to get familiarized with the pronunciation, and memorize the new vocabulary through repetition. Then they drew their own family and matched each family member with its own name, like Father, Mother, Sister and Brother. Finally, they developed an activity in which the teacher provides students with some cards with the name of each family member and the girls had to put the name over the correct image of the family members. Students achieved the goal since they were able to recognize the correct image for each word.

Regarding this observation, the pre-service teacher developed some activities with the kindergartners about body parts, during the development of the lesson the teacher was aware of some issues that were interfering with the classes.

E3, Laura, 2017-10-26

This class was about body parts, students were participating during the activities and practicing their writing skill, through transcription strategy, during the development of the activities the teacher observed that students did not have a good usage of the notebook spaces and also they had issues to transcribe many words since they do not even know them in their L1.

During the development of this observation, the teacher could collect some information about the performance of the students, the main topic was emotions, and some evident challenges regarding the use of L2 to provide instructions to the students.

E4, Laura, 2017- 11-16

This class was about emotions. The teacher introduced the emotions with a story that included vocabulary previously taught by the teacher such as: Wild animals and family members. The students showed a lot of interest about the story; they were interacting with the teacher when having to perform the animal's sound. The teacher could notice how the students were paying attention; however, they did not feel comfortable to participate, since for them it was difficult when the instructions were given to them in English. It was also evident that when the instructions were given using L2 some students tended to get distracted.

The following is the observation of the lesson about body parts. This observation shows the good impact of technological aids and didactic material to keep kids focused on the activities.

E5, Laura, 2017-11-26

A positive impact was shown during the development of this class, since the teacher could observe how the students were enthusiastic and participated more than the last classes due to the fact that there were some technological strategies used during the activities. Visual material related with the body parts as well as songs to develop kinesthetic activities worked very well with kindergarteners; also, matching exercises where they had to participate in front of the classroom, were very helpful to keep them on task.

The following example is about the positive impact of the implementation of the CBL approach to teach vocabulary through storytelling to children, and also about the corrections that had to be made to the lesson plans to improve it.

E6, Laura,2017-11-30

During this class, some activities related to new target vocabulary were developed. The idea was to implement the CBL approach and adapt a lesson to introduce a new topic based on previous topics. From the Animals, family members, body parts to the colors and emotions. It was successful since the students were able to describe some family members' body parts using colors, for example, when the teacher showed them flash cards and asked them "What color es el hair de la mother?" the students said "Brown ". What color son los eyes del father? and they said "Blue", also they were able to relate colors to animals like, What color es el Monkey? They said "Brown y el Lion es yellow". It was necessary to adapt and modify some points of the lesson like, switching from English to Spanish, to make sure that the students understood the questions, also the teacher had to include recordings and videos with more listening activities to help the girls remember and pronounce the body parts vocabulary correctly. Since the students were feeling shy to participate during the classes because some of them could not remember the pronunciation of some words, the teacher was asking the students to repeat a specific word in the story to encourage them to participate.

The following is the transcription of an interview that took place in the classroom where a kindergartner had to share with the pre-service teacher what she thought about the English classes.

Appendix D: Interview Transcript

E4; Interview; 2017-11-02

Student: Hellen, 5 years old.

This interview is very important since it shows how students feel during the English classes, their favorite parts about the classes and what they learnt from each class.

Transcript: ¨A mi me gusta mucho la clase de inglés porque aprendemos canciones, jugamos,bailamos y la pasamos muy bien, aprendemos palabras como, father, mother, sister, brother y elephant, lion, tiger, monkey.¨

Link: E4;Interview;2017-11-02 - YouTube

This is an example of the lesson plans implemented during the development of this project. Wild

animals lesson plan was the first lesson implemented with the kindergartners from Cristo Rey

School.

Appendix E: Lesson plans

UNIVERSIDAD TECNOLÓGICA DE PEREIRA

Licenciatura en Bilingüismo con énfasis en inglés

LESSON PLANNING

Institution: Colegio Cristo Rey	City: Dosquebradas
Name Of The Practitioner: Laura M. Guzman	Average Age Of Learners: Student's age average range between 4 and 5 years old
Number Of Learners: 35 students	
General Description Of The Classroom: It is a small classroom with large windows. it is not equipped with technological aids. The layout of the classroom is the traditional seating arrangement in rows of 5 students each. The teacher's desk is in the front.	
Date of the class: 2017/10/13	Class Number: 1

Teaching vocabulary through storytelling to kindergartners students from a public school in Dosquebradas.

Topic: Wild Animals

Approach: CBL	**Methodology:** Engage, study, active.

Aim Learning:
At the end, the students will be able to recognize and use wild animals vocabulary (Lion, tiger, elephant, monkey, bear) and secondary words from the story such as: Zoo, students, teacher, wild animals.

Aim Teaching:
Teacher will strive to learn how to give prompts in English.
Teacher will seek to elicit students vocabulary learning

Estándares Básicos de Competencias (MEN):
Estándar General:

Comprendo historias cortas narradas en un lenguaje sencillo.

Estándares Específicos:

- Sigo la secuencia de un cuento corto apoyado en imágenes.

Specific skill: Vocabulary

Assumed Knowledge:
It is assumed that learners know the wild animals' vocabulary in their L1.

Materials:

Worksheets, Flashcards, Markers, lesson plan, poster, laptop, speakers.

DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY **IN DETAIL**	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMEN TS
Engage	At the beginning of the class, the teacher will greet students and will introduce herself. After this, she will hand in different cards to write their names, she will give each student a piece of paper and they will have to write their name on it. **04:00- 04:10**	The light may go off. Teacher will have a poster in order to illustrate the story.	T Laura
	The teacher will engage the students in the activity asking about what comes to their minds and possible stories when they see the image of the animals. **04:11- 04:12** T will explain what a story is and will introduce the topic of the day. **04:13 -04:15** Students will have 2 minutes to mention possible stories (space to speak in Spanish) After that, T will sing the song "la Lechuza" in order to get students to be silent. **04:16 - 04:20** T will introduce and tell the students the wild animals story. **04:21 - 04:26**	Students may not understand. Teacher will use Spanish too. Students may not want to work; the teacher will explain that they can earn happy face stickers for the participation. Students may not understand prompts in English. The teacher will use Spanish in order to reinforce and will use body language to make it easy for the students to understand.	
	T will show the poster of the zoo. Which includes the wild animals and their names.		

T will play the sound of each animal using the laptop and speakers, and the students will have to guess what animal was performing each sound.
04:27 - 04:31

Study	T will hand in each student an image of the characters of the story. (Leon, tiger, bear, elephant, monkey) **04:32 - 04: 34** T will explain the activity which is: When the teacher says the name of each animal, all the students that got the picture of that specific animal, have to go and match the picture-card under the correct animal's name, on the poster that is hanging on the board. Teacher will set 7 minutes to complete the activity and will monitor while students work **04:35 - 04:47**	Students may not understand. Teacher will explain in Spanish and will give an example.	
Activate	T will check the students' work and will correct it if necessary. Shortly after, the teacher will go over the wild animals' vocabulary with the students to check pronunciation. **04:48 04:55** T hand in a worksheet where students can draw, color and write the wild animal's name that they learned during the class. and ask them to bring it for the next class. **04:56 - 05:00**	Students may not finish. Teacher will advise to bring it for the next class	

EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:

Teacher asks the students to bring the worksheet to the next class.

The following is the Family members lesson plan which was implemented taking into account the CBL approach to connect through a story, not only the new topic but also the vocabulary of the previous classes.

UNIVERSIDAD TECNOLÓGICA DE PEREIRA

Licenciatura en Lengua Inglesa

LESSON PLANNING

Institution: Colegio Cristo Rey	Ciudad: Dosquebradas
Name Of The Practitioner: Laura M. Guzman	Average Age Of Learners: Student's ages range between 4 and 5 years old.
Number Of Learners: 35 students	
General Description Of The Classroom: It is a small classroom with large windows. it is not equipped with technological aids. The layout of the classroom is the traditional seating arrangement in rows of 5 students each. The teacher's desk is in the front.	
Date of the class: 2017/10/19	Class Number: 2

Teaching vocabulary through storytelling to kindergartners students from a public school in Dosquebradas.

Topic: Family Members	

Approach CBL	**Methodology** Engage-study-activate

Aim Learning:

At the end of the implementation children will be able to recognize new vocabulary from stories and daily situations related to the family members, (Mother, father, brother, sister).

Aim Teaching:

Teacher will seek to elicit students' vocabulary learning

Estándares Básicos de Competencias (MEN):
Estándar General:
Entiendo la idea general de una historia contada por mi profesor cuando se apoya en movimientos, gestos y cambios de voz.

Estándares Específicos:
-Identifico palabras relacionadas entre sí sobre temas que me son familiares.
-Puedo predecir una historia a partir del título, las ilustraciones y las palabras clave.

Specific skill: Vocabulary

Assumed Knowledge:
It is assumed that learners already know the family members in their L1.

Materials:

Worksheets, Flashcards, Markers, lesson plan, posters, laptop and speakers.

DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY IN DETAIL	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS

Engage	At the beginning of the class, the teacher will greet students and will ask them if they remember the teacher's name and why she is there?. **04:00- 04:10**	The light may go off. Teacher will have a poster and flash cards in order to illustrate the story.	T Laura
	T will ask students to take out the worksheet about wild animals from last week. Then the T will ask the students about which is their favorite wild animal. **04:11- 04:13**	Students may not understand. Teacher will use Spanish too. Students may not want to work; the teacher will explain that they can earn some candy for the participation.	
	T will introduce the topic with a new poster about family members and will expose some key words children may not know. **04:14 -04:15**	Students may not understand prompts in English, the teacher will use Spanish in order to reinforce and will use body language to make it easy for students to understand the instructions.	
	Students will have 2 minutes to ask questions about the poster. **04:15 - 04:17**		
	T will start with the storytelling about "A party in the woods" which includes vocabulary previously introduced to the students like, Wild animals.		

	04:17 - 04:26		
	Once Ss listen to the story, the teacher will ask the students who they live with? To introduce the new set of words.		
	T will play a song about family members and the students will be asked to repeat after the song. **04:27 - 04:31**		

Study	T will hand in an image of the characters of the story to each student. **04:32 - 04: 34** T will explain the activity which is to match the image with the family member vocabulary. Teacher will set 6 minutes to complete the activity and will monitor while students work **04:35 - 04:47**	Students may not understand. Teacher will explain in Spanish and will give an example.	
Activate	Finally, students will be asked to draw their own family on a piece of paper and to transcribe the name of each family member from the poster on the board, according to the family members that they draw. T will ask students to share their drawings with the whole class and tell the classmates which are the members of their families in English. **04:48 04:55**	Students may not finish the workshop. Teacher will advise to bring it for the next class	

EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:

Appendix F: Stories

This is an example of one of the stories designed by the pre-service teacher in order to engage the students in the classes, while teaching them some vocabulary through telling them stories about topics from the school curricula.

Kindergarteners visit the Zoo

Once upon a time, 35 girls from Colegio Cristo Rey, decided to visit the Zoo to meet the wild animals. Once they got to the zoo, the guide welcomed the girls and asked them to get into the zoo train to take them around so they could say hi to the animals. The guide told the girls that the animals were taking a nap and the only way they will wake up to say hi to them, was performing each animal's sound. The girls agreed, they were excited practicing the sounds before getting to their first stop. Once they got to Mr. Lion's house, the girls performed a big Raaaaah and Lion woke up right away, he was so happy to see the girls. The second stop was Monkey, once they arrived the girls were saying 'Ooh ooh ah ah', Monkey told them they did a very good job. After that, they went to Tiger's place and with a very loud Rooooar, they woke Tiger up from his nap, he could not believe the girls were visiting him and to thank them, he showed the girls some new jump tricks he learned. Bear's and Elephant's houses were the only ones left and the girls did a really good job. When they saw Bear, they Said Raaaaar and when they saw Elephant, they said Phrewwwwm. The tour was over and the girls were tired but happy because they got to see their friends, the wild animals, and the animals at the zoo thanked the girls for the fun day.

The End.

Own Creation

The following is another of the stories designed by the pre-service teacher during the implementation of the project, used to teach and review vocabulary about wild animals, family members and emotions.

Party in the woods

Once upon a time, there was a little cabin in the middle of the woods where a family used to go every summer. The family members were the dad, the mom, the sister and the brother. This family loved animals so much and they were friends with the animals that lived around, the lion, the tiger, the bear, the monkey and the elephant. One day, the family decided to throw a party to celebrate friendship, and they invited the animals. When the day came, everybody got together at the cabin, Bear brough some honey to share with his friends and monkey brought some bananas. Tiger and Lion were helping the mom to cook some pies and Elephant was helping the dad to set up the tent and the grill. The sister and the brother were setting up the table for the dinner and everybody was helping and having a great time. At the moment of sitting at the table, Lion wanted to sit by the brother and Tiger took his spot, so Lion got mad and pushed Tiger and made him fall into the pool. Everybody was surprised and could not believe Lion's behavior. Everybody was trying to help Tiger, but tiger was so heavy that they needed more help to get him out of the pool. They were calling bear to help, but Bear was not around. The sister went inside the house to look for Bear and she found out bear ate the whole bottle of honey and fell asleep at the kitchen table. She finally got bear out of the house and everybody helped Tiger get out of the pool. The family and the animals all sat together with Lion to talk about his behavior. Lion was so embarrassed and he apologized to Tiger for his bad manners, and promised everybody that he was going to be more friendly and share with others.

The End.

Own Creation