

Implementing storytelling technique to teach English language skills

Alys S. Nieto

Bryan Montoya

Daniela García

Licenciatura en Lengua Inglesa
Universidad Tecnológica de Pereira

M.A Isabel Cristina Sánchez Castaño
Professor at UTP
Classroom project's advisor

Authors' note

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Abstract

This classroom project was carried out in a public elementary school in Pereira with fifth graders by a pre-service teacher and two observers from the English language teaching program from the UTP. This project was aimed at implementing storytelling technique so as to teach English language skills and to find evidence of the results after the implementation. This project was implemented through normal English lessons by making use of stories as the main source to gather data on the students' responses towards this implementation. The information collected was stated in different observation reports and in the teacher's journal. Also, in order to have a clear idea of what the project was going to be, we had in mind the definition of different concepts such as, storytelling technique, language skills, the features of a story and its importance conveyed with language learners. We also included a literature review that gave us theoretical support on some related studies that were carried out similarly or that were closely related to our projects' intention. Once the methodology of this classroom project was applied, the results were exposed in three different stages; professional growth, students' responses and linguistic outcomes. The data obtained revealed that students felt motivated when having stories for their English classes; they felt engaged when having visual input related to their preferences. The pre-service teacher and the observers found out that the lesson planning and material design were relevant since we had in mind what students needed in class. The students also had good results at the end of each implementation after having a worksheet in which they were supposed to complete a class activity or task demanded in every intervention.

Resumen

Este proyecto de aula se llevó a cabo en una escuela primaria pública de Pereira con alumnos de quinto grado por un profesor en práctica y dos observadores del programa de licenciatura en lengua inglesa de la UTP. El objetivo de este proyecto fue la implementación de la técnica de contar historias con el fin de enseñar habilidades del idioma inglés y ver el impacto que iba a tener en los estudiantes de primaria. Este proyecto se llevó a cabo a través de clases de inglés normales, haciendo uso de historias como una fuente principal para recopilar datos sobre las respuestas de los estudiantes hacia esta implementación. La información recogida se manifestó en diferentes informes de observaciones y en el diario de la profesora en práctica. Además, con el fin de tener una idea clara de lo que trataría el proyecto, tuvimos en cuenta la definición de los diferentes conceptos tales como, la técnica de contar historias, habilidades lingüísticas, las características de una historia y la importancia que esta tiene para los estudiantes de idiomas. También hemos incluido una revisión de la literatura que nos dio un apoyo teórico en algunos estudios relacionados que se llevaron a cabo de manera similar o que estaban estrechamente relacionados con la intención de nuestro proyecto. Una vez que se aplicó la metodología de este proyecto de aula, los resultados fueron expuestos en tres etapas diferentes; crecimiento profesional, las respuestas de los estudiantes y los resultados lingüísticos. Los datos obtenidos revelaron que los estudiantes se sintieron motivados al tener historias para sus clases de inglés y se sentían comprometidos al tener la información visual relacionada con sus preferencias. La profesora en práctica y los observadores se enteraron de que el diseño de la planificación y material de la lección fueron relevantes ya se tenían en mente las necesidades de los estudiantes con relación a la clase. Los estudiantes también tuvieron buenos resultados al final de cada implementación después de tener un taller en el que se suponía debían completar una actividad o tarea exigida en cada intervención.

Contenido

1. Introduction.....	7
2. Justification.....	8
3. Objectives	12
a. Teaching Objectives.....	12
i. General Teaching Objectives	12
ii. Specific Teaching Objectives	12
b. Learning Objectives	12
i. General Learning Objectives	12
ii. Specific Learning Objectives	12
4. Theoretical Framework.....	13
4.1 Defining Storytelling	13
4.2 The features of a story.....	14
4.3 Storytelling and language learners.....	15
4.4 Language skills	15
5. Literature Review.....	18
6. Methodology	24
a. Context.....	24
b. Participants.....	24
c. Implementation Stage	25
d. Development and Implementation	26
e. Evaluation stage	27
f. Reflection Stage	27
7. Results.....	29
a. Professional Growth.....	29
i. Classroom Management.....	30
b. Students' responses.....	33
c. Linguistic Outcomes	38
8. Conclusions.....	44
9. References.....	46

10. Appendices.....	50
a. Appendix #1.....	50
b. Appendix #2.....	53
c. Appendix #3.....	54
d. Appendix #4.....	55

1. Introduction

Most of us, as learners and as well as students, we have been exposed to several input in terms of language. Stories have been one of those, and from our very child ages we have been told stories as part of language formation; that is why, storytelling activities have been claimed by Ellis and Brewster (2014) to be very efficient to teach a language as this has been treated as a listening activity or even a speaking one. Children actually, learn language patterns through storytelling since the language itself has been narrated from early ages to them. That is why, it is said that activities like this one, help new learners to develop features of language such as the skills every language has (reading, writing, listening and speaking). Thus, learners can easily reinforce their learning in L2 through this. As a way to teach English, storytelling rehearses the abilities learners must develop within L2 since throughout a story they can hear to reinforce their listening, they can tell or retell a story to develop speaking. Further, they could be able to write short stories to make usage of their writing skill and eventually, they can read stories when they feel they are able to reproduce and to understand features of the spoken and written language in order to rehearse their reading skill. Hence, storytelling is according to Cameron (2001) widely accepted as one of the most natural and effective ways of introducing children to continuous and coherent spoken discourse.

2. Justification

Learning English is such a great opportunity for those countries in development that look for more incomes, capacity and possibilities. Nowadays, according to the British Council (2013), English as a foreign language is becoming a global tendency that needs to be taught and implemented by the emerging countries that are seeking to increase and improve their economics. In this sense, the countries with a low proficiency in English do not have the same opportunities that those countries with higher levels. The British council (2013) mentions that a solution should be the inclusion of English in the curriculum from the primary or even pre-school years. In some European countries, for instance, English language education helped to increased job and education opportunities abroad, as it is the case of Greece as the British council presents.

Moreover, Varón (2010) states that based on the necessities that people have for using English Language around the world, in Colombia is exposed el Programa Nacional de Ingles 2015-2025: Colombia very well, that contributes to the development of this language. Besides, as it is mentioned in the document, the process that Plan Nacional de ingles intends, is to evaluate and guarantee the formation in L2 not only for teachers but for students as well. Teach Challenge, was also a study carried out to expose in numbers how the teaching of English in going for Colombian Education. In the same fashion, Risaralda Bilingüe 2032, mas idiomas, más oportunidades, is a Project that looks to foment the Bilingualism in order to improve the public system of education in Risaralda, Colombia.

This in accordance to Tangarife's (2013) findings who points out that this project is based on the necessities, projections and objectives of the Plan Departamental de Desarrollo 2013-2015. This project has as the purpose of innovating and making of Risaralda and its people, a

competitive department in order to increase and promote the economic production not only in local terms, but also in global ones. In this sense the use of English as a second language becomes essential for the development of this society.

Consequently, *El programa nacional de Inglés*, shows some results that portray the reality of the learning of English in Colombia. 54% of the students from state and private schools have gotten the same proficiency level than those who have never been exposed to the language. Further, most of the students' proficiency level is still A- over 50% of the population. Besides, ICFES (2015) states that only six percent of eleven graders have reached at least a B1 level of proficiency or more. Notwithstanding, between 2010 and 2013 it has been noticed that the A-level was minimized in three percent and students have improved one percent in the A1 level since 2008.

Therefore, the intention of this project is to implement storytelling as a technique for enhancing the teaching of English in an EFL classroom in a public school of Pereira, Risaralda.

Moreover, there are some reasons for using this technique, according to Ellis and Brewster (2006) who suggest that teachers should know these techniques in order to teach a language by using stories. Firstly, they state that stories exercise the imagination and are a useful tool in linking fantasy and the imagination with the child's real world. Secondly, storybooks can enrich pupils' learning experience. Thirdly, stories are motivating and fun and can help to develop positive attitudes towards the foreign language; in this sense child and especially young learners are able to expand their imagination through stories. Ellis (2014) also says that there is nothing better than implementing something learners like, and finally, children enjoy listening to

stories with a high frequent amount of times; this repetition allows language items to be acquired and reinforced. Listening to something more than twice is an integration of language skills and mental processes that enhance the audio-learning process of spoken language; this idea is presented by Pardede (2011) by saying that learners can easily adapt their ears to native-like pronunciation of utterances or at least they learn how their teachers or transfers read and speak the language they are being exposed to.

In the same line, Porras (2010, p. 97) points out that:

The use of storytelling in the L2 classroom creates a good learning environment and provides meaningful and comprehensible input. Through stories, the language acquisition device is activated and it is easy for children to induce the language elements from the data provided by the stories.

Telling stories contributes to improve the learning of a second language, due to the fact that it would help learners to integrate new knowledge; this new knowledge can be based on human-like experience (comprehensible input) that has as an advantage being perceived as real stories. In this sense learners would internalize and identify themselves with the stories. In consequence, the learning becomes meaningful and learners can integrate it.

Throughout the storytelling implementation, it is intended to put into practice a teaching technique that may help to gather information. In addition, this project seeks to determine how students perceive the implementation of storytelling technique in their language development. In this sense, through the implementation of this project we will contribute to enhance the numbers presented above regarding *El programa nacional de Ingles* that portray the reality of learning English in Colombia that in the last years had gotten low and bad results.

This project was carried out with fifth graders in *Institución Educativa La Julita*. In order to carry out this project, one of the investigators took the role of pre-service teacher having as participants fifth graders from the *Institución Educativa La Julita*; in the process, the pre service teacher implemented the storytelling technique taking into account students preferences regarding stories, in that way the stories that were used through the implementation were related to familiar characters for students as a way to catch students interest and attention. In addition, the pre-service teacher used several strategies to promote students' learning and understanding of the stories; these included mimic, body language, body movement, facial expressions and eye contact so students were able to understand the story while the teacher was telling it.

In order to support theoretically this project, the following chapter will expose the learning and teaching objective of this project and also present the theoretical foundations of storytelling as a technique.

3. Objectives

a. Teaching Objectives

i. General Teaching Objectives

1. To implement storytelling in a primary-state school in Pereira

ii. Specific Teaching Objectives

1. To identify students' preferences regarding what type of stories they like
2. To analyze students' attitudes towards the application of storytelling

b. Learning Objectives

i. General Learning Objectives

1. To use storytelling in order to contribute to students language development

ii. Specific Learning Objectives

1. To identify which students language skill is the most impacted through the use of storytelling
2. To relate students' preferred genre to adapt lesson aims

4. Theoretical Framework

4.1 Defining Storytelling

Storytelling can be defined as a human experience that allows us to convey, through the language of words, characteristics of ourselves and others and the world. This world can be real or imagined. Stories allow us to be able to know these worlds and the place that we occupy in them given the fact that we are all, to some degree, constituted by stories (McDrury and Alterio, 2003). Together with this definition, Barzaq (2009) defined storytelling as knowledge management technique, a way of imparting information. In addition, she says that stories provide natural connections between events and concepts and equally, visual storytelling is a way of telling stories using images. He states that: “Telling is the live, person to person oral and physical presentation of a story to an audience “Telling” involves live contact between teller and listener” (p. 7). Also, Lin (2010) defined the retelling as a technique that can be used to enhance English comprehension among L2 readers. As Porras (2010) discusses, stories become remarkable in education since learners start remembering them. She suggests that “stories are effective as educational tool because they are believable and entertaining. The believability stem from the fact stories deal with human-like experience that we tend to perceive as an authentic and credible source of knowledge” (p.42). Likewise, implementing real stories in an EFL classroom is more feasible in order to maintain learners involved in meaningful tasks.

In addition, there are many reasons for use stories in an EFL classroom, which can result effective. According to Rokhayani (2010) one of those reasons is that “learners are always eager to listen to stories, naturally want to understand what is happening in the story and enjoy looking at story books, which increases their motivation to grasp the meaning of new English words, when they start English lessons” (p.31). Based on what Rokhayani says, stories produce

a positive reaction over students' behavior related to the classroom lessons that would also depend on how attractive they are for them depending on the type of stories they are dealing with since not all learners enjoy the same genre; that is why, the content and the topic of the stories need to be entertaining, amusing and striking in order to maintain students' attention. Moreover, stories act as a medium for sharing experiences and also as a vehicle for assessing and interpreting them. Through stories the writers' intentions and thoughts are exposed. In this way, stories link past, present and future events that can be taken as foundations of the writers' memory (Healing through Remembering, 2005).

4.2 The features of a story

Each story has an order that needs to be followed for having a well formed story schema. Bruner (1990) presents four features that stories should incorporate in its content as a way of giving order and sense to them. The first feature is named "*sequential*". This feature describes that events need to occur over time; in other words, when children are listening to a story "they have to be ready to move through time with the storyteller, otherwise the events will be an incomprehensible jumble" Bruner (1990: 17). The second feature is "*particularity*" meaning that stories must be focused on particular events and individuals; it indicates that at the moment of choosing a story for implementing it in an EFL classroom, the teacher has to be very selective, keeping in mind that the characters and events named on the stories need to be entertained, memorable and remarkable for learners. The third feature is named "*intentionality*". It describes that each part of the story is included with an intention by the writer; it means that stories not only describe characters' actions, but they also show the intentions that motivate those actions inside the writer, or that arise them in response to events. The last feature is "*canonicity and breach*" that is focused on "exploring and making comprehensible events that

deviate from standard or canonical occurrences”; that is to say, stories that are not normal or fictitious Bruner (1990: 18).Based on these four features, stories must have a sequence which must be well-followed; if not, they would become a meaningless narration.

4.3 Storytelling and language learners

Ellis and Brewster (2014) mention in their book that acquisition-based methodologies are now a trendy topic known by most educators of English language teaching and also say that recognizing that the usage of storybooks is a valuable way to create a good acquisition-rich environment.

Loukia (2006) argues that children have already incorporated what a story is since they are told stories early from their childhood in order to help them develop their language skills. Stories are, therefore, one of the best enriching techniques to guide teaching and learning as well. This method also suggests the improvement of all language skills which are really feasible and reliable when thinking in ESL/EFL methods of improving the language.

4.4 Language skills

The use of storytelling becomes notable in the language learning process in the sense that it is more feasible to implement this technique with the purpose of designing a lesson in which the four skills can be developed. According to Ellis and Brewster (2014), listening is not a passive activity in storytelling; on the contrary, it is as active as paying attention to what the storyteller is meaning through gestures or actions. Therefore, learners are more willing to interpret hidden meanings by listening but as well by seeing. On the other hand, Pardede (2011) argues that both listening and speaking are almost the same process as storyteller shares

his/her role with the audience she/he is addressing to. Ellis and Brewster (2014) mention in terms of speaking that learners must divide up both skills since they are listening first and then they are going to be free to use formulaic expression such as simple greetings, social English, routines, classroom language and asking for permission.

Through storytelling, Listening and Speaking could be the two best well-developed abilities within a language as this process enables learners to focus their attention on hearing at what they are being told and to attempt to reproduce the stories back. Pardede (2011) argues that the more you are exposed to reading, the more your fluency and reading skills grow up. Ellis and Brewster (2014) say that the reading skills must be first developed in L1 to then do it in L2.

It is evident that they recognize the importance L1 literacy skills development has over the learners as they must distinguish the difference between their written language and the system they use to write it such as Greece, Chinese and Arabic languages in some cases since they are examples of how languages may vary depending on the one that is being learnt. In this specific case, Spanish is the language that must be considered on the grounds of the fact that the students already exposed to this implementation needed to have a very developed level of proficiency in their mother tongue so they can then start to be guided in a second language.

In reading, the learning process is really helpful since learners are starting to expose themselves to authentic material; that is, input that helps them broaden their level as well as their critical thinking skills. Hence, learners are not only being exposed to new parameters in language learning, but also going through a process of acquisition which might reinforce the way they think and make mental processes.

In terms of writing skills, Ellis and Brewster (2014) state that the role of the teacher in this case is to encourage learners to write down their ideas in order to develop them.

Nevertheless, Pardede (2011) suggests the use of a short story sample to guide students through writing process. Writing is definitely the latest process of this focus. Here, teachers notice whether they are or not producing language to become good story writers. As mentioned above, speaking goes by the hand with this one. Both demonstrate production and that is what teachers expect from learners. Lastly, storytelling is seen as a new possibility to teach English language. This technique is, therefore, suitable and feasible to teach and implement language teaching since this skill itself broadens language learning and brings to context a new wave in teaching methods, especially in Colombia.

5. Literature Review

Storytelling is a way in which we are capable of knowing ourselves since we are all parts of stories. We hear stories about our families, friends and colleagues; about the place we live in, etc., (McDrury and Alteiro 2003:30). Storytelling is also one of the ways in which ESL young learners can integrate through stories what they do not really know or understand. In this way, they internalize what they consider a problem by visualizing it in such a way they comprehend it, that is, through stories (Bruner, 2001). The following studies provide a wide and varied perspective concerned with the use of storytelling as a technique to be implemented in EFL (English foreign language) classrooms summarize the studies in general terms – addressing mostly the results. Three studies on the field were selected so as to see storytelling implementation under various viewpoints. Consequently, the first study conducted by Porras-Gonzalez (2010) showed that storytelling was mainly used to give a meaningful and fun process of learning. The second one by Dolzhykova (2014) exposed the experience some teachers have on this technique and what they consider relevant for future implementations. And, the third study by Díaz, Rodríguez, and Triana (1999) highlighted the impact storytelling had on students' oral production.

The first study, conducted by Porras-Gonzalez (2010), took place in a public elementary school in Bucaramanga, Colombia. The proposal of the study was initiated by a group of student- teachers from Universidad Cooperativa de Colombia, seccional Bucaramanga. They had as a purpose implementing and including the use of storytelling and story reading in the syllabus of EFL (English foreign language) classrooms in order to experience how useful the implementation of stories in second language teaching could be, especially inside elementary groups or grades. According to the researcher there are some issues that affect the teaching of

English in public elementary schools in Colombia, and are owed to the fact that English is being taught by people with non-English language proficiency with no language teaching background. In this sense, bearing in mind these issues, a group of nine student-teachers decided to implement a pedagogical proposal based on storytelling since they take stories as meaningful and entertained ways for teaching to children. Thus, this study was carried out in a public elementary school of Bucaramanga in first, second and third grades, each grade with 35 participants. The student-teachers made some research with the groups for identifying learner's likes and interests in order to design and write the stories that would be implemented in the lesson plans by their own. During four months this group of student-teachers was given the classes using the stories that they already had created; so they followed a sequence of pre-reading stage, while-reading stage and post-reading stage in all the grades.

At the end, the student-teachers found significant results; they came upon that what helps children to learn in a fun and meaningful way was the fact that the stories used in every class, were created based on their likes and interests. It means that is important to take into account children's preferences, as a base for creating the stories. In addition, the use of games and other kinds of motivating activities for children help to introduce the stories since they felt relaxed and comfortable with them. On the other hand, what allowed children to comprehend and to show comprehension about the stories, is that the student-teachers followed the three stages for reading the stories; these stages allowed them to prepare children for reading the story and checking understanding.

The result of this study shows that teachers should select the appropriate methodology and didactics in order to make learning interesting and meaningful for children. They concluded that the use of stories made the language learning process fun.

On the other hand, Dolzhykova (2014) exposed two different views of how teachers from Ukraine and Norway make use of storytelling in their English foreign language classrooms and how often this technique is being used.

In order to answer the following questions, the researcher used a qualitative research method. The questions she stated were: What are the differences and similarities between Ukrainian and Norwegian teacher's use of storytelling and what they learnt from both experiences? And, which challenges do teachers and students experience while working with storytelling technique and how do they deal with these challenges? The participants involved in the whole process were six different teachers: three from Ukraine and three from Norway, and the groups each teacher was guiding in both countries. These groups were from public and private schools, but she just focused on children and young learners from 3 to 13 years old.

Further, she used semi-structured interviews as well as observation reports she asked teachers to present to her. Moreover, the way she collected information also falls in face-to-face conducted interviews to compare the answers of each teacher regarding their experiences as teacher using storytelling; these were the procedures she used to collect data and to analyze it. She focused on reliability, validity and transferability.

The author presented the results of her research article by the implementation of six different interviews where six teachers were involved. They were Anne, Therese and Jessica from Norway and Nina, Viktor and Marina from Ukraine. At the end of all of the interviews, Anne for example suggested the use of toys and implementation of storytelling kits to teach language. Therese compared the storytelling process through songs and rhymes as she considered it was a good practice to pick up specific vocabulary. And, Jessica argued that storytelling can be followed by a listen, observe and respond process, through this she

developed one of the main skills of language which was listening.

On the other hand, the experiences from Ukraine reveal other aspects of learning, such as the following; Nina said that through storytelling she can make her students work on some other areas of the language such as speaking and literacy development. Viktor saw the use of storytelling as motivator activities so he prepared some flashcards in his classes to try to simplify them and enhance his students. Marina just used storytelling seldom, only when she thought was necessary; nonetheless, she noticed that using not well-known stories could be more effective when teaching the language. For further research, the author suggested the conduction of a quantitative study to have a countable and statistical register of this research to clarify in numbers how much it is being implemented, used or not used; Also, to expand the settings where the research can be carried out which according to the researcher should be more than three countries. The other and more suitable one, is to create a good storytelling syllabus to see how efficient and motivational can it be focusing on one of the students and not in the whole group. And one might make a set of material to see how useful the inclusions storytelling material kits are within lexical units during a period of two semesters to check out how feasible would it be.

Finally, she concluded that storytelling is merely used sometimes as a class activity due to the fact that it takes too much time to prepare a well-structured class. Teachers interviewed from both countries say that it is actually an occasional activity despite the fact that in most of their schools they have material to make use of. Additionally, one of the most notable differences between both countries is the age and time to begin with the intervention of a second language as it is the case of Ukraine where they begin in first grade of school and in Norway they do it in third grade and upper depending on the school.

Similar results were found by Díaz, Rodríguez, and Triana (1999) who state that the literature approach helps students to increase their oral production by using stories. That is why, the authors of this study wanted to know how reliable or adequate could be the inclusion of this technique.

The researcher implemented a qualitative research to investigate how useful it would be the inclusion of stories, to what extend students repertoire is productive, and how stories can help students in order to increase basic chunks of language such as greeting, expressions, routines, asking and answering questions. The authors focused the study on students of English language from different grades in Nuevo Gimnasio Cristiano; a semi-private school in Bogotá. They especially evaluated fifteen students from second grade.

They adopted a model which permitted them to know how this technique would encourage students to practice language skills. It was the “Spotlight on Literacy” series. They were in charge of conducting the lessons to pick up information through observation formats and through video recording to see students’ comprehension, participation, asking questions and telling stories.

The authors conducted lessons with fifteen English learners from second grade by using a centered method literature, which uses stories to teach grammar, phonics, spelling and speaking. Students as well had their own pack of story-books; they visualized the pictures and listed to chapter stories which they had to retell at the end of the lesson. They also applied a questionnaire as diagnose to see how they were managing their skills and feelings towards the lesson itself. They presented their results based on their observation charts. Students felt more confident as they were exposed to a series of lessons based on storytelling. Students also were able to retell stories at the end of the process which indicated that oral production really increased. The

participants were aware of the use of oral production to ask questions, participate and to talk about their daily routines, they were able to greet and farewell, ask and answers questions as well.

At the end of the process, the researchers suggested the inclusion of games and stories that included questions as well as the formulation of new plans that not only included the enhancement of oral production (speaking), but also the inclusion of the other skills to study the feasibility storytelling has over all of them.

To conclude, the researchers presented their conclusions by saying that students used greetings, expressions, routines and answered simple questions because of the continuous repetition of the storytelling technique. At the moment, students were still unable to formulate a structured question. At the same time, researchers discovered that students improved greatly their listening, reading and writing skills; and their pronunciation is much more accurate now than at the beginning. Their Attitude towards English is very positive and two students even expressed repeatedly in their diaries that they would like more English classes.

All of these theoretical elements are the foundation that supports this classroom project. Nevertheless, the real context environment would provide new knowledge and findings related to the use of storytelling as a technique in EFL classrooms. Therefore, we can see how storytelling can be the spotlight of a new way of English education which in our opinion would be suitable for Colombian educators as it is not recent but a well-known technique that is being used again to bring to live what could actually work for a new classroom syllabus.

6. Methodology

a. Context

The implementation of this classroom project was carried out at Institución educativa La Julita which is a public school in Pereira Risaralda; considering that this institution had its own curriculum or syllabus; therefore, the implementation involved the curriculum of the educational institution guided by the standards Guía 22 which is a document designed to contribute to the development and use of English as a foreign language in order to allow Colombian people to have access to the process of universal communication and to increase our economic in global terms. Besides, this implementation was executed with primary graders; that is, students from fifth grade.

b. Participants

- i. **Students.** The classrooms had around 22 students, male and female since the school was officially mixed. The ages of the students oscillated between 9 to 11 years old; besides, the students were expected to be literate learners. Students' language proficiency was approximately A1 as the pre-service teacher made a research on students' material that reflected their English language level and based on that she noticed that students had knowledge related to basic topics such as colors, members of the family, numbers, animals and classroom supplies. It is also important to highlight some relevant aspects regarding students' social background that actually varied among all of them. For instance, most of the issues reflected had to do with students' consumption of drugs, family disorders and economic problems.
- ii. **Practitioners.** This project was implemented by a group of three pre-service teachers from ninth semester in the subject of *Practica Dirigida* from the program *Licenciatura en Lengua Inglesa*.

One of these three pre-service teachers was implementing the storytelling technique; while the other two pre-service teachers were observing and at the end of each session the three of them evaluated the process. This implementation took two hours per week and twelve sessions.

c. Implementation Stage

This classroom project focused its implementation on teaching language skills in primary grades. According to Ellis and Brewster (2014), storytelling activities are effective to enhance oral production and oral comprehension. Likewise, Cameron (2001) mentions the importance storytelling has when thinking on the exposure learners can continuously have to spoke discourse. Further, Pardede (2011) states that the more a learner is exposed to the reading skill, the more this skill will be improved. He also argues that learners must be guided in their development of writing skill through short samples stories.

More specifically, the lessons of the implementation of storytelling were guided through ESA sequence since this model allows teachers go step by step throughout their lessons. According to Harmer (2011) the *engage* stage is where the teachers try to arouse students' interest and get their attention in order to involved them in the lesson; as a consequence students will find the class more stimulating and exciting. Some of the activities for engaging students can be through games, images, videos, discussions, personal experiences etc. on the contrary, in the *study* stage is where students were focus on specific features of the language and how them are constructed; for instance, how is the construction of a text, what is the sequence of a report etc. Finally, in the *activate* stage is where students are encourage and asked to use by their own everything they have learned during the development of the class. Some activate activities include debates, role plays, presentations, writing activities (e.g. bibliographies) etc. (p.66-67) Thus, the sample lesson plan in appendix

I followed the previous sequence in order to, first, introduce the lesson; then, see how was it going to be or what was it going to be about; and finally, to introduce the practice activity or the task that pre-service teachers want to implement with each skill.

d. Development and Implementation

In the sample lesson plan in appendix 1, the lesson aim was focused on teaching adjectives through the implementation of storytelling; by the end of the lesson, the students of a fifth grade were able to describe some characters of the tale “The big and short towers” using some adjectives. The materials that the implementer used were the lesson plan, some worksheets, flashcards, the whiteboard, markers and slides. Therefore, in the engage stage, the implementer elicited some students’ answers by asking some questions related to some flashcards with the characters of the tale; e.g. *Is the tower big or short? Is the girl ugly or pretty? Or Is the boy dirty or clean?* The pre-service teacher also in this stage showed in picture cards some adjectives such as (e.g. ugly, pretty, short, big, young, old, strong, weak, clean, etc.) they were working on the speaking skill since they needed to answer questions. After this, in the Study stage, the implementer narrated the tale *The big and short towers*, while the pre-service teacher was reading, she emphasized on the vocabulary pattern already presented; she also asked some listening comprehension questions; for instance, *What does (ugly) mean? Who is (ugly)? Was the witch (old, pretty, ugly)?* Etc. Through this, students put into practice their listening skill and reinforced a little bit their speaking skill. Lastly, in the activate stage, the pre-service teacher assigned a worksheet in which they saw a sample of the tale; they had to read it and they had to change some highlighted adjectives; then, they had to add an alternative ending part for the tale they were previously presented; through this activity, they practiced reading and writing. During the class, the other two pre-service teachers were observing and collecting the information

provided by the class for instance, the students' attitudes, reactions and behaviors towards the tale "*The big and short towers*", which skills were the easiest to develop in the class through the use of storytelling. The previously mentioned class procedure was followed in the 6 interventions conducted in this classroom project.

e. Evaluation stage

For the assessment or evaluation process, students were exposed to some specific material regarding each language skill as well as to some tasks that included the enhancement of each skill such as, role plays, puzzles, interviews and oral interaction activities; these previous types of assessment are also suggested by Carroll (1972), in which teachers can measure in what extend students comprehend the language they are being exposed to.

f. Reflection Stage

For the analysis of the students' linguistic outcomes, we used some worksheets and workshops so as to record the students' production and responses towards the implementation of storytelling technique. More, the pre-service teacher and the observers made use of diaries to reflect upon the implementation of the project in order to have evidence on students' responses. These types of sources were the tools used to collect data and then to be analyzed eventually. A diary is totally a data source that may contain events but that also keeps referees as confidential subjects so when we analyze or study a special case. We considered doing it as reflective as possible and therefore, collect all the information clues and points we seek to be evaluated and/or expose so as to have an idea of what results we are expecting. Having such type of reflective paper is a personal and natural way to collect specific or general data information required to have eventually better results to be shown or evaluated at the end of each intervention.

An example of what a diary normally would contain is:

- A daily process of the intervention (records the date, length of the sessions, lesson aim, materials, etc.)
- How did we prepare for each intervention, what we did beforehand, what we read or who do we appeal for help or suggestions.
- Notes, debates, conversations, topics to talk about
- A program or schedule of our sequencing
- Questions that might help me to define my intervention
- A list, brainstorm, notes, opinions, other practitioner's opinions, beliefs and assumptions that may further help to reflect on our intervention.
- Include a "To do" list or action plan to have in mind to improve the way we collect data or the way we make our intervention.

In our diaries we included a description of the experiences, situations or interventions we had; in the diaries, we also had an external opinion, a bunch of feelings or reactions that we might collect during or at the end of each intervention. An analysis section was required for each time we wrote about a session or implementation, just to evaluate and see how we were going in terms of goals achievements and results, thus offer a further intervention and of course a conclusion of every session.

7. Results

The participants that were involved throughout this implementation reflected certain characteristics that had to do with the learning and teaching of English. Two observers, one implementer and 22 students were participating along this classroom project development. The observers and the implementer agreed that the storytelling technique facilitated the teaching of English as it was noticed that in terms of planning, design and creativity, it contributed to the professional growth; at the same time, this type of improvement promoted students' interest inasmuch as it was seen that they responded toward teacher's instructions, modeling and interaction in the classroom. In addition, it was noticeable that students replicated portions of language introduced by the implementer. Also, they repeated grammar patterns when the implementer was explaining them. It was a clear ameliorated vocabulary pack and thus, a representation of students' linguistic outcomes.

a. Professional Growth

In this section, there are aspects to reflect regarding professional development. The storytelling technique used to describe the aspects that are mentioned here is part of what this classroom project is focused on. The pre-service teacher and the observers involved in this project aimed at reflecting what the implementation of this classroom project has brought about. In this chapter, we are going to describe some strength and challenges that we faced during this project implementation that helped us grow in our professional profiles. Among those advantages and disadvantages, we are mentioning some strategies we used and some issues that we have to improve and reflect upon.

i. Classroom Management

In terms of classroom management at school, there are certain aspects to be mentioned that are considered relevant for displaying some results already achieved and some others that were not actually carried out due to several situations explained later on. Lesson planning, material design and institutional limitations are some key factors we are mentioning.

1. Strengths. When we were designing our lesson plan there were actually things we considered to do so. Students' backgrounds regarding language proficiency helped us to plan for their levels as we considered the topics that they previously knew; we also had in mind their interests and preferences to have a clearer idea of what they would like to have in their English classes related to their ages and likes about TV shows and cartoons. Students' level of proficiency was an A1 level as we could notice and that was an advantage to plan according their necessities. Having as an example lesson plan number 9 (*see appendix #1*) that was implemented based on adjectives, we established the aim: through the use of storytelling, the students were going to be able to recognize some adjectives and their pronunciation to describe people and animals supported by structured language that the students copied from the tales to then modify and use them in real life situations. As stated by Jensen (2013) lesson planning is very crucial at the moment of giving a class as it marks the initial and final points that it must have. She also argues that not only the students have needs but also the teacher in terms of knowing in advance what the class is going to be about. Planning is also a tool that teachers use to anticipate problems and reflect upon them in order to foresee what future classes can be. Based on what we have previously experienced in the implementation of this project, we agreed that using lesson plans could help us to assume possible issues and analyze them for further actions. In regard to lesson planning we learned that it was necessary to take into account students' preferences and language

proficiency based on *Guía 22* from the MEN to have successful lessons as we were planning according to what each level was able to do. It was also necessary a story that included students' preferences in each of the lessons since it was a good way to get students' attention and active participation. Besides, having a well sequenced lesson plan with different activities or tasks also helped us to decide whether the class was timed enough to develop all of them, to omit any of them or even to go straight to the point which majorly was the storytelling part. Sometimes we evidenced that it was needed to omit a part of the lesson or giving more time to certain tasks. Using and opening, sequence, ending and a well-paced lesson facilitated the integration of the major task to be developed for each intervention.

In the same way, the material design was appropriate according to our reflection since every lesson of ours included a tale that was adapted according to what they used to watch in T.V. We also included some characters that did not actually follow a sequence in their own story; instead, we used them to recreate our own stories knowing that they already had knowledge of them. In general, what we could approach the most to be related to the students' preferred shows on T.V and/or favorite cartoons. In this sense, the lessons were attempted to achieve certain goals that then were shown in some worksheets we applied at the end of every session. Also, when teaching the classes, we noticed certain interaction regarding every topic presented. There was a class tale that we did based upon "*Ben 10's life*" and we often heard "*Si teacher, yo conozco a Ben 10*"; telling us of course that they were familiar with this cartoon. Halliwell (1992) presents in her book that the use of visual material enhances the learning of new vocabulary because it contextualizes and makes easier the learning of a set of vocabulary specially by using flashcards since it portrays the meaning of a content word, which are words that children learn the easiest. Having this in mind, we can say that when we used power point presentations and flashcards we

could get students to understand what our stories were about because they could see an image that represented them. We learned that the use of worksheets were ideal because they were putting into practice what they learned from the lesson of that session. In accordance to this, we also realized that we could take advantage of the material that we designed for these classes and use it for future ones. We also know that the creation of new material increases our imagination and it help us to cooperate with other colleagues who provide ESL/EFL material.

2. Challenges. Institutional limitations were definitely a disadvantage that we had to overcome when implementing our storytelling sessions since we were limited by our own material design which was the only thing students had in the English class. Sadly, the institution where we implemented this project did not have supporting material for the English class. As mentioned before, we were limited by a whiteboard, markers, lesson plan and what we could design for every session. Most of the sessions of storytelling required a video projector and a computer so as to introduce certain tales to everyone. We designed every tale and presented them by using our own computer. A laptop facilitated that the teacher moved around the class by showing them the stories already designed for them. The implementer noticed that students learnt a bit more when they have visual aids. *“The use of visual aids engages students’ attention and comprehension”*. Alys’ transcript (see appendix #2). Due to institutional limitations regarding material not provided, it was time consuming the fact that at the moment the teacher was going to tell the story, she had to move around the classroom or ask students to get closer to the screen, but they got noisy and used to take too long to organize their seats. Most of the implementations were early in the morning; therefore, it could not facilitate students to arrive on time on the grounds of the fact that students used to have a different schedule. Pointing out what Johansson (2009) says that a teacher must consider as materials anything else that can provide students a

general view of the lesson which is being exposed. It does not matter if you are limited by certain obstacles since teaching has its disadvantages and normally you will have to prove yourself as a good planner when it comes to inconveniences in the EFL class. Hence, we have faced several disadvantages throughout the implementation of this project. We know that it is important to count beforehand with a plan b for this specific case and that there is not always going to be an opportunity to give the best of our classes. Bringing our own stuff and our own material has aided us to carry out most of the classes and we are sure that our students will understand that the most we pact to work together, the better our classes will be as in most of the cases where the implementer asked the students to bring their own materials from home to help in class. It is important to mention that although we implemented a solution to the problem of lack of appropriate material to carry out our class, it is true that this solution was effective to some extent since this solution also cause some other inconveniences and disruptive behavior.

b. Students' responses

In this stage, there are some aspects to mention and reflect regarding students' responses. The idea is to provide a clear overview about what we found related to what students learnt, how they could integrate the knowledge presented through the storytelling technique and what aspects were perceived from them during the implementation. These aspects are related to students' motivation, students' background knowledge and imitation and repetition; the first two of them were taken as strengths that contributed to the development of our classes and the last one as a challenge that students had to face.

i. Strengths

As strength, students' motivation increased gradually during the classes given the fact that most of them knew some of the stories or their characters beforehand. For example, in some stories such as *Tin Tin or Ben 10 life*, students were excited about answering questions presented by the implementer (*e.g. is Ben big or short?*) Regarding students' responses, the use of stories in the EFL classroom is a useful and engaging tool that teachers should consider when planning English classes in order to catch learners' attention from the very beginning of them. Thus, Madrid and Pérez (2001) introduced the features that make students' feel motivated towards EFL classes. Those features have to do with learners' cultural beliefs, differences, learning contexts and outcomes that are reflected whenever students feel extrinsically or intrinsically motivated. Therefore, they suggest that students' motivation is a matter of not only learners' environment but also learners' community which in this case played an important role in students' volition unto learning. Moreover, bringing to the class some stories based on students' preferences and interests by the implementer was a key factor to say that students felt motivated during this implementation. It is also important to highlight that before storytelling was implemented, the practitioner and the observers analyze what stories and characters were possibly known by learners and of their interest in order to make them feel motivated towards the class. As a result, the implementer found the way to bring to her lessons aspects that were crucial for her when teaching through stories. Besides, the practitioner and the observers saw how much students were able to get from lesson when something interesting and adapted to their preferences was being brought to class. In addition, we had in mind stories that could be modified and then presented as a topic through the use of storytelling technique, had a great impact on students' way of seeing English classes.

During the implementation of storytelling, there were some aspects the pre-service teacher and the observers noticed. Firstly, students' background knowledge on stories helped them to comprehend what they meant. This aspect is something that was reflected during the implementation of the classes and that caught students' attention since they knew and had an idea of what the stories were about (*As mentioned above, it was given since implementer and the observers took the time to analyze and think about the material brought to class*). Hence, this notion is comprised by Al-Jahwari and Al-Humaidi (2015) when they expressed that part of what students know is related to what teachers can do to activate students' prior knowledge, how important it is for them and what they would do if an unexpected result is provoked. For example, when the teacher was introducing one of the stories (*Ben 10 life*) through a power point presentation, she asked students if they knew the story and students answered *yes, we know Ben 10*. Thus, teachers may have in mind that it would be better to use stories that are known for the students and that they are familiar with when teaching a foreign language. It is also crucial to take as reference those stories that are known for students given the fact that students would internalize better what it is intended to be taught. Besides, children learned and understood better the topics. It was something reflected while the teacher was telling the story and learners immediately started talking and spreading information with each other upon it.

To conclude, selecting the stories having in mind students' preferences and knowledge has brought positive results on learners; these results were manifested through the way learners behaved in class; for example, they raised their hands every time the implementer asked something related to the story. Also, while she was reading, learners made some comments in relation with the story "*e.g. tin tinviajabaenbarco*". Based on this, we could notice students were extrinsically motivated towards the topics of the stories.

ii. Challenges

One of the challenges we faced during this implementation was the fact that students tended to reproduce or imitate what one of the most participative students said along the classes. When asking about the meaning of some words this student used to know the answer or just asked the teacher about it; as a result, the other learners usually replicated and imitated what she said. We as observers noticed that she was the one who led in some way the classes and tried to guide them by giving the answer to everything that was said in the stories.

In one of the classes, while teacher was reading the story this particular student used to ask what the meaning of “treasure” was (*it was given in Tin Tin adventure’ story*); therefore, the implementer proceeded to give the answer by drawing it on the board; as soon as the teacher started she gave her classmates the answer by saying “*aaaah Tesoro*”. Students repeated what she said. They got used to this kind of routine imitating what she did; however, it was not the only case in which the same behavior was evidenced. They attempted to predict what the story was going to be about based on the images or the names of the stories. It was given when the teacher told the stories so students at the same time tried to guess what she was saying by repeating the story itself. Brunner (2001) agreed that repetition matters in light of the fact that it can hurry and develop the engagement process. Therefore, imitation becomes relevant in the classroom when it is done on the basis of a song or a story as happened in our case since learners repeated for whiles some sentences of the stories whereas the implementer was telling it. Consequently, they could internalize the story better inasmuch as they used to group to then collect information on what the teacher was saying.

We evidenced this factor as a challenge in view of the fact that as part of our lesson aims we expected all learners to be able to participate. Further, we tried to set objectives according to students' levels of proficiency and in spite of the fact that they were very attentive, not all of them were able to participate or were paying attention. That is why, most of the students relied on just a few of their partners to carry out class' activities. We intended from the very beginning to convey a way in which all of them were going to be participative at the same degree. The implementer usually asked questions to those students who needed to be heard as part of our involvement aims; this with the aim of balancing the students' talking time. Sadly, just few of them were capable of answering teacher's questions because as we previously mentioned, most of them relied on their peers.

Classroom layout and arrangement was an important challenge faced during the implementation of this project due to the lack of space to carry out different activities, the classroom layout was not appropriate to implement dynamic activities as well as activities that required movement. The most relevant aspects regarding classroom layout were the facts that there were two columns in the middle of the classroom so it was difficult for students to organize their seat in different sitting arrangements also, it is necessary to mention that the outside lights were highly poor. Regarding those problems the implementer and the observers noticed that sometimes students who used to sit behind the two columns tended to misbehave and they refused to participate. According to Phillips (2014) the physical structure of a classroom is a relevant variable that affects students' morale and learning process, he argues that classrooms with minimal windows and minimal outside lights increase student depression that is why we consider that classroom limitations was a significant aspect that affected student motivation and the development of different classroom activities. As a result of this challenge we learned that as

teachers it is necessary to analyze the classroom environment before planning lessons and activities, because even if it was difficult to carry out all of the activities most of the students were always participating and their responses upon the activities that were implemented were positive as they seemed to be motivated during classes.

c. Linguistic Outcomes

In this segment, there are going to be mentioned students' skills obtained during this intervention based on what we have observed in terms of language development and students' performance and achievements in the classroom based on the implementation of assessment procedures. Hereafter, Classroom routines responses and worksheets production are being listed as strengths since from the very beginning these were the two fortes we encountered with. Additionally, L1 response, pronunciation mistakes and worksheets copied-based production are also being itemized as challenges inasmuch as these were the three defies we stumbled upon students were having more troubles with.

i. Strengths

Students' classroom routines responses were seen as strength due to the fact that after introducing a set of class commands and routines a good linguistic response was obtained, especially a spoken response. From the very beginning the teacher established a series of class commands useful for the interaction within the classroom that included greetings and farewells; commands and imperatives, and the roll-call response. During class time, we evidenced the roll-call response as the students needed to utter "*here*" so as to answer when their names were called in a list. Since the English classes were held in the mornings, the teacher implementing also set

some greetings and farewells expressions useful to interact with and when the teacher asked to. Between those, we had utterances such as “*Good morning kids-How are you?*” and then they must have answered “*Good morning teachers-Fine, thank you!*” In terms of commands and imperatives we noticed that they used to repeat to others what the teacher expressed. If she said “*sit down*”, they would sit down. Actually, there was a class homework in which they were supposed to bring a command written down in a paper to be presented for the English day at school. Just some of them were asked to present it, but all of them were supposed to know all these commands. There were commands such as *sit down, stand up, raise your hand, make silence, close the door, speak louder, come in front, etc.*, that they not only responded to by an immediate physical response but also repeated and learnt them, however. As pointed out by Harmer (2007), classroom routines are important within the EFL class since they make part of linguistic responses when they are especially inserted with a purpose. In consequence, the roll-call and class commands can work as “classroom language” which is particularly the vocabulary the learners are most involved with. This idea is much closer to what at the beginning the implementer teacher meant to do through the inclusion of this kind of vocabulary set in the classroom. By analyzing these previous situations stated, we concluded that there was actually too much effort in trying to get students to be familiar with and to insert these commands in their vocabulary so they can replicate them later on. Also, we could see that calling the roll is such a good exercise to be incorporated as a routine for every class because it is just part of what students get used to when routines such these ones are comprised in a class. That is why we believed that every English session must have a Class vocabulary set that permits students to immerse in the language by using simple chunks, expressions or sentences useful for communicating an idea. As we already implemented it, this notion had indeed positive benefits in terms of what students can pick up to eventually remain as a linguistic outcome.

Students' worksheets production was also seen as strength in the sense that thank to the information provided in these papers they could complete every activity proposed. We have analyzed different worksheets of various activities such as "*Tin-Tin goes on a trip*", (see appendix #3) "*my name is Ben*", true and false activities and multiple choice-fills in the gaps worksheets. All these logs provided us the information needed to argue that students were actually producing more in classroom through the insertion of these activities almost at the end of each intervention. The first worksheet provided to students showed very upright results owed to the fact that most of the items to be answered by true or false had some affirmative insights and just few students did not achieve the expected. We have also the case of the *Tin-tin goes on a trip* worksheets where students' were supposed to retained specific information from the story. Most of the answers provided in this latter log were in its majority correct and again just a few of them did not complete the paper or just cheated on it. Teachers' modeling of this type of activity played an important role as she usually had to read the questions in worksheets, rephrase them if necessary, and help students to provide an answer basing on what they have previously read –The storytelling portion of the class-. Ellis and Brewster (2014) stated that there must be a way in which a teacher can collect information on what students get from the storytelling portion. Therefore, it is important to provide worksheets that may serve as a complement to the storytelling class. In fact, what they both pointed out had a space in our implementation since students were to submit at least one artifact per class which was then analyzed so as to see if the implementations went well or not. We eventually met to discuss whether the information provided in worksheets was reliable or not. We found that students were certainly producing more through artifacts than orally. Besides, most of the answers contained in these records were totally reliable and of course were extremely related to the topic implemented as they did not have free answer questions. All the information saved led us to think that our sessions could in

time succeed to say that the students' had great results and response towards the storytelling method of data collection.

ii. Challenges

L1 response is taken as a challenge due to the fact that when implementing our sessions, we expected students to start producing in L2. When the students were supposed to provide spoken answers or to interact within the class, we noticed that a majority was able to understand what the teacher was saying; nevertheless, they opted to speak in Spanish or to give answers in Spanish when the teacher asked for participants. In class time, students were often asked to participate particularly when responses were needed in order to answer worksheets' questions or just to check students' participation. They did participate without a doubt, but they used to do it in Spanish instead. If the teacher asked what was "*Apple*" for instance, they would say it translates in "*Manzana*" so they were not going to say that it was a fruit that can be either red or green and that is delicious; this was the presumed answer. Meyer (2008) debated that the use of L1 in the L2 classroom has actually pedagogical implications that has to do with learners' cultural identity, learners' preferences and language anxiety. All these features registered as part of what one can encounter with in the L2 classroom. Learners are often going to prefer their first language when the level of confidence is not high to start producing in L2. He also commented that it can be treated to the use of a good code switching as a class resource but always opting to integrate the second language as much as possible. As he reported, code switching was actually a good source in class in the sense that it served to clarify students' doubts when it came to class instructions. The teacher decided to rephrase again in English what students could not get at first. She used to give instructions in English, then in Spanish but then she repeated it in English by using some other words. This experience certainly enriched the class because of the advantages repetition of

instructions could have during these implementations. We lived how important it was for students the use of L1 in class as a source that assisted them in order to check comprehension by themselves as an own L2-translation method. From the teaching point of view, they did reinforce their answers and thoughts when they were exposed to two versions of the instructions given in English. When observing such behavior we appreciated the importance students give to their mother tongue as they used as support to then internalize a concept in English language.

Students' pronunciation mistakes were another challenge we perceived while implementing this project. During class time, there were certain situations in which the students were sometimes asked or expected to start speaking in English. Nevertheless, we have heard that their pronunciation was not good enough although the implementer modeled the class pronunciation several times. She used to utter anything regarding class matters, so she did it through repeat, repeat and repeat but then they would pronounce a word as they thought its pronunciation was or just letting L1 work on it; that is, pronouncing a words as it would sound in Spanish. In line with what Mompeán (2008) argued, class pronunciation matters in the sense that it may imply a special need for the class. It can be a communicative, linguistic or sociolinguistic and he also expressed that pronunciation might vary depending on the class, region or country. Therefore, we remark this notion as an important part in the English class especially when a communicative and linguistic aim is over this matter. Pronunciation is crucial in class to see how well students can transfer an idea. Hence, we have learnt that repetition is also crucial for them to understand how English language sounds; students may begin to feel the appropriateness towards the language they are learning so as to notice how its patterns work. Besides, they might also encounter with the possibility of interacting later on with the language. We noticed that more input is needed in class as well in order to increase students' listening comprehension.

Copying from peers was one of the challenges we faced during the implementation of class activities. When they were handed a worksheet they must work on, some students would attempt to see their peers' answers and then, cheat on the responses. We had also the case of some students that did not get to the class early and when the worksheet was turned in to them, they just decided to copy from a peer. (See appendix #4). Most of the students did not have the chance to attend all the implementations or at least to get to class earlier due to personal situations. It is somehow comprehensible to see that they tried in some way to achieve the class requirements; nonetheless, this situation is still part of what we know as class disruptive behavior. Tolan and Leventhal (2013) considered this type of actions as disruptive behavior in class since they contemplated that actions like this one violate the class conduct and it merits to be considered as such. Likewise, they believed that in must be acquainted from the very beginning in the class ground rules so they can know that actions like these ones might have future consequences. Regarding this previous belief, we can agree that the ground rules must precise the type of penalties they can received when doing such a thing. Hence, from experience we must establish clear ground rules particularly when working with children or young learners as they may tend to put aside the rules. However, they see their teacher as the person whose attention they need to give the most and thus, respect a little what the teacher needs in class. Besides, we sum the effort they put in trying to handle in the worksheets even if they had to cheat on them to be eventually graded. It is just a proof of how much they liked the English lessons.

8. Conclusions

After having the experience in which we implemented our classroom project in fifth grade we concluded the following aspects:

In terms of professional growth, we saw how relevant the planning and material design were as a good advantage to carry out these implementations since we succeeded in considering students' background knowledge in English and their preferences regarding the type of stories and genre of literature we included in order to plan. As we mentioned above, we had in mind students' preferences, interests and background knowledge to create and design material that could foster students' motivation and participation in class so their response towards the stories was positive and evidenced throughout the implementation; also, we realized that the assessment procedures we used encouraged students to be aware of their learning process, so they did their best in order to accomplish the tasks required. In regards to linguistic outcomes we must say that there were actually good results obtained regarding classroom routines and vocabulary as well as worksheets production. These two factors showed improvement through the implementation of this project in the sense that students could achieve language production required to interact within the class besides of being productive in tasks and activities done in worksheets. Regrettably, we also faced students' troubles in managing to accomplish tasks by their own as some of them used to cheat on; their pronunciation was not the expected and they usually responded in L1 during class time.

For the achievement of this project's aims we set from the beginning some teaching and learning objectives that were going to help us foresee possible issues, strengths and advantages to carry out the development of the project. When talking about teaching objectives, it was evidenced the fact that students preferences regarding type of stories was an important factor to

fulfill the implementation; as a result, students' attitude towards the classes was progressively positive, and they seemed to be motivated most of the time. There were two learning objectives that we could achieve in certain degree as we actually contributed to students' language development by using the storytelling technique. Based on the students' linguistic outcomes several insights were gathered to see how well they could manage to learn from the implementations. Moreover, the listening skill was the most impacted indeed since the students received a good portion of input as they did not have to read the stories or retell them but to show comprehension of them. One aspect to be mentioned regarding the first learning objective established has to do the complete achievement and successful implementation of the storytelling technique with primary learners to contribute to their language development. This was evidenced since students showed comprehension when a story was told by following its sequence and because it was evident in students' worksheets production. Further, the last learning objective was accomplished as the stories were adapted to the students' preferences and interests when it came to the genre and language proficiency.

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10. Appendices

a. Appendix #1

UNIVERSIDAD TECNOLÓGICA DE PEREIRA
Licenciatura en Lengua Inglesa
Guided Teaching Practicum
GENERAL PLANNING INFORMATION

INSTITUTION: La Julita	Branch:
NAME OF THE PRACTITIONER: Alys Nieto – Daniela Hernandez	
GRADE & GROUP: 5 th grade	ROOM:
TIME TABLE: Wednesday 8:20-9:10	LEVEL OF LEARNERS (CEF) A1
NUMBER OF LEARNERS: 22	AVERAGE AGE OF LEARNERS: 11-12 years old
GENERAL DESCRIPTION OF THE CLASSROOM: The classroom is small, with little space for standing up activities, it is dark so the light needs to be on, it has two columns in the middle that may affect the view of some students, and it has a TV, it does not have speakers.	
PROFILE OF THE LEARNERS: Most of the students are noisy and distracted however they like participating and playing. There are two or three who are kind of quiet. The overage is 11 years old. Their learning style seems to be visual and auditory; however it can be a combination of all of them. Students needs reinforcement in writing because most of the words from their notebook have mistakes (missing letters or in disorder), and also pronunciation because they confuse the sound of some words. The aim of this lesson is to improve their pronunciation and show them the correct spelling and writing of each word.	

LESSON PLAN

Date of the class:	Class Number:
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Oct/28/2015	9			
<p>AIM: At the end of the lesson students will be able to recognize some adjectives and their pronunciation (Little, big, short, tall, young, old...)</p>				
<p>Estándares Básicos de Competencias (MEN):</p> <p>Estándar General: Comprendo textos cortos, sencillos e ilustrados sobre temas cotidianos, personales y literarios</p> <p>Estándares Específicos</p> <p>Escucha: Sigo atentamente lo que dicen mi profesor y mis compañeros durante un juego o una actividad.</p> <p>Lectura: Participo en juegos de búsqueda de palabras desconocidas.</p> <p>Escritura: Verifico la ortografía de las palabras que escribo con frecuencia.</p> <p>Monologo: Deletreo palabras que me son conocidas</p> <p>Conversación: Puedo saludar de acuerdo con la hora del día, de forma natural y apropiada.</p> <p>Indicadores de logro: Escucha: el estudiante diferenciara el sonido de cada adjetivo. Lectura: el estudiante pronunciara correctamente las palabras enseñadas en clase. Escritura: el estudiante podrá escribir correctamente cada adjetivo. Conversación: el estudiante podrá responder preguntas simples realizadas con adjetivos.</p>				
<p>Assumed Knowledge: knowledge of verb to be.</p>				
<p>Materials: markers, board, computer, speakers.</p>				
DAY/STAGE/ ACTIVITY/ TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY		ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
<p>Greeting (8:20-8:25) - Video (8:25- 8:30)</p>	<p>T will greet the class and asked them about the English day</p> <p>The teacher will show a video related to the new topic (adjectives), the T will let students predict what are the adjectives that they are seeing in the laptop, they will be predicting based on the images.</p> <p>The T will write the different adjectives on the board, she will ask students to help her</p>		<p>.</p> <p>In case students start being noisy with the activity, the t</p>	

<p>- Elicitation (8:30-8:35)</p>	<p>remember the new adjectives. The T will play the video again in order to rehearse students comprehension and pronunciation of the words,</p>	<p>will select some students to help her with the information</p>	
<p>- Video (8:35-8:40)</p>	<p>The T will present a short story with the new vocabulary, students will recognize some adjectives and they will try to predict the meaning of the story by seeing the images and listening the teacher reading it.</p>		
<p>- Story (8:40-8:55)</p>	<p>Students will write sentences on their notebooks; the T will model the activity on the board, they will have to complete. (It's short, it is dirty, he is clean)</p>	<p>In case students do not understand the story, the T will model some</p>	
<p>- Writing activity (8:55-9:05)</p>	<p>The T will explain the homework.</p>	<p>sentences on the board</p>	
<p>- Homework (9:05-9:10)</p>			
<p>EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER: Students will be asked to draw at least 5 representations of some of the adjectives learned in class.</p>			

b. Appendix #2

Transcription #2 – October 19th

Transcript	Analysis
<p>The class started late as the majority of students were late too</p>	<p>Students' lack of punctuality affects the thread of the lesson</p>
<p>Ss were excited for the English class, they were asking questions about the topic of the lesson for that day, they were showing their homework between each other also, Ss were asking if the pre-service teachers could stay the whole morning</p>	<p>Students often show motivation towards the teachers' session.</p>
<p>The class started with a review of the last topic: Wh questions, the teacher was writing on the board some sentences related to the topic and students were saying what it was while the teacher was writing. They were predicting what the teacher was writing. The teacher was asking some students to pronounce some sentences and its corresponding answers.</p>	<p>Reviewing activities might help students' comprehension</p>
<p>Students were using Spanish when predicting the meaning of some sentences and their answers. They were trying to guess or remember what the exact meaning of the sentence or the answers was.</p>	<p>The use of Spanish facilitates the understanding of instructions and content</p>
<p>The teacher presented a video related to Wh questions; while the video was playing, students were repeating the sentences and translating the meaning of them, sometimes they were right but sometimes they were not and they were just saying the name of the images.</p>	<p>The use of visual aids engage students' attention and comprehension</p>
<p>A writing activity was done, the T wrote some sentences on the board but with not Wh questions; according to each question, students had to write the right Wh question corresponding to the rest of the sentence.</p>	<p>Comprehension activities show how well students understand a specific topic.</p>

c. Appendix #3

<p>Tintin goes on a trip</p> <ol style="list-style-type: none"> Who is the Milú's owner? <ol style="list-style-type: none"> Haddock <input checked="" type="checkbox"/> Tintin ✓ Marina Tomasol What does Tintin like to do? <ol style="list-style-type: none"> <input checked="" type="checkbox"/> Tintin likes adventures and travels ✓ Tintin likes fishing Tintin likes going to the moon ✓ Tintin likes Milú Where does the sun shine? <ol style="list-style-type: none"> <input checked="" type="checkbox"/> In Egypt. ✓ In Ecuador In Colombia In Africa Tintin and Milú go undersea <i>because</i>... <ol style="list-style-type: none"> The sea is blue <input checked="" type="checkbox"/> They look for a treasure ✓ They like fishing They need money What is the color of the captain's sweater? <ol style="list-style-type: none"> Gray Yellow <input checked="" type="checkbox"/> Blue ✓ Green Which is the place they go in a rocket? <ol style="list-style-type: none"> <input checked="" type="checkbox"/> The moon ✓ <input checked="" type="checkbox"/> The space ✓ Mars The sun <p>Orakian andres soto</p>	<p>Camilo Hernandez</p> <p>Tintin goes on a trip</p> <ol style="list-style-type: none"> Who is the Milú's owner? <ol style="list-style-type: none"> Haddock <input checked="" type="checkbox"/> Tintin ✓ Marina Tomasol What does Tintin like to do? <ol style="list-style-type: none"> <input checked="" type="checkbox"/> Tintin likes adventures and travels ✓ Tintin likes fishing Tintin likes going to the moon ✓ Tintin likes Milú Where does the sun shine? <ol style="list-style-type: none"> <input checked="" type="checkbox"/> In Egypt. ✓ In Ecuador In Colombia ✓ In Africa Tintin and Milú go undersea <i>because</i>... <ol style="list-style-type: none"> The sea is blue <input checked="" type="checkbox"/> They look for a treasure ✓ They like fishing They need money What is the color of the captain's sweater? <ol style="list-style-type: none"> Gray Yellow <input checked="" type="checkbox"/> Blue ✓ Green Which is the place they go in a rocket? <ol style="list-style-type: none"> <input checked="" type="checkbox"/> The moon ✓ The space Mars The sun <p>Good</p>
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SOFIA I.H.

Answer true (T) or false (F)

1. The story is about the family *False* ✓
2. Banana said: 'when I get out of here I am going to be a banana split'. *True* ✓
3. Orange said: 'when I get out of here I am going to be a car'. *False* ✓
4. One month later apple has a moustache and a hat. *True* ✓
5. The apple ran away to the street. *True* ✓
6. The apple was very happy. *False* ✓
7. One day the apple saw a poster. *True* ✓
8. The apple found his friends. *True* ✓

d. Appendix #4

Tintin goes on a trip

1. Who is the Milú's owner?
 - a. Haddock
 - b. Tintin
 - c. Marina
 - d. Tornasol
2. What does Tintin like to do?
 - a. Tintin likes adventures and travels
 - b. Tintin likes fishing
 - c. Tintin likes going to the moon
 - d. Tintin likes Milú
3. Where does the sun shine?
 - a. In Egypt.
 - b. In Ecuador
 - c. In Colombia
 - d. In Africa
4. Tintin and Milú go undersea *because...*
 - a. The sea is blue
 - b. They look for a treasure
 - c. They like fishing
 - d. They need money
5. What is the color of the captain's sweater?
 - a. Gray
 - b. Yellow
 - c. Blue
 - d. Green
6. Which is the place they go in a rocket?
 - a. The moon
 - b. The space
 - c. Mars
 - d. The sun

Juan Esteban
Giraldo

(He came late)
did not hear to
the story