

**Storytelling as a technique to stimulate English vocabulary learning in early childhood
education**

Classroom project

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1.Introduction

The purpose of this document is to introduce ‘‘storytelling’’ as a technique for initial English education in EFL students from 3 to 5 years old, framed on the linguistic competence in order to begin stimulating and building students’ vocabulary at this age range. In order to have a clearer understanding some theories about the characteristics, types, objectives and implementation required for this method are going to be addressed showing a relation between different authors’ point of view of the distinct matters. To begin, when seeking for an effective strategy for teaching ESL or EFL to young learners, it is necessary to first be familiarized with the method that is going to be implemented during the vocabulary learning process; in this case ‘‘storytelling’’. Also the target population should be narrowed to a specific stage and in this project is centered on early childhood which was defined by the document number 10 provided by the minister of education as the stage between 0 and 5 years old where children develop their cognitive skills and acquire their first language. According to Dujmović (2006) stories arouse learners imagination and they can become personally involved in a story as they identify themselves with the characters and try to interpret the narrative and illustrations which allows the storyteller to ask questions to the learners about the story in an engaging way in order to check understanding for the reasons of some actions, engage them with the story and check understanding. On the other hand Fitzgibbon and Wilhelm (1998) state that storytelling has a positive impact on students’ learning process, and they can develop different skills. For instance, the improvement of listening comprehension, oral production, organization, interpretation and evaluation abilities, among other positive improvements that can be achieved through the

exposure to stories which are presented in real life context. To summarize, this project aims to contribute to previous research as projects done either with the implementation of storytelling to stimulate English vocabulary learning on early childhood.

2. Justification

An area of special interest in the field of ELT is the development of the lexical sub-competence specifically in the learning of vocabulary with a scope in young learners which in this case will be narrowed to early childhood population. The lexical sub-competence, which is derived from the linguistic competence, has been defined by the Common European Framework of Reference for Languages (CEFR) as “the knowledge of, and ability to use, the vocabulary of a language that consists of lexical elements and grammatical elements” Taking this definition into account, it is necessary to clarify that grammar will not be taught directly but it will be acquired implicitly through stories while they learn the vocabulary through the exposure to the language and develop basic abilities in English. In addition, Lewis (1993), has defined lexis as “the core of language” or a competence that will develop expression and fluency in English, Hatch & Brown (1995) and Allen (1993) have defined vocabulary as a set of words to communicate with others, that is simultaneously a linguistic and a cultural process. Since in Colombia by the act 115 of 1994, the general law of education, the government expresses that education in at least one foreign language is mandatory for elementary schools, there is a need to provide some basis before young learners start their education process. Taking into account what is mentioned by the authors cited above and based on Schmitt (2010), who expresses that teaching vocabulary will develop students understanding of the language that permits the communication with others in English, we as pre-service teachers consider that applying storytelling to stimulate English vocabulary learning is very useful as children need to be

exposed, implicitly, to the learning of a foreign language. In this case, with the proposal of an enjoyable, dynamic and creative way that promotes learning through the use of the role of fun and imagination as part of this technique.

To have an overview of the exploration of this area, some researches will be mentioned going from the global to the local context. This area has been explored worldwide with different focuses, for example, in Barcelona Miralpeix (2007) conducted a research with the use of some inquiries to find the incidence of the age in vocabulary acquisition in the first and second language with students that had the same time of exposure to English learning but that started at different ages. In the Latin American context, Rodas (2011) and Araya et al. (2013) conducted a project where they analyzed the effectiveness of Total Physical Response Storytelling (TPRS) as a methodology for teaching English vocabulary to EFL Pre-school learners. In Colombia, Rodado (2010) made a research in stimulating English through storytelling to children from a childhood development center in Bogotá, and she stated that this technique helped to improve the language skills through vocabulary, prediction, sequencing, stories comprehension and memorizing. In Risaralda, Arias et al. (2014) implemented a methodological proposal for bilingual education, where they addressed some techniques to teach vocabulary, for instance, songs, flashcards, videos and stories to practice and present vocabulary in a public childhood development center (CDC). Based on these studies that were focused on different populations and purposes, this project attempts to extrapolate the effectiveness of the use of storytelling technique in the English vocabulary stimulation process in a public Childhood development Center, located in Puerto Caldas Risaralda and to highlight the relevance of stimulating English vocabulary learning on early childhood stages through a technique that could be implemented in further researches with different scopes. To achieve this purposes we have set some learning and

teaching objectives taking into account the context of the CDC and the ages of the target children that range between 4 and 5 years old. For instance, to stimulate the learning process with different activities that enhance children's cognitive and psychomotor development through the use of stories and activities related to stories and appropriate material as well as increasing their motivation through appealing activities that imply interaction.

In the field of ELT, vocabulary is a challenging area to teach as it goes beyond a list of words or memorizing definitions, and it is a proxy for content knowledge that permits students to learn new words that cover new ideas and information (Stahl & Fairbanks 1986). This idea could be complemented with Smith (1995) who states that effective vocabulary instruction helps students to understand the relationship between words and concepts, which are units of thought and belief, thus the teaching of vocabulary could be regarded as one of the initial steps to learn a language and consequently an area that needs to be implied on the stimulation process of English learning. However, there are some aspects that are important to mention regarding the target population for this project. Therefore, it is necessary to express that in Colombia the guide number 10 provided by the minister of education that talks about development and competences on Early childhood does not include competences in a second or foreign language, this means that even if there are different programs in Colombia that are interested in the improvement of the quality of English education on higher levels such as "Colombia Very Well" as a plan to improve English communicative skills of Colombians, "Programa Nacional de Bilingüismo" Bunny bonita (2008) a project developed by the National Program of Bilingualism and "Colombia Bilingue 2014-2018", there is not a specific policy in public education that mentions the implementation of a bilingual education for children under the age of five years. Taking into account what was previously mentioned, with this project we attempt to highlight the relevance

of the English vocabulary stimulation learning on early childhood stages through a technique that could be implemented in further researches with different scopes regarding the effective vocabulary learning.

According to the Colombian General Education Act (1994), early childhood education intends to establish the global development of children under six years old within different dimensions including particularly the development of communication, autonomy and creativity. Despite the fact that there are many policies for English education from elementary to university levels, the Guia 22 (2006), the main guide provided by the Colombian education minister that has the basic standards of competences in English language for primary and high school students, does not take into account the early childhood population. Aligned with this, another program that does not contemplate English in this development stage is the program named “De cero a siempre”, which is the National Strategy for Early Childhood Care, designed to improve the quality of education for early childhood. Therefore, this project may contribute to previous studies in terms of the exploration and application of the storytelling technique to stimulate English vocabulary learning on early childhood students having some theories as support to highlight the importance of the learning process at this age and the relevance of storytelling. For instance, they belong to a stage that Lenneberg (1967) named as the critical period and is a crucial stage of development between the age of 2 to 13 years old that will facilitate the acquisition of a second language where they can have less difficulties with the language and reaching a perfect status of language. On the other hand, with the implementation of Storytelling, students will be benefited due to the fact that they will be exposed to English vocabulary through the use of creative ways of teaching that can reinforce, complement, reinforce or even introduce stories like flashcards, songs, commands, total physical response and activities that involve their physical and cognitive

development. As stated by Fitzgibbon and Wilhelm (1998) is a useful tool that permits learners to improve different abilities in listening, speaking and that present grammar in real life context even if teaching grammar is not one of our goals because of their age and literacy level. Additionally, this project expects, by proposing storytelling as a technique to stimulate English vocabulary learning, to increase interest on making further studies or projects with this population and many other scopes and techniques.

The purpose of the implementation of this project will be explained based in the teaching and learning objectives.

2.1 Teaching Objectives:

- To enhance the design and adaptation of materials directed to stimulate learning and introduce English vocabulary to young learners.
- To plan tasks that involve storytelling and students psychomotor and cognitive development through contextualized activities.
- To reinforce and stimulate English vocabulary learning in children from a public CDC through the use of storytelling technique

2.2 Learning objectives:

- To decode the meaning of words from the context of some stories.
- To increase motivation through storytelling within a foreign language acquisition context.
- To develop low order thinking skills by drawing, identifying, duplicating and matching exercises.

3. Theoretical Framework

On this section, some characteristics and information about Storytelling will be shared and briefly explained.

3.1 What is Storytelling?

To begin it is important to mention that this project has the purpose to stimulate English vocabulary learning on early childhood students. However, for very young children this process requires visual and concrete representations; due to the fact that their comprehension occurs in concrete contexts, for instance this representations could be pictures or illustrated vocabulary cards (Gordon, 2007). Additionally, stimulating an additional language learning on early childhood, should include a variety of techniques such as videos, storytelling, finger plays, singing and educational games (Larsen-Freeman, 2002) For this reason the main technique that will be used for this project is storytelling but it will also include some other techniques like videos, songs and flashcards to emphasize and reinforce vocabulary. In order to define and have a wide perspective of what storytelling is, some different author's definitions will be provided and explained. As mentioned above Fitzgibbon and Wilhelm (1998) defined storytelling as an useful tool within the language classroom that permits educators create more meaningful learning experiences, improve listening comprehension, present grammar in real life contexts and encourage oral production through the use of stories that provide a possibility to expose students to the language and make them to use it unconsciously; specially on this development stage where the role of fun of imagination has a big impact and could be adapted to different learning styles since storytelling allows for personalized interpretations and visualizations of content. On the other hand, Barzaq (2009) defined storytelling as a knowledge management technique, a way to distribute information and understand it as stories are used to provide natural connection between events and concepts. Another important aspect stated by Dujmović (2006) is that stories are an authentic manner of teaching that help students to gain insight into human behaviour, and it has the potential of fostering emotional intelligence additionally, if we

take into account its adaptability to learning styles and the possibility to make relationships between events and concepts, it is possible to express that those characteristics make Storytelling a very interesting and appealing technique to use with early childhood students, besides it presents a set of components that are aligned to the necessities and capabilities of this stage.

3.1.2 Characteristics of storytelling

In this section, some characteristics of storytelling are going to be explained from different authors in order to have a deeper understanding of the topic and its features. According to Pedersen (1995), storytelling is a pedagogical method especially when working with ESL children due to the fact that stories can help to transmit heritage in terms of literature and culture. On the other hand, storytelling is an engaging form of teaching that lowers affective filters and allows learning to take place more readily and more naturally within a meaningful interactive communication context as stated by Fitzgibbon and Wilhelm (1998). In this way, students can learn in a comfortable environment that will low the levels of anxiety and stress, learn about the culture while they enrich their vocabulary and oral production. To complement this idea, Dujmović (2006) stated that stories are motivating and amusing. Also, they can help to develop positive attitudes towards the foreign language, language learning, stories provide affective benefits for social and emotional development and students can acquire literary and cultural heritage. As it was mentioned before, storytelling can contribute to the stimulation of english vocabulary learning as it is an engaging way of learning that allows oral production in a low anxiety environment that raises motivation and brings amusement as well as it enriches vocabulary and oral production; even if in this case their production will be very simple and composed by words.

3.1.3 The purpose of storytelling

Morgan and Rinvoluceri (1983) found that storytelling helps to develop listening comprehension and encourages oral production through the process of retelling the story to practice speaking or to recall details following a sequence; and this will provide a space for interacting with children as it is possible to ask for details or check understanding while the story is being told. Additionally, it is proposed by Dujmovic, (2006) that stories arouse learners imagination and they can become personally involved in a story as they identify themselves with the characters and try to interpret the narrative and illustrations which allows the storyteller to ask questions to the learners about the story in an engaging way in order to check understanding for the reasons of some actions, engage them with the story and check understanding. Also, there several stories where structures and key vocabulary are repeated naturally; this work as a strategy where children can remember the most relevant details and in this way they can predict by anticipating what is going to happen as proposed by Ellis & Brewster (2002). Moreover, Rodas (2011) established that according to the experience of observing and using this strategy with children there is the concept that a learning experience becomes a dialogue between children and teachers that participate, negotiate and construct meaning out of a particular situation. To synthesize, the purpose of storytelling is to develop listening comprehension skills, encourage oral production and exercise learners imagination and capacity of prediction in a space where they can construct and negotiate meaning based on the interpretation of the narrative and illustrations.

3.1.4 Types of storytelling

According to the information above, it is important to establish some different types of storytelling that can be used for the implementation of this vocabulary learning technique. Some

of them are digital storytelling proposed by Hartley & McWilliam (2009), story theater proposed by Hines, M. (1995) and total physical response storytelling proposed by Ray (1990) which will be the focus of this project, due to the population and its context.

3.1.4.1 Various types of Storytelling

Some types of storytelling will be briefly presented along this paragraph in order to exemplify that there are many variants and to clarify the reason why we will focus just on one type. Hartley & McWilliam (2009) state that *Digital storytelling* is a workshop-based practice in which students are taught to use digital media to create short audio video stories through a narrative and self-expression method, unfortunately this will not be used in this project because of the lack of technological resources and age of the participants. On the other hand, there is another type of storytelling proposed by Hines, M. (1995) that is called *story theater* which takes a text (a piece of fiction, a fable, or a folk tale) and students act it out. Even if there is a narration, children cannot recite or act it because their length of vocabulary in English is very limited and it represents a high cognitive demanding task that is not coherent with their level and age, besides they have not developed reading skills yet. Finally, the type of storytelling that is the most relevant and meaningful for this project due to its structure, steps and components as they are very appropriate for the population, cognitive development and the purpose of the project is *Total physical response Storytelling (TPRS)* In contrast to the previous mentioned types, Ray (1990) proposes a variation called Total physical response Storytelling TPRS as a way to teach languages in general terms without emphasizing on grammar rules, but still teaching them through comprehensible input such as questions and messages that are transmitted orally or through reading according to the understanding level of the learners.

3.1.4.2 Total physical response Storytelling (TPRS):

Total physical response Storytelling TPRS is a variation of storytelling that according to Ray (1990) is a way to teach languages in general terms without emphasizing on grammar rules, but still teaching them through comprehensible input such as questions and messages that are transmitted orally or through reading according to the understanding of the learners. This is also focused on repetition and appealing materials for learners, the story is introduced with translation or gestures from the first language to the target language to facilitate understanding of the meaning of the words that are taught. Additionally, the story is divided in 3 moments after establishing the meaning of the words; the first one is to establish the problem and provide a context for the story, the second one is about an unsuccessful attempting to solve the problem and the last step where the problem is finally solved. TPRS is considered the most feasible type of storytelling for this project due to its structure, steps and components as they are very appropriate for the population, their cognitive development and the purpose of the project that is to use storytelling as a technique to stimulate English vocabulary learning.

3.1.4.2.1 How to work with TPRS:

The process of how to work with total physical response storytelling (TPRS) is going to be explained from different author perspectives. Firstly according to Susan Gross (2007) TPRS is implemented through three main steps: show or establish the meaning of new vocabulary structures via visuals and verbal explanations, tell which is referred to the step in which teachers provide Contextualized Comprehensible Input (CCI) that is focused primarily on the day's new vocabulary, and the final step that consists of activities of extensive reading following the stories.. After implementing these steps, Rodas (2011) stated that the age and level of the learners will define the complexity of the process. In conclusion, TPRS is a flexible method that

can be adapted to the age and level of the students in order to develop the procedures. Also it is well structured given the fact that it follows a sequence of learning process (show,tell, read) and students can learn in a didactic environment that provides visual material and comprehensible input. Additionally, to use storytelling effectively it is important to take into account what Rog (2001) proposes, the success of this will rely on a good selection of books and methods used in reading.

According to all the information mentioned in this document about the definitions, characteristics, types, purposes and implementation of the storytelling as a technique to stimulate English vocabulary learning, we consider that it can have a positive impact on the students' motivation and acquisition of the target language, due to the fact that storytelling provides a meaningful learning environment through the use of activities with comprehensible input. In other words, all the vocabulary is taught in context using engaging stories at the same time as students can enrich their cultural heritage and unconsciously acquire awareness of language rules and structure rather than being exposed to material in which they have to memorize vocabulary and rigid grammar rules.

3.2. Language Learning in Early Childhood

Language learning has been a subject widely explored by researchers from many fields, but the relationship of age and language acquisition is still provoking discussions on the academic world as there are different theories talking about this aspect and there are not absolute answers for the best age for learning and how acquisition takes place or between the two main tendencies of innatism or skills that come from birth and nurture that expresses that knowledge comes from experiences. This section will be centered on early childhood, and will be narrowed

from 4 to 5 years old which according to Lenneberg (1967) belong to the critical period. He defined the critical period as a crucial stage of development between the age of 2 to 13 years old that will facilitate the acquisition of a second language where they can have less difficulties with it because as he proposes, there is a relationship between age, brain's hemispheres specialization and cerebral plasticity.

Furthermore, children do not process information on the same way adults do, their cognitive development may vary according to their age and as they range between 3 to 5 years old they would be placed on the pre-operational stage that as Feldman (2006) stated is the stage in which they develop their semiotic ability to represent physically absent objects with mental symbols, this means that they start using words, symbols, images and gestures to represent the world and knowledge.

Another aspect important to highlight is the children's learning of words, as words have an special significance for children that are learning a new language. Words are recognizable linguistic units for children in their first language, this means that they can also recognize words in a second language. On the other hand, taking into account Piaget's theory (1920) about the preoperational stage students present symbolic thinking, it is possible to state that they learn by touching or seeing visual representations of objects that allow them to recognize single word labels in the first language so that they can recognize them in a second language too. Therefore, children are encouraged to think about a second language as a set of words although this may not be the only way of children's thinking. To conclude, the word as a unit has an important position as a research into word frequency and use, this research showed that much of the knowledge in the first language comes from the information that is build up over time about statistical probabilities of which words are used with which other words. In the end the ones who acquire a

second language when they are children have more possibilities to have a better level rather than the ones who acquired it when they were older as stated by Krashen & Terrell (1983) and this motivates this project, to provide a stimulation while seeking for stimulation, motivation and free anxiety environment as proposed by Rodas (2011).

4. Literature review

The area of teaching English to young learners has been broadly explored especially in the field of grammar, establishing the teaching of vocabulary as one of the most relevant aspects to develop the linguistic competence. Therefore, the implementation of storytelling has been adopted as one of the most suitable techniques to teach English. Two studies that focused on this, the first one was done by Arias et al. (2014) and the second one was made by Hsu, (2015), both of them used inquiries to collect information about the effects of implementing different strategies to stimulate English learning on children that belonged to early childhood population. The first study was conducted in Puerto Caldas, Risaralda, Colombia with the purpose of establishing a methodological proposal for bilingual early childhood in a public Child Development Center taking into account what was previously presented in the L1 in order to present it on the L2. Finally the participants of this study were in-service teachers and pedagogical assistants and it was conducted with three groups; one pre- kindergarten and two kindergarten classes. In the second study focused on the effects of storytelling in EFL teaching, whose primary aim was to investigate if this technique implemented by pre-service teachers could enhance motivation in 4 years old bilingual kindergarten students from Taiwan. Both studies were made with EFL students and implemented storytelling with different aims,

populations and contexts. These studies will be further analyzed with more detail along this section .

Arias et al (2014) Conducted a pilot study in Puerto Caldas, Risaralda, Colombia with the purpose of establishing a methodological proposal for bilingual early childhood in a public Child Development Center. After analysing the needs of the population regarding the process of teaching and learning, the researchers designed a methodological proposal for simultaneous bilingualism taking into account the previous knowledge about the topics presented by the teachers in the CDC in order to present them in English during the next sessions. The implementation of this proposal lasted 8 sessions of 2 hours twice a week, the participants of this study were in-service teachers and pedagogical assistants and it was conducted with three groups; one of pre- kindergarten level and two kindergarten level. Consequently, during the piloting of the study teachers-researchers used a set of materials like flashcards, animated videos, books, stories and songs to reinforce the different stages of the lesson and this was reflected on the results of this study that suggest that the use of audio and visual materials is very important in English sessions due to the fact that these resources are engaging for students and help to control discipline in the classroom.

Hsu (2015) conducted a study based on specific instructional outcomes from the application of storytelling as a group teaching strategy to determine how its employment was aligned to the necessities of teachers. The main focus of this study was to analyze the influence of storytelling in EFL children's learning process, there was also a discussion about the strengths and weaknesses of using storytelling as a group teaching strategy. This study implemented the action research methodology with the use of questionnaires that were designed to gather determined data about personal information through open-ended questions. Another section,

included a 5 point scale to present the teachers' opinions regarding the sample lessons. Additionally, teachers', researchers' and coordinators' logs had as a result valuable reflections and observations. The participants were 6 pre-service teachers who implemented storytelling during two months in an EFL context with 21 bilingual kindergarten students whose age was 4 years old and where from Taiwan. The findings suggest that the implementation of storytelling requires pre-service teachers to reflect about the teaching styles as it is necessary to seek for innovative, engaging and creative material that raise students' motivation, attention and participation during the class sessions.

The studies previously presented permit to confirm the positive contribution of storytelling regarding teaching and learning of English to young EFL learners. It seems that storytelling benefits the language improvement in relation with language skills and transform students' perception of social behavior in diverse situations. However, teachers must be ingenious, in order to create original and productive material to raise students interest in sessions. As a conclusion, it is remarkable the lack of contextualized stories in these studies, so it is important to implement contextualized (adapted) stories to teach vocabulary, which could be taught implementing storytelling as a pedagogical tool to transmit heritage in terms of literature and culture Pedersen (1995) .

5. Methodology

Having as an area of interest the development of the lexical sub-competence and regarding the development of vocabulary in early childhood, this Classroom project was

conducted in a child development center located in Puerto Caldas, Risaralda, Colombia. The technique to be implemented to teach vocabulary is Storytelling which consisted on the use of illustrated stories that were told using the appropriate intonation having as a purpose the teaching of basic English vocabulary through the creation of meaningful experiences, Fitzgibbon and Wilhelm (1998). In order to collect data about its effectiveness in the learning process of a foreign language in preschool students, 9 sessions were implemented with 9 different stories as that included assessment and reflection stages.

5.1 Context

This project was conducted with students from kindergarten level that were part a child development center (CDC) which was defined by the Instituto Colombiano de Bienestar Familiar (ICBF) as a space constructed to promote and guarantee the child development in early stages and to favor important aspects such as physical health, mental, emotional and social dimensions. The public centers were first created in 1974, after the Colombian Legislative Act 7 of 1979 established some resources for these centers, having as a purpose to take care of children from 6 months to 4 years and 11 months whose parents needed to work almost 8 hours per day.

The institution where this project was conducted was “Cosechando sueños” which is located in Puerto Caldas, Risaralda. “Cosechando sueños” counts with 10 teachers and 10 assistants that take care of approximately 300 children, they have two pedagogues, two coordinators, one nurse, one psychologist, one social worker, and 3 different teachers for sports, arts and music. In terms of benefits, they receive breakfast, lunch, morning and afternoon snacks. The average number of classrooms is 9, they have a wide playground, one restaurant for breakfast and lunch time; morning and afternoon snacks are taken in each classroom, also they have a restroom section that

counts with an assistant to take care of children or even to provide help if they need to take a shower. The institution counts with two televisions, one that belongs to the classroom of pre-kindergarten 1 and another that can be used in different classrooms, moreover every classroom has one tape recorder and a fan to decrease the temperature. The pedagogical model of the institution is based on the strategy “de cero a siempre” which is a national strategy proposed by the minister of Education of Colombia that focuses on integral Early Childhood Care that seeks for an union between the public and private sectors that include civil society organizations and international donor agencies with the purpose of providing benefits to early childhood in Colombia.

Childhood development Center: Cosechando sueños	
Number of Classrooms	9
Reading room	1
Gymnasium	1
Restaurant	1
Playground	1
Number of students	300
Number of teachers	10
Number of pedagogical assistants	10
Number of Pedagogues	2
Number of Coordinators	2
Nurse	1
Psychologist	1
Sports teacher	1

Music Teacher	1
Arts teacher	1

5.2 Participants

In this section some characteristics of the participants involved in this project will be mentioned in order to provide a better contextualization. For instance, their background, ages and their social and academic situations.

5.2.1 Children

The participants of this project were approximately 30 children whose ages ranged between 4 to 5 years old and belonged to a low middle socioeconomic context, due to the context and situation they receive financial support from the government and some other donors to provide the appropriate education, supervision and nutrition in the Child development centers that belong to Instituto Colombiano de bienestar familiar. Some of the students belonged to numerous families with more than 2 siblings, and there were some cases in which the student was an only child and he /she did not live with his/her parents but with grandparents, aunts, uncles, or even cousins.

To continue this population was selected based on the methodological proposal made by Arias et al. (2014) which was about stimulating bilingualism in early childhood. This, based on their proposal is a simultaneous process that allows students to be exposed to the learning of a second language that will be directly aligned with the knowledge that children have acquired in

their mother tongue. Moreover, there is one important aspect that is necessary to consider before interacting with this population is their cognitive development. According to Piaget (1920) children are in the preoperational stage as this stage covers a period between 2 to 7 years old, during this time the child begins to construct his own representation of the world with words and images that demonstrate an increase in the symbolic thinking and that he is going beyond the connection of sensory information and physical action. However, during this stage children have not developed literacy skill. Moreover, they can speak and hear but they are not able to read and write yet and thus the cognitive demand on the proposed tasks for this implementation needs to be coherent with their cognitive development and abilities. Also, it is necessary to mention that these children were be accompanied during the implementations by their course director and the pedagogical assistant who are part of the program of “De cero a siempre” in order to take care of children while the pre-service teachers are interacting with them.

5.2.2 Pre-service teachers

The observations and implementation sessions were conducted by 3 pre-service teachers that were in charge of the teaching of English as a foreign language to preschool students, these teachers belong to the English Licenciatura program at Universidad Tecnológica de Pereira and were in 9th semester at the moment of the implementation, they had been exposed during 4 years to the learning of English and had knowledge about different pedagogical background theory to teach English to different populations. Also, The pre-service teachers had been in charge of stimulating children from Pre-kindergarten and kindergarten with the implementation of English lessons during a period of 4 months which made them to be familiar with the context,

participants and procedures. During the process, two of the pre-service teachers were in charge of the implementation of the storytelling technique to teach vocabulary and the other assumed the role of participant/observer. In order to collect detailed information about the implementation, different aspects were considered such as students' reactions and behaviour towards the technique and activities that were implemented, the interactions between participants, physical setting and teacher's actions among others. According to Merriam (1998) what to observe is defined by the purpose of the project, which in this case included all the factors that may have an impact in the effectiveness of storytelling to teach vocabulary to preschoolers. Every class the preservice teachers switched their roles in order to avoid different issues such as missing aspects in the teaching procedures and observation misunderstandings.

5.3 Instructional design

In this section different stages related to the procedures that were carried during the implementation of storytelling technique will be explained. Besides, it is necessary to mention that before the implementation took place, it was required to have a planning stage in order to foresee the possible mishaps during the process as well as to define possible, materials, tools, sequences or paths to follow during the implementation of the technique. Afterwards, for the collection of the data, the methodology was implemented in "Cosechando sueños" in Puerto Caldas during a period of 4 weeks, divided into 9 sessions. Each session had a duration of 1 hour in which students were exposed to the teaching of vocabulary through the use of storytelling as a technique to teach and reinforce vocabulary.

5.3.1 Implementation Stage

The teaching of vocabulary was based on the use of stories and additional resources (e.g. songs, videos etc.). Every session was implemented based on the sequence of ESA either with the patchwork or boomerang structures, every class began with warm up activities such as songs, videos, games, making students stretch, dance, sing and be prepared for the class in an entertaining way. After that, an explanation of the topics was provided with the use of flashcards, videos, posters, objects and other resources that facilitated the familiarization of students with the new words that were taught. For the use of the stories, three procedures were followed : show, tell and read, proposed by Rodas (2011). In the first step there was a direct introduction to the story complementing the pre-teaching of vocabulary, in this section students received the introduction and explanation of the topic visually and orally through the use of stories that were narrated with the use of pictures and body language to teach action words such as, stand up, sit down, turn around etc. In the second stage students received more contextualized comprehensible input that was aligned with the vocabulary presented in the first step through a story that as Rodas (2011) stated needs to have an introduction (Establishing of the problem), Plot (An attempt to solve the problem) and Conclusion (The problem is solved) in the design of the stories. In order to examine comprehension and engage students to the process wh questions, yes/no questions were used. Additionally, constant repetition of the target words accompanied by pictures was necessary as well as mini stories accompanied by gestures as it helped children to remember vocabulary. In the last stage as students had not developed reading skills, it was required to use very elaborated stories and provide illustrated explanations, questions as well as the repetition of words and grammatical structures that are complex for kids, this with the aim of achieving accuracy and fluency. Also, it was very important to implement activities that helped

students develop fine and gross motor skills (e.g coloring, ripping and pasting, drawing, painting, etc.) as they served as a source to reinforce the vocabulary that has been taught during a particular session.

5.3.2 Assessment stage

In this stage the learning of vocabulary was assessed through oral production and gestures based on what Hoffman et al. (2013) have stated. In order to collect the information, two tests were implemented, the first was based on ‘‘Peabody Picture Vocabulary Test’’ which measures the vocabulary acquired following a procedure in which four pictures are shown to the child, and three of them are distractors, it means that among those pictures only one was correct and the child was asked to point out a target word that had been previously taught. On the other hand, ‘‘the expressive vocabulary test’’ is another way of assessment that served as a model to be implemented, and its purpose was to prompt the child to name words that were portrayed in pictures. These two tools for the assessment of vocabulary were implemented every lesson, and the criteria was designed with two aspects that will be analysed, the first one was the successful acquisition of the word and the second a descriptor to mark if the student needed to emphasize more on the acquisition of the word. On the other hand, yes/no questions were used to measure if students comprehended the meaning of words and were expanding their vocabulary, this was implemented on the third and the last session to analyze during and after the process. The criteria for this included two questions for students and one answer was yes and the other one was no, so students had to answer correctly to both questions to say they fit on the criteria.

These tools of assessment had the format of a checklist in order to identify the success and the aspects that needed to be improved.

5.3.3 Reflection stage

During the implementation of the project a space was established to reflect about the different aspects observed through the sessions, in order to look for alternatives to reinforce and improve the teaching performance. For this procedure reflections were written after every session in a teacher's journal, which was done taking into account that it was a public document as expressed by Wallace (1998), also it was based on the format provided by the coordinator of the project that includes different questions that enhance reflective teaching. For instance: What went well? What did not go so well? and What would you do different next time? It contained different aspects regarding the results obtained through the implementation such as the learners responses during the activities and to the stories that were presented to teach vocabulary, the production of students, the amount of words students could learn through the sessions and the affective factors of children that can affect the normal flow of the class; as well as a reflection in terms of professional growth. Aligned to this, Pennington (1992) defined reflective teaching as movement in teacher education that helps teachers in the analysis of their performance and their background in order to consider alternative strategies to achieve their objectives therefore, it was a experience that will contribute to the improvement of the professional development aspect. As mentioned before we used the journal as a tool to develop reflective teaching, since after every session we wrote and shared our perceptions towards the class, the participants, materials and pre-service teachers' performance, in order to identify the positive aspects and the ones that needed to be reinforced. As there was one observer per session collecting information, it was

narrowed with a checklist regarding the factors that may affect the implementation of storytelling to teach vocabulary to preschoolers.

5.4 Resources

This project was implemented in a child development center, with the use of didactic material such as stories, songs, flashcards, posters, games and digital resources that were provided by the center like, computer, tv set and speakers which was used to present videos, songs etc. It is important to mention that some free use and copyright resources from internet were used and the other were designed by the authors of this project. Additionally, it was necessary to work with activities that helped children to develop fine and gross motor skills like the ones that included colors, washable paints, tissue paper and clay. During the sessions, materials and photocopies as reinforcing resources to practice in class were provided and the preservice teachers were in charge of the cost of every type of material used in the class.

5.5 Ethical considerations

Along this section different issues related to the ethical considerations such as the protection of subjects, reciprocity and avoiding deception will be addressed as these are important aspects that need to be taken into account during the implementation of the storytelling technique to teach vocabulary to preschoolers.

5.5.1 Protection of subjects

As it was stated by Fraenkel and Wallen (2008) the inclusion of children in studies present some particular issues for researchers because of their vulnerability in terms of legal

rights and comprehension of the informed consent, consequently some special considerations need to be taken into account maintain the ethical principles. The first aspect is the protection of subjects, for teachers is very important to take into account and highlight some aspects such as confidentiality, security of information and privacy to ensure that the interaction during the procedures that were part of the implementation of the storytelling technique will not harm students' integrity. Therefore, the protection of subjects was done protecting the privacy of participants by not mentioning their names or specific characteristics and addressing them as "students" within the logs and observations. Taking into account that young learners are more vulnerable in some aspects and to ensure this ethical principle, the methodology was applied to the group as a whole, the information was confidential and the results of the participants were not accessible to all the public in order to avoid embarrassing or harmful consequences for children.

5.5.2 Reciprocity

The second ethical consideration that was taken into account was the reciprocity; as participants were kids, it was necessary to express to their course directors in which conditions the implementation were done and with children it was necessary to establish some ground rules or agreements of mutual respect. Additionally, it was necessary to have clear expectations about the participants' responses and the procedures that were carried out in order to obtain the most favorable results. To complement this information Maiter, Simich, Jacobson & Wise (2008) stated that reciprocity is an exchange where something is expected in return, it takes place between people with a social nexus and it is focused in egalitarian relations as it highlights moral weight and has a 'Psychological Power' over the counterpart until there is a reciprocal exchange.

5.5.3 Avoid deceptions

Finally, the third ethical consideration was centered on informing the coordinators and in service teachers about the processes that were carried out and the purpose of the storytelling implementation before starting. This was done in a meeting with the coordinator of the CDC, the pedagogue and course directors in charge of the target group, in order to provide concrete details about the project with the purpose of avoiding deceptions like providing wrong information about the project, omitting important aspects or other issues. Also it was necessary to clarify that participants were not forced to participate in the project, individual's rights were not be violated, participants were not observed if they did not know it and that privacy was one of the most relevant aspects. Additionally, the lesson plan of every session was sent to the coordinators of the CDC in order to inform about the activities that were conducted on each class, and after the last implementation pre service teachers were planning to do a meeting with the parents or caretakers of the students in order to share and illustrate them about the activities within a storytelling implementation; however it was not done because of external reasons. This ethical consideration was very important, since it represented the basis to create a reciprocal understanding between the participants and pre service teachers in charge of the implementations.

As a summary of this section, for this project the main ethical consideration to be taken into account was protection of subjects to ensure the privacy and security of information which only was only accessible for the 3 pre service teachers; the information collected only had academic purposes ensuring not to harm students' integrity. Reciprocity was the second consideration to be included as it was important to have a reciprocal exchange based on expected

answers and reactions framed on some ground rules about mutual respect established at the beginning of the interventions with the students. And finally, avoiding deception was the third consideration since this was the basis to create a reciprocal understanding among the participants; this was done through a meeting with the coordinators, pedagogue and in-service teachers, by sharing the lesson plans of the implementations in advance and by a planned meeting with parents after the last implementation to illustrate them about how the process was carried out and what and implementation of the storytelling technique involved.

6. Results

6.1 Professional growth

In this section two major aspects related to the professional growth such as the challenges and strengths that were faced during the implementation of the storytelling technique to teach vocabulary will be addressed.

6.1.1 Strengths in lesson planning

After implementing the storytelling technique during 9 sessions, although some mishaps were evidenced, it was also possible to observe a relevant improvement in terms of professional growth, specifically on lesson planning section where some strengths were evidenced.

To begin with, the lesson plans of the 9 implementations were appropriately structured based on the sequence of engage, study and activate proposed by Harmer (1998), which allowed the pre-service teachers to have a better schemata to present stories during the class and know the stages of the class to reinforce the teaching of vocabulary and have a better performance. When the classes were planned, it was established that based on the methodology, it was necessary to include different types of activities that reinforced vocabulary teaching and that at the same time provided a way to engage students and check their understanding. Within the lesson plans, warm

up and wrap up activities were included and they were very engaging for students; especially the songs and videos that were presented after and before telling the stories. The incorporation of songs made students to participate actively and to remember some words easily, on the other hand the different stages of the the sessions allowed the reinforcement and the appropriation of vocabulary through the use of activities that included the development of fine and gross motor skills through the exposure to different activities (See appendix C) like following commands, dancing, painting, coloring, pasting images, singing or associating images using washable paints, colors, crayons etc.(See appendices D & E)

6.1.2 Challenges in design and adaptation of material

Along the 9 implementations of the “storytelling technique to teach vocabulary to preschoolers” there were different challenges faced. However, it was evidenced that the one that requires special attention is material design in terms of preparing appealing and easy short stories to teach vocabulary.

During the process of selecting stories to teach English vocabulary to preschoolers it was very difficult to find stories that were appealing for learners and that could be adapted to the population, context, purpose, target vocabulary and that followed the three basic steps to tell the stories (show, tell and read) implemented by Rodas (2011). Despite this, after designing the material it was expected that the stories were engaging and easy to understand for students so that they could grasp meaning easily. However, during some implementations it was evidenced that the students’ motivation decreased when stories were not appealing due to the fact that some drawings were not very attractive or colorful for the learners. Also, in some cases in which stories included 5 or more characters students got distracted easily as well as in the ones that

were too long or that included too complex vocabulary to be understood; this led pre-service teachers to constantly use code switching to clarify some scenes of the stories and translate some complex concepts as it was evidenced in session number 2 with the story “Fruit adventure”(See appendix A). After reflecting and in response to these difficulties we decided to design stories that were shorter, with more appealing and colorful drawings, written in a simple and descriptive way and that include recycled vocabulary from previous stories to emphasize on the vocabulary that was already taught. The impact of this type of stories was positive as students were engaged during almost all the story and they participated actively, probably because they had some previous knowledge of the vocabulary of the story. Posterior to the reflection process about the positive and negative aspects that were observed, it was evidenced a need to continue with the designing of short and very basic stories that avoided the use of complex vocabulary, also, in the last sessions it was evidenced that it was important that only one preservice teacher told the story because it helped to maintain students’ concentration and engagement towards the story. A clear example of the impact of these stories after reflecting was evidenced on session number 8 (See appendix B).

6.1.3 Challenges in professional development

In terms of professional development there were different aspects observed that required special attention but there were two major issues that were challenging. The challenges that will be described on this section are giving instructions to learners and establishing a balance between the amount of L1 and L2 used to tell the story and conduct the class.

The first aspect to be addressed in this paragraph is giving instructions due to the fact that in the last stage of every session (Read) students were asked to develop hands on activities given the fact that they were preschoolers and had not developed reading skills. The procedures

were drawing, coloring, cutting, pasting pictures , dancing, singing, running and other activities that enhanced the development of fine and gross motor skills. However, when the instructions to develop these activities were provided in English most of the students were distracted and having bad behavior, as a result it was necessary to provide the material and explain again table by table the purpose of the activity, sometimes using L1. On the other hand, during the presentation of some stories it was difficult to have a balance between the use of L1 and L2 given the fact that in some stories vocabulary was complex to understand for student. It was necessary to monitor their understanding and discipline had to be controlled using code switching in many occasions in order to avoid students got distracted and lose the connection to the sequence of the story. Moreover, according to Purcell, Lee and Biffin (2006) with the use of code switching children are able to fluctuate back and forth in their two languages and this is considered as a very common characteristic of bilingual users that helps to the increasement of the fluency rate while it also maintains both languages separated. For this reason, it important to expose students to the storytelling technique to teach vocabulary related to their background knowledge providing opportunities to familiarize them with use of L2 during the storytelling stage without censoring the use of the L1 at some specific moments or purposes.

6.2. Linguistic outcomes

Along this section, the linguistic outcomes of students towards the stories will be described in terms of the positive aspects to be highlighted and the ones that represented a challenge during the sessions and for the project itself.

6.2.1 Strengths in learning vocabulary

After implementing 9 sessions of storytelling technique with Preschoolers, some strengths have been found in terms of the linguistic outcomes that will be addressed along this section specially in terms of vocabulary learning.

During the implementation of the storytelling technique it was evidenced that students had learned vocabulary related to different topics due to the fact that they are able to participate and say different words that have been taught in English, specially when flashcards are presented E.g. (animals, colors, fruits and means of transportation). Also, they always greet teachers by saying “hello” and they are able to follow some basic commands and questions Eg. Touch your shoulders, head, nose, eyes etc. sit down, stand up and sleep and questions like What is this? What color is this? Is this a banana/ apple/ grape? and some others that were practiced during the implementations. Another remarkable aspect is that they also like to sing, listen or interact with some basic songs, some of them sing the songs that have been taught in English while they are doing the task of the activate session, some others already know the movements associated with the songs and as soon as we play them, they start singing and doing the movements without teacher’s model. According to Pedersen (1995), stories help to develop listening skills in a unique manner and it was evidenced that students have some good listening skills and they seem to be receptive towards the input. Finally, it is important to mention that the use of images, flashcards, songs, games, worksheets and additional material are sources that complement the Storytelling technique and provide opportunities to the students to practice and learn new vocabulary and in that way, guide them to achieve the aims of the lessons through relia, giving opportunities to reinforce their language acquisition process through memorizing of language structures and vocabulary introduced with the use of contextualized comprehensible input.

6.2.2 Challenges in Linguistic Outcomes

After implementing the storytelling technique with 9 different stories we found some common factors underlying to all of them, these issues will be mentioned and explained in detail along the next paragraph in order to mention the challenges regarding the linguistic outcomes.

During the implementation of the storytelling technique it was evidenced that some of stories that were used did not have the expected effect on students and the learning of vocabulary was unsuccessful. Some of the factors that influenced this were the length of these stories, the vocabulary used, the amount of characters, the illustrations and the way in which body language was implemented on the telling stage. Therefore when the stories presented were complex and long, students' level of attention and motivation diminished and it was very difficult to have their attention again due to the fact that if they did not understand the story the process became tedious and difficult for them. For this reason, it was necessary to create original short and varied stories with few characters, very basic vocabulary, colorful illustrations and look for strategies to improve the voice projection and body language when telling the stories in order to have a meaningful learning and introduce vocabulary in a memorable and familiar context that help students achieve a meaningful learning process.

6.3 Students responses

Finally, to present the last main category of results and to conclude with this paper, the positive and negative aspects regarding the students responses will be addressed throughout the next paragraphs.

6.3.1 Strengths in students responses

The strengths that were evidenced during the sessions in terms of students responses will be mentioned along this section and thus explained and analyzed in detail.

During the implementation of the storytelling technique it was evidenced that children were very receptive towards the learning of English as they were always willing to participate and followed commands in English with no difficulties. Furthermore, they learned most of the songs presented during the sessions and enjoyed the stories that pre-service teachers presented. However, there were some aspects that affected the flow of the stories such as the sitting arrangement and the lack of attention. In terms of sitting arrangement when the students were sat in different tables to tell the stories, the ones in the back were always distracted and pre-service teachers had to do a great effort raising the voice and calling for attention. After that, students were organized in a shoe horse on the floor in order to tell the stories and better results were obtained, students were more concentrated, the participation improved and it was easier to have a better voice projection. Another aspect to highlight was the fact that when the stories were connected to previous knowledge and acquired vocabulary, they were more engaged as well as when the objects around them were mentioned in the class and linked to the story. As Fitzgibbon and Wilhelm (1998) stated, storytelling allowed the process of learning naturally and in a meaningful interactive communication context. Finally students were more receptive when the stories presented were short, colorful, with basic vocabulary and few characters and this was evidenced in the learning of vocabulary. (See appendix F)

6.3.2 Challenges in students responses

After observing and implementing the Storytelling technique and regarding the results in terms of challenges or things to be improved, it was possible to find many variants and combinations and that is the reason why on the next paragraph some results framed on the students responses, will be addressed.

Throughout the implementation of the different sessions and stories, the pre-service teachers had the opportunity to observe different challenges in terms of students responses. As it was mentioned in this text, Storytelling was a really useful tool that showed positive results but there were some issues that can be considered as challenges. One of the difficulties was that at the beginning students' answers were barely in English and even after some time practicing the vocabulary, some of the students were still answering in Spanish and some others in English. As it was stated by Fitzgibbon and Wilhelm (1998) storytelling technique encourages oral production in different learning styles so few students were not engaged and their behavior was altered. In addition, by the time of planning, the pre-service teachers investigated topics that were appealing for their age range but when they were implemented most of the students were engaged excepting for 4 or 5 students with behavioral issues, who were distracted by activities at the playground and the noise inside and outside of the classroom which caused some problems during the class. As a result, the responses of students were affected by the noisy environment due to the fact that teachers talk less with students when noise levels are high, given the fact that teachers have to raise their voices over background noise. Consequently, their voices become fatigued and this can contribute to teachers frustration or burnout, and this can contribute to problems in the student's learning process and the teaching procedures, David Lubman (1997).

7. Implications

7.1 Pedagogical Implications

This classroom project allowed the pre-service teachers to implement Storytelling as a technique to stimulate the English vocabulary learning in a public Colombian CDC, thus they

were able to establish some pedagogical implications that may contribute either to further expansions of this study or future researches on this matter. Consequently, in this section different pedagogical implications that were faced during this project will be addressed.

To begin one of the most relevant implications observed during this project was that in Colombia there are not public programs or policies that afford the integration of early childhood students in bilingual education thus English is not widely incorporated into the processes carried out at the public CDCs. However, the positive findings that were obtained through the implementation of storytelling technique with early childhood showed that it is possible to continue with the stimulation of English vocabulary learning on early childhood in public CDCs even if there are not policies.

On the other hand, as students were exposed to the stimulation of English learning during the implementation of the storytelling technique, in 2016 it was possible to create a simultaneous process of learning combining the background knowledge that students had in their mother tongue with the topics that were presented in English. This was achieved through the use of techniques that helped to develop fine and gross motor skills. In this way, these techniques contributed to their cognitive and physical development and some of them were painting, coloring, matching, pasting or cutting, singing, following commands. With the use of the techniques already mentioned and the stimulations of English learning through the use of different resources like a Tv set and hands on materials, the vocabulary was successfully acquired.

To conclude, through the incorporation of a foreign language in Early childhood, children can be benefited from the acquisition of a second language being part of a simultaneous process of learning starting on their early stages of their cognitive development. Based on the

implementation and results obtained, it is possible to state that one way to accomplish this is with the implementation of different techniques that involve an unconscious process taking as a starting point what children already know in their first language . However, it is necessary to have suitable resources, trained professionals in area of English language teaching and develop policies for bilingual education in public CDCs in order to provide a high quality education.

8. Limitations

The implementation of this classroom project was conducted in a public CDC that belonged to a low-middle socioeconomic context and that was located 45 minutes away from the capital city of the department of Risaralda. This represented some limitations in terms of materials like technological aids and appropriate material to teach in English, The institution just counted with 2 televisions to be shared in the whole CDC. In addition, there was a lack of appropriate and varied material for English implementations like flashcards or didactic material.

Another aspect is that the time for planning lessons, designing materials and the distance between the CDC and the city represented a limitation as pre-service teachers had to travel a lot of time and they had to pay transportation and photocopies for the students, the budget of the institution was limited consequently it required a financial investment made by pre-service teachers. Additionally, as the core of these implementations was the Storytelling technique, it was complex to find a story that could fit into the pre-service teachers' needs and the student's cognitive development, so most of the sessions required designed stories for the class and only three of them could be just adapted, this was a limitation as the design of stories was time consuming and some mistakes on the designing were made as it was the first time we designed material for this population.

Moreover, this project was conducted in a vulnerable population and some students presented disruptive and aggressive behavior. These issues interrupted the flow of some sessions as it was necessary to stop the classes and talk to these students with the help of the pedagogical assistants in order to get their attention again so the time for the sessions was limited by this unfavorable behaviors, additionally as the formal education in this context is not so relevant, they were only exposed 2 hours a week to English and it was not reinforced at home or at any other moment of the week.

9. Conclusions and contribution to the field

This project was conducted with the purpose of stimulating English vocabulary learning in Early childhood students from a public CDC with the use of the storytelling technique. During this implementation different positive and negative aspects were analyzed in the teaching and learning process which are going to be addressed in the following paragraphs.

To begin, it is important to mention that in order to use a technique successfully, different aspects should be taken into account. For instance, with the use of the storytelling technique, it is necessary to present engaging, colorful, short, simple, descriptive stories using basic and contextualized vocabulary and a few characters in order to facilitate the learning process of the students. In addition, the classes need to be very well planned, with specific goals and vocabulary and most important, with coherence and connections between the activities on the different stages proposed by Rodas (2011) Show, tell and read.

In this sense, this study provides evidence about the importance on the educational process in terms of stimulating bilingualism in children during early stages as it was evidenced through the use of a technique that was interesting and called students attention like ‘storytelling’

accompanied by activities that contributed as well to development fine and gross motor skills such as hands on activities or the use of audiovisual material, commands, games and kinesthetic activities etc it is possible to prompt vocabulary acquisition in a dynamic and flexible environment.

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11 .Appendices

Appendix A: Journal implementation.

Journal implementation - Storytelling as a technique to teach vocabulary to preschool students	
Date of the class: 26/04/2016	Class number:2
Story: Fruit adventure	Implementors: Carolina & Jeisson Observer: Natalia
AIM: By the end of the lesson students will be able to identify 5 different types of fruits (banana, apple, strawberry,orange,grapes) and their pronunciation, based on a story provided by the teachers.	
Carolina Parra Reflection What went well? At the beginning of the session students were motivated and engaged with the activities. During the warm up activity students participated actively following some commands after that, different fruits were presented and students were asked about the name of each one, as expected most of the students answer in L1 and after that the new vocabulary was introduced in English, asking students to repeat each name of the fruits, also they were asked about the color of each fruit and it was evidenced that some students have previous knowledge about primary and secondary color. In the activate stage, students received some posters with fruits per groups and were asked to color the fruits with the right color, during the process students responses were positive and teachers pass around monitoring the process. What didn't go well? Afterwards a story was presented and at the beginning of the story students were very concentrate and interested. However, in the middle of the story student started to get distracted and it was difficult to continue with the story because students were not paying attention and it seemed like the vocabulary was very complex for them, so it was necessary to change some words to help students understand it and finish the story. What would you do differently next time? For further sessions it is important to design less complex stories in order to prevent this kind of problems during the implementation.	
Jeisson Parra Reflection What went well? The class started and students were enthusiastic and always wondering and asking about the topic that is going to be implemented. One positive aspect is that students responded very well to some commands taught by the teacher, the use of modeling was important and students were enjoying this part of the class participating actively. Also, when the teacher provide a question to the students such as "What color is this?" some of them answer using their L1 but it is really positive that they start to	

understand some simple questions asked by the teacher that are always provided with modeling or pointing. Another positive aspect is that students were given a poster with fruits and while they were painting it of a specific color, the teacher was monitoring and asking them about the colors that were presented in the story and they answered correctly.

What did not go well?

Classroom management was a difficult aspect during this implementation, the amount of students creates a noisy environment and as some of them have behavioral problems, they do not pay attention. This story seemed to be very difficult for them, the vocabulary was very complex and the images presented did not show the steps in the story as planned because even though this images were shown, some students were not able to say what was happening at that part of the story. Due to the complexity of the story, L1 had to be used in order to make students understand some of the vocabulary and steps of the story.

What would you do differently next time?

It is important to consider the complexity of the stories in order to create them easy to understand using L2 and body language.

Appendix B

Journal implementation - Storytelling as a technique to teach vocabulary to preschool students	
Story: The lucky fruit	Implementors: Natalia & Carolina Observer: Jeisson
Date of the class: 10/05/2016	Class number: 8
AIM: By the end of the lesson students will be able to identify 3 different means of transportation (boat, car, airplane) and their pronunciation.	
<p>Carolina Parra Reflection What went well?</p> <p>During the warm up activity students were engaged by following teachers movements and singing. After that, in the review of vocabulary related to animals, it was evidenced that students can pronounce correctly some words related to animals with the help of the teachers like (cow, crocodile, horse, pig, cat etc) when images are presented and students are asked to recognize them. After that, new vocabulary about means of transportation e.g (airplane, boat and car) was presented with the use of flashcards in order to prepare students for the next stage where the story (the lucky fruit) was going to be presented, during the activity some students were distracted so happy face stickers were given to the students that were paying attention and immediately the environment of the class changed because students were more receptive and saying the names of the vocabulary related to means of transportation in L1 while teachers reinforce it in the L2 allowing students to pronounce the words in English. When the story "The lucky fruits" was presented students were engaged and paying attention to the story, during the storytelling stage students identified the names of the fruits and colors when flashcards</p>	

were showed and it was evidenced that they recognized the sequence of the story because when teachers asked them about what happen to the characters students were raising their hands and participating in L1. In addition, when the story was being presented teachers asked students to sit on the floor and teachers sat in two chairs. Finally in the activate stage a poster with a landscape was pasted in one of the walls of the classroom and teachers provide some cards with different means of transportation to the students and they were asked to color them and pasted them on the landscape according to the place where each one operates. During the activity students were engaged and teachers review the vocabulary asking students to say the name of the mean of transportation they received before pasting it on the landscape, students participate actively and at the end happy faces were given to motivate them more.

What didn't go well?

Some students were distracted during the review of animals because they were talking with their partners and walking around the classroom also this happened during the presentation of the story but teachers used a strategy to keep their attention.

What would you do differently next time?

It is important to use more strategies to control discipline like the use of songs, commands, and games also continue with the use of appealing material to keep students engaged and concentrated.

Natalia Gómez

Reflection

What went well?

Students were engaged with the warming up songs as they sang it and they have memorized some of the movements and they do it even without teachers' model. On the review section students were able to recognize the animals as they did the sound of each one and some other pronounced their names in L1, also they remembered Lola from the story "lola the cow. In order to tell the story, students were asked to move to the corner of the classroom and to sit on the floor while teachers seated on 2 chairs to show the flashcards. During this story students were really engaged as they were participating actively on saying the color of the fruits or even their names, also they were making predictions without teachers' questions at the end of the story when the teacher explained that the fruits went to a party she first said party in the L2 and then "fiesta" in the L1 and when she asked them "¿A dónde fue la banana?" some of them said party and some others said fiesta. Although it was not on the lesson plan, we gave some happy faces to the students who were able to answer to our questions or to repeat the name of the mean of transportation we showed at the end of the story; this strategy worked as students were engaged to the story, they were participating actively and they were motivated to memorize the name of the means of transportation if they wanted to have a reward. When we moved to the activate stage students had to pronounce the name of the mean of transportation they wanted; implicitly they were prompted either to memorize the names or to repeat them when they asked the teachers for help. While I was moving around the classroom and monitoring their performance, some students, who finished the activity, came to me and I asked them to touch their eyes, nose, ears and mouth and they did it very accurately.

What didn't go well?

We started by doing a review about animals but students seem to have problems remembering them, probably because of the lack of emphasis but one aspect that called my attention was that when they see the flashcard of cow they say "Lola" from the story

Lola the cow and then they say "Vaca cow".

What would you do differently next time?

For further sessions it is necessary to clarify in Spanish the vaca is cow to avoid misunderstandings with the name of Lola. Also I think it would be advisable to try only with one teacher telling the story and not both of them, so they can be engaged for a little bit longer.

Appendix C

UNIVERSIDAD TECNOLÓGICA DE PEREIRA
Licenciatura en Lengua Inglesa
Proyecto Primera Infancia 2016
GENERAL PLANNING INFORMATION

NAME OF CDI: CDI Otún	
NAME OF TEACHER: Carolina Parra, Jeisson Parra and Natalia Gómez	
GROUP & GRADE: Jardín	ROOM:
TIME TABLE: 10:00-11:00	
NUMBER OF LEARNERS: 30	AVERAGE AGE OF LEARNERS: 4 to 5 years old

LESSON PLAN

Date of the class: 10/05/2016		Class number: 8	
AIM: By the end of the lesson students will be able to identify 3 different means of transportation (boat, car, airplane) and their pronunciation.			
Assumed Knowledge: Basic greetings and parts of the face in the L1, and secondary and primary colors, fruits, emotions and some animals on the L2.			
Materials: computer, videos, flashcards, story, handouts, speaker.			
DAY/STAGE ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENT S

<p>Warm up (10:00- 10:05)</p>	<p>-Before the class begins students will be greeted in English (with the song hello! how are you?). After that, two songs will be presented.</p>	<p>Interference of some other activities: Participate with children in English during the activities.</p>	
<p>Review (10:05-10:15)</p>	<ul style="list-style-type: none"> • The hockey pockey • One little finger 	<p>Lack of attention: Make them to stand up and stretch, or sing a song. (Use a mask or clown’s nose to make them feel curious and have their attention again)</p>	
<p>Engage Part I 10:15- 10:20</p>	<ul style="list-style-type: none"> • Teachers will ask students to follow some commands (touch your eyes/nose/mouth ears/ head in a fast and slow speed. 	<p>Misunderstanding of the topic/ activity: Provide more examples, ask someone to clarify, try to use body language and flashcards or Explain to them in Spanish.</p>	
<ul style="list-style-type: none"> • Show: 10:20-10:25 	<ul style="list-style-type: none"> • Images of the of the story named “The lucky fruit” will be presented to students in order to reinforce the vocabulary related to emotions & fruits, through visual and verbal explanations. Pronunciation will be emphasized as well as the modeling through body language and repetition. Then, the image that represents the plot of the story will be shown. 	<p>Technological problems</p>	
<ul style="list-style-type: none"> • Tell: 10:25-10:35 	<ul style="list-style-type: none"> • The story “The lucky fruit”, will be presented by one of the pre-service 	<p>Use the whiteboard. Sing the songs</p>	

- **Read (Activate)**
10:35-10:45

Activate stage
placing means of transportation
10:45- 11:00

teachers following three main steps (introduction, plot and conclusion) after that yes/no questions and wh questions will be used to help students to remember the vocabulary as well as monitoring their understanding. (The story is on the materials section)

Questions:

- Which fruit is this ?
- Which mean of transportation is this?
- Is the banana happy/sad/scared? Is this an apple?
- Finally to test understanding and production, Ts are going to have different pieces of paper where the animals mentioned during the story appear and they will ask different questions about these characters and instruments.

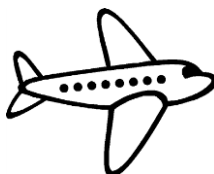
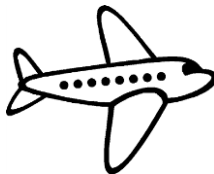
Questions:

- Is this the apple/banana/grape? / Did the banana fall from the boat?
- What happened to the banana during the story? / Which means of transportation did the banana use?
- Different small cards with

the means of transportation will be delivered to students, they will be asked to color them and after that they will be asked to paste each mean of transportation on a big poster with the 3 different places where they can operate. (road, air and water)

The lucky fruit

Once upon a time there were 3 yellow bananas sailing in a boat but suddenly one of the bananas fell of the boat and was so sad and crying because she was drowning and the other yellow bananas did not noticed the situation and continued in their own way. But look!! Mr grapes saw the situation and immediately went to rescue the yellow banana in an airplane and saved the banana. Mr grapes and the yellow banana were so happy flying in the airplane when they saw two red apples driving a car and the red apples were saying hello!! hello!! Mr. Grapes hello!! hello! yellow banana come here come here!! so the two red apples that were in the car invite mister grapes and the yellow banana to a party!. So... at the end all the fruit went to a party and they were so happy dancing, eating and celebrating in the party.



Appendix D



Appendix E



Appendix F

