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**Español**

1. Narración de Historias
2. Habilidad del habla
3. Desarrollo Oral
4. Competencias Comunicativa
5. Proceso de Enseñanza Aprendizaje

**Inglés**

1. Storytelling
2. Speaking Skill
3. Oral Development
4. Communicative Competence
5. Teaching-Learning Process

**RESUMEN DEL CONTENIDO:** (Máximo 250 palabras)

Este Proyecto de investigación tiene como objetivo analizar el impacto que tiene la implementación de la narración de historias en el desarrollo de la habilidad del habla en el aprendizaje del inglés como lengua extranjera en estudiantes del grado cuarto del colegio María Cristina Arango, sede los Pinos y el Claretiano Gustavo Torres. Las fuentes de recolección de datos que se implementaron para este proyecto fueron las siguientes: observaciones de clases, encuestas, grabaciones de video antes, durante y después de actividades de narración de historias, también como entrevistas que tuvieron lugar al final del proceso de investigación.

Esta investigación comprendió el estudio de cinco historias, cada una se dividió en seis intervenciones que les permitieron tanto al profesor como a los estudiantes dirigirse al inglés y verse ellos mismos en un rol diferente en el proceso de enseñanza-aprendizaje. Además, ayudó a los estudiantes a promover su habilidad del habla también como su motivación y a cambiar su perspectiva con respecto al aprendizaje del idioma inglés.

**ABSTRACT:** (Máximo 250 palabras)

This action research project aims to analyze the impact that the implementation of storytelling has on the development of the speaking skill of 4th graders at Maria Cristina Arango de Pastrana School, branch Los Pinos and Claretiano Gustavo Torres School in the learning of English as a foreign language. Data collection sources for this project incorporated class observation, surveys, video records before, during and after



storytelling activities as well as interviews that were held at the end of the research process.

This research comprised the study of five stories, each one of them broken down into six interventions that allowed both teacher and students to address English and see themselves playing a different role in the teaching-learning process. Moreover, it helped students to further their speaking skill as well as their motivation and change their perspective about the English language learning.

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STORYTELLING AS A STRATEGY TO BOOST ORAL PRODUCTION IN FOURTH  
GRADERS AT TWO PUBLIC INSTITUTIONS IN NEIVA

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### **Abstract**

This action research project aims to analyze the impact that the implementation of storytelling has on the development of the speaking skill of 4th graders at Maria Cristina Arango de Pastrana School, branch Los Pinos and Claretiano Gustavo Torres School in the learning of English as a foreign language. Data collection sources for this project incorporated class observation, surveys, video records before, during and after storytelling activities as well as interviews that were held at the end of the research process.

This research comprised the study of five stories, each one of them broken down into six interventions that allowed both teacher and students to address English and see themselves playing a different role in the teaching-learning process. Moreover, it helped students to further their speaking skill as well as their motivation and change their perspective about the English language learning.

**Key Words:** Storytelling, Speaking Skill, Oral Development, Communicative Competence, Teaching-Learning Process.

### **Resumen**

Este Proyecto de investigación tiene como objetivo analizar el impacto que tiene la implementación de la narración de historias en el desarrollo de la habilidad del habla en el aprendizaje del inglés como lengua extranjera en estudiantes del grado cuarto del colegio María Cristina Arango, sede los Pinos y el Claretiano Gustavo Torres. Las fuentes de recolección de datos que se implementaron para este proyecto fueron las siguientes: observaciones de clases, encuestas, grabaciones de video antes, durante y después de actividades de narración de historias, también como entrevistas que tuvieron lugar al final del proceso de investigación.

Esta investigación comprendió el estudio de cinco historias, cada una se dividió en seis intervenciones que les permitieron tanto al profesor como a los estudiantes dirigirse al inglés y verse ellos mismos en un rol diferente en el proceso de enseñanza-aprendizaje. Además, ayudó a los estudiantes a promover su habilidad del habla también como su motivación y a cambiar su perspectiva con respecto al aprendizaje del idioma inglés.

**Palabras Claves:** Narración de Historias, Habilidad del habla, Desarrollo Oral, Competencias Comunicativa, Proceso de Enseñanza Aprendizaje.

## 1 Introduction

The present study was carried out in order to implement storytelling as a strategy to boost oral production in 4<sup>th</sup> graders in two public elementary schools. The study was part of the research project of a group of student-teachers who implemented it in Neiva-Huila. Those institutions were Maria Cristina Arango de Pastrana School, branch Los Pinos and Claretiano Gustavo Torres School. During the research process the student-teachers became very interested in telling stories, adapting the scripts to make the contents familiar to the students and perceive the learning process as enjoyable and meaningful. Additionally, they found the stories to be a great opportunity for teaching English and enhancing children's speaking skills. Teaching English through storytelling allowed student-teachers to use strategies from different methods, which were adapted to learners taking into account their needs, learning styles and interests. This integration of strategies had a positive impact on students, because they were able to speak in English and perceive the language as a tool to communicate ideas and while using it, they found it interesting and meaningful.

Before the implementation of the research project, it was necessary that the student-teachers conducted a survey based on previous observations in order to know about the context they worked, the perceptions learners had of the previous English classes and also the expectations they had for the future classes. When they finished collecting first hand data, they started to plan and implement the pre, while and post activities that they prepared for the intervention. During this process, the student-teachers worked as a group to collect data, teach and analyze the attitude students adopted when learning, which helped them improve the way they transmitted knowledge to students, because at the end of the sessions, they reflected upon the teaching and learning process, through field notes that were useful to identify the results, and

make conclusions and recommendations they came up with once we concluded the research project.

## 2 Problem Statement

One of the objectives of elementary and secondary school education in Colombia is to teach a foreign language because of the current needs imposed by globalization in which being bilingual is fundamental. Act 115 of 1994, articles 21 and 22 highlight the importance of second language acquisition. As reported by basic standards of competence in foreign languages, English as universal language should be taught, learned and used by Colombians (MEN, 2006).

Moreover, as stated in the basic standards of competence in English foreign languages, established by the Ministry of Education (MEN, 2006): 4<sup>th</sup> graders should achieve basic 1 level that corresponds to level A2 according to the Common European Framework - CEFR (Council of Europe, 2001). One of the important factors of teaching English is taking into account the speaking skill as the most important competence to be developed, due to the fact that the classroom and the school environment are limited; these are the only places available for the use of English and the time to interact in the L2.

According to the CEFR, A2 learners are expected to participate in a conversation using sentences with predictable patterns. However, the oral competence has become a real challenge for English teachers particularly in the Colombian scenario because of the poor speaking practice promoted by teachers. In agreement with (Sanchez Solarte and Obando Guerrero) and their research is Colombia ready for “Bilingualism?” (2009) there is a commonplace element that needs to be addressed, in order to enhance teaching and learning conditions in Colombia: foreign language classes are usually conducted in Spanish. This might be due to some problems as (large classes), the lack of appropriate and available materials, or the absence of proficiency on the part of teachers (classes conducted by other professionals, not by foreign language teachers) especially in public institutions. This is one of the reasons by which main teachers do not focus

on developing the oral ability in students, thus, students are not exposed to regular input in the L2, which is an essential element to promote oral skills. Macaro (1997) highlights the importance of being exposed to good sources of input in the following statement: *“The very fact of teaching a foreign language without using it extensively in the classroom limits the opportunities students have to be exposed to the L2, and hinder their chances for interaction and output production”*. Quoted by Cook (2001).

According to some class observations we undertook, one could reaffirm what (Sanchez Solarte and Obando Guerrero) said; that an important factor that affects the students’ oral development skill is that English classes are conducted in Spanish and that in most of the public schools in Neiva, teachers do not teach English classes in the target language, thereby students are not exposed to enough input in the L2. Consequently, they do not feel proficient when it comes to speaking in English. English teachers have a wide range of possibilities to foster the development of the speaking skill. Tasks such as songs, role plays, dialogs and stories among others can encourage students to communicate in English at a basic level.

Bearing those problems in mind, we focus our research study on the necessity to overcome difficulties students have and involve them with a showy strategy to get them curious and create a harmonious classroom environment necessary to boost oral communication in the L2.

### **3 Research Questions**

- 1) What is the impact of storytelling on the development of the speaking skill of 4<sup>th</sup> graders at Maria Cristina Arango de Pastrana School, branch Los Pinos and Claretiano Gustavo Torres School?
- 2) How is the 4<sup>th</sup> grade students' oral skill performance evidenced when engaged in storytelling at Maria Cristina Arango de Pastrana School, branch Los Pinos and Claretiano Gustavo Torres School?

## **4 Objectives**

### **4.1 General Objective**

To analyze the impact that the implementation of storytelling has on the development of the speaking skill of 4th graders at Maria Cristina Arango de Pastrana School, branch Los Pinos and Claretiano Gustavo Torres School in the learning of English as a foreign language.

### **4.2 Specific Objectives**

- ◆ To determine how exactly storytelling promotes the development of the speaking skill in children.
- ◆ To identify the attitude students adopt when they are involved in the use of storytelling in the English class.

## **5 Literature Review**

In this section we discuss the six components that support the theoretical framework as these are relevant literature that guide our research interests and facilitate the implementation of this work: Communicative competence, speaking skill, storytelling, techniques for storytelling, how to teach storytelling and the Total Physical Response approach.

### **5.1 Communicative competence**

The nature of communicative competence is not static but dynamic; it is more interpersonal than intrapersonal and relative rather than absolute (Savignon, 1972; Canale and Swain, 1980; Skehan, 1995, 1998; Bachman and Palmer, 1996).

Moreover, Hymes (1972) claimed the following:

A normal child acquires knowledge of sentences not only as grammar, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others. (p. 277)

Lightbown and Spada (2006) proposed a different definition:

Communicative competence is the ability to use language in a variety of settings, taking into account relationships between speakers and differences in situations. The term has sometimes been interpreted as the ability to convey messages in spite of a lack of grammatical accuracy (p.196).

Taylor (1988) proposed to replace the term “communicative competence” with the term “communicative proficiency”. Likewise and for similar reasons, Bachman (1990) suggested

using the term «communicative language ability», claiming that this term combines in itself the meanings of both language proficiency and communicative competence.

## **5.2 Speaking skill**

“Speaking is the productive oral skill. It consists of producing systematic verbal utterances to convey meaning” (Nunan, 2003, p. 48). Likewise, Harmer (2001) points out that speaking happens when two people are engaged in talking to each other and they are sure that they are doing it for good reasons. Chaney (1998), in addition, considered speaking as a process: “speaking is the process of building and sharing meaning through the use of verbal or non-verbal symbols in a variety of contexts.” (p. 13).

In the companion volume of the Common European Framework (CEFR), speaking is a productive process.

“Spoken production is a ‘long turn,’ which may involve a short description or anecdote, or may imply a longer, more formal presentation. Productive activities, spoken and written, have an important function in many academic and professional fields (oral presentations, written studies and reports) and particular social value is attached to them. Judgements are made of what has been submitted in writing or of the fluency and articulateness in speaking, especially when addressing an audience. Ability in this more formal production is not acquired naturally; it is a product of literacy learnt through education and experience. It involves learning the expectations and conventions of the genre concerned. Production strategies are employed to improve the quality of both informal and formal production.” (Council of Europe, 2017 p. 68).

However; speaking as a productive process is not enough to have students engage in speaking. Interaction is also a key component.

### **5.2.1 Spoken interaction**

“Spoken interaction is considered to be the origin of language, with interpersonal, collaborative and transactional functions. Production in the form of storytelling can be considered as a further development in oracy and eventually literacy [Hence in our study we are more concerned with the fostering of interaction in speaking than on speaking itself]. Interaction is also fundamental in learning. The CEFR scales for interaction strategies reflect this with scales for turn-taking, cooperating (= collaborative strategies) and asking for clarification. These basic interaction strategies are as important in collaborative learning as they are in real world communication” (Council of Europe, 2017 p. 79).

### **5.3 Storytelling**

Stories are repetitive and they provide learners some patterns to have the opportunity to enrich their vocabulary and appropriate these phrases to be used during their communicative process. Cameron (2001, p. 163) pointed out that the repetitive pattern during telling stories is recognized as parallelism, which facilitates language learning. In addition, stories are efficient during learners’ learning processes, as the patterns are repeated and students increase their willingness to participate. That leads them to express what comes next in the story and stimulate their imagination to avoid being passive learners.

The National Storytelling Network defines storytelling as “the interactive art of using words and actions to reveal the elements and images of a story while encouraging the listener’s imagination”. They characterize it as an interactive process that “involves a two-way interaction between a storyteller and one or more listeners. The responses of the listeners influence the

telling of the story. In fact, storytelling emerges from the interaction and cooperative, coordinated efforts of teller and audience”.

According to Taylor (2000), storytelling is a tale to one or more listeners through voice and gesture in oral telling; we usually repeat things more redundant, especially if the students are having difficulties following. (P. 6)

Hamilton and Weiss (2005) defined storytelling as “Storytelling is the oldest form of education. People around the world have always told tales as a way of passing down their cultural beliefs, traditions, and history to future generations (P. 1).

#### **5.4 Techniques for Storytelling**

Brewster, Ellis, and Girard (2004) recommend some of the techniques for storytelling use as follows:

- ✓ Read slowly and clearly. Give students time to relate what they hear to what they see in the pictures, to think, ask questions, make comments. However, do vary the pace when the story speeds up.
- ✓ Use gestures, mimics, facial gestures to help convey the meaning.
- ✓ Encourage your students to take part in the storytelling by repeating key vocabulary items and phrases. You can invite them to do this by pausing and looking at them with a questioning expression and by putting your hand to your ear to indicate that you are waiting for them to join in. Then repeat what they have said to confirm that they have predicted correctly, and if appropriate, expand by putting the word into a full phrase or sentence.

(As cited in Slattery and Willis, 2001, p. 34)

### **5.5 How to teach storytelling**

As stories use a holistic approach (Cameron, 2001) and support natural acquisition of language (Slattery and Willis, 2001) they are rationale for using in the teaching of a language. A teacher who wants to tell a story should give students a sort of warming where they have a chance to predict, learn new vocabulary, and connect to prior knowledge and experiences among other activities which might be called pre-storytelling activities. After this stage teacher could tell the story followed by a variety of post-telling activities such as story mapping, drama, creating their own ending, group retelling, TPR and Q and A to check comprehension and practice integrated skills.

### **5.6 Total Physical Response**

It is a learning strategy conceived by Dr. James J. Asher in 1977. It is based on the assumption that children acquire language through body actions. Gestures, body movements, facial expressions, action stories and songs are paramount in this approach. During the first stages of life, emotional, physical, cognitive and language development occur so fast (Crain, 2005) and during this period of time children are said to have a great potential to acquire new languages. Since young learners are active and need to move, TPR approach is of great help in the teaching of foreign languages. Motor activities are means to language learning (Richards & Rodgers, 2001). That is exactly how children acquire their native language (Asher, 1977). TPR attempts to teach language through speech and physical activity at the same time. Learners' role in TPR is to listen and follow instructions to be performed.

As this method is a facilitator to enhance language, children learn easily when they see a meaningful action that make understandable the vocabulary. Besides, TPR is stress-free and it is highly motivating for children, especially when students listen to action songs where they have

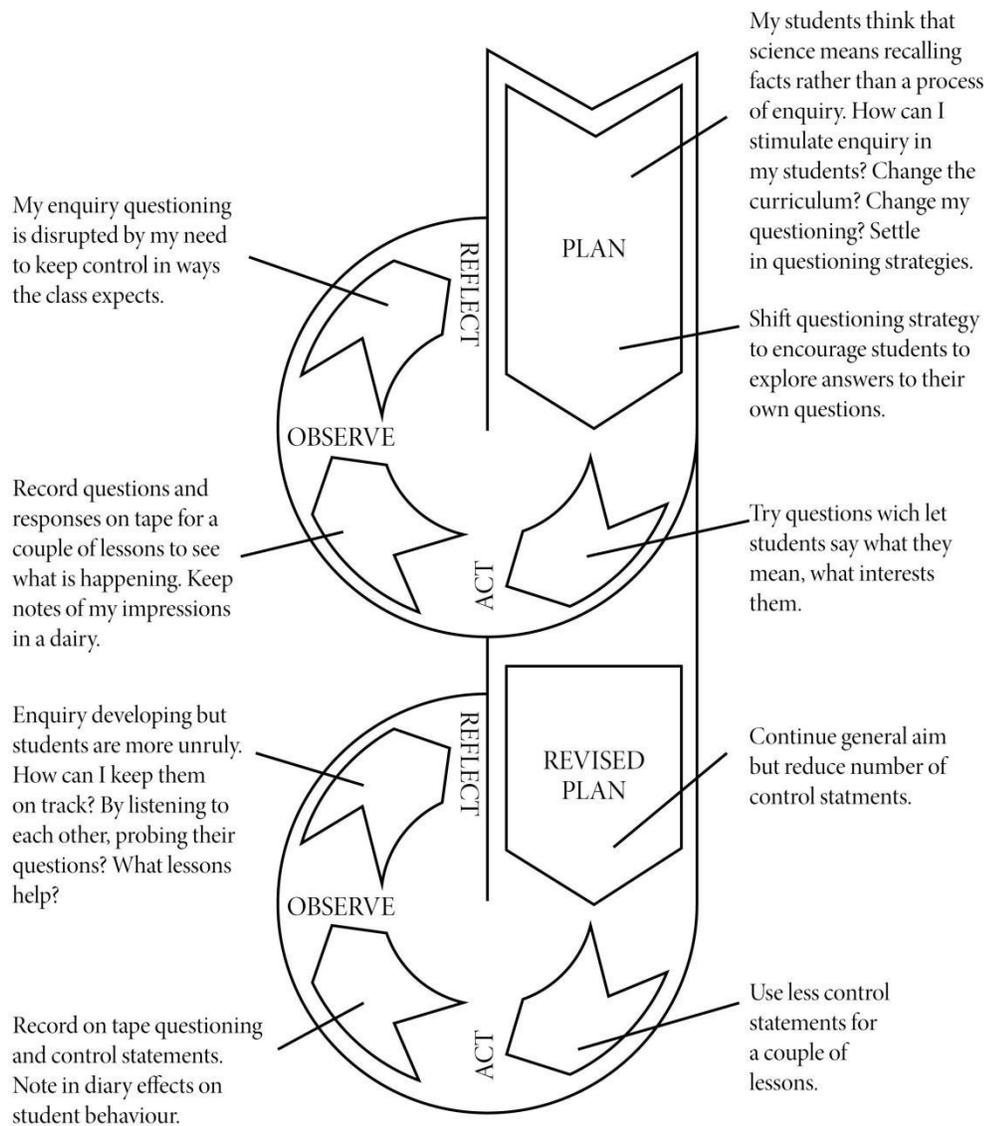
to sing and move. As Rachel Lynn Anderson (2008) puts it: “TPR (which focuses on listening comprehension) was found to be an effective means for producing near perfect retention even long term. TPR was found to be a powerful method for teaching a second language” this method is tailored for children to foster effective learning through storytelling.

“Storytelling is the most authentic and popular activity for all children. Children will pick up the new language easily because stories contain repetition that makes linguistic input more noticeable (Pinter, 2006). In a TPR storytelling activity, children may mime the story as it is told, perform pre-arranged actions when they hear key words read out, listen and stand up when a character speaks or acts, look and point to key illustrations of the story. These actions will make the story come to life and help the children internalize the language”. (Er; 2013 p. 1768).

## 6 Methodology

### 6.1 Design

This study is focused on Action Research, as it is a reflective practice to improve and develop in different interventions the work with children using storytelling. Additionally, we elaborated this work based on Kemmis and McTaggart’s model (1982). Below, the figure that presents the different cycles and actions followed during the completion of the current study:



**Figure 1: Kemmis and McTaggart’s model (1982)**

### **6.1.1 First Stage: Planning**

During this stage, we started to prepare the materials to be used before, during and after the implementation of the strategy intended to boost the oral skill. We had in mind the questions and prompts of the figure above and only then we identified the problem, and applied a survey to collect information regarding the perception of the students in relation to English, survey followed by some class observations aimed to gather facts concerning their needs and interests, their learning styles and dominant intelligences. The results of those observations reflected that most of the students were visual and listener learners. They attended to the instruction provided by the teacher without being meaningfully involved in and taking over their learning process. With that information, we designed and adjusted some stories based on the needs and interests of the students, their learning environment and resources available. After adapting and priming the stories, we proceed to elaborate an action plan (lesson plans, communicative activities, games to be carried out, stories to be used, etc.). We decided to split each story into six interventions to be carried out. Each intervention comprised a couple of activities and steps to be followed in order to guarantee the learning process and empower students with respect to the stories.

### **6.1.2 Second Stage: Action (Implementation)**

In this stage, we carried out the implementation of storytelling to tackle the problem to be solved. Firstly, we executed the programmed activities in our action plan. Secondly, we followed the pre, while and post storytelling stages suggested by Brewster, Ellis, & Girard (2004) and required to guarantee that learning takes place during the use of storytelling.

### **6.1.3 Third Stage: Observation (Monitoring)**

After implementing our proposal, we took the time to thoroughly observe, analyze the data and the observations gathered after the execution of the strategy. We did so, in order to monitor

the whole learning process, come to some conclusions, discuss and reflect upon the effects on the students and context in which the research work occurred.

#### **6.1.4 Fourth Stage: Reflection**

In this final stage we reflected on the effects as a basis for further planning, subsequent action and so on, through a succession of cycles (Kemmis and McTaggart, 1982). The results of this reflection process can be seen and painstakingly analyzed in more detail in the Findings, Conclusions and Recommendations sections of this project.

### **6.2 Participants**

The participants of this action-based research project were 27 students from 405 grade and 31 students from 401 in two public institutions in Neiva-Huila; María Cristina Arango de Pastrana School, branch Los Pinos, in the morning shift, and Claretiano Gustavo Torres School, in the afternoon shift. On average, the ages of the students ranged from 8 and 12 years old and they belonged to the first and second socio-economic strata. From the beginning of the project, we could notice that some of the students knew some basic words in the L2. However, they did not know how to pronounce words properly or were afraid of making mistakes, so when they were asked to speak in front of their classmates, they were unable to do it or they did not speak with confidence. On the other hand, the weekly hours of teaching English were not enough to deepen their oral skill, the library did not have resources for the English lessons and the teacher that usually taught the L2 to them was not specialized on the subject. Thus, they were not immersed in an English learning environment as the teacher never spoke to them in English because they are not English teachers.

Taking into account the learning obstacles that were identified during the observation process, there was a huge need to overcome those difficulties and involve students in an English

learning context, in which they have the opportunity to listen when the teacher is speaking in English and use resources and materials to teach English in order to enrich their vocabulary, encourage them to enhance their speaking skill and find the English lessons interesting and enjoyable with the storytelling implementation.

### **6.3 Instruments**

**Instrument Number 1:** The first instrument of this action research project is a survey whose purpose is to know the students' point of view about their English classes, the aspects that interfere in the development of the oral skill in their English learning process and a possible strategy the students would like the teacher implement in the classroom to enhance the oral ability.

The diagnosis survey carried out on March 2017 was designed in order to know the students' perceptions about their English classes, how they felt when they spoke in class, how often they participated in class, what they did not like about the classes, what they thought the English classes needed and which activities they wanted to do in class to improve their English level.

## **7 Procedure**

We initiated this research study by making some observations in order to collect first-hand information about the behavior that students presented in the English classes in some public institutions in 4<sup>th</sup> grade. Through those observations, we noticed that the students had some difficulties to communicate orally in English. In order to know the students' point of view about their English classes and also the aspects that interfere in the development of the oral skill in their English learning process, we designed a survey for them.

Consequently, we thought it was unavoidable to apply a strategy with a view to helping students to communicate in English instinctively.

This strategy consists of promoting the use of storytelling in the classroom, as a means of developing the students' speaking skill. Then, we performed the strategy proposed through some classes in which we recorded what happens in the classroom while implementing storytelling strategy.

Finally, we will apply a questionnaire and analyze the transcripts in order to see the students' attitude, to discover the effects of storytelling. As a final stage we reflected on these effects to obtain the outcome of the strategy implemented.

### **7.1 Interventions**

The first set of interventions started at Maria Cristina Arango de Pastrana School, branch Los Pinos, as the English main teachers in this educational institution are always eager to cooperate with research processes that contribute to the improvement and performance of their students. The other set of interventions started once the first set came to an end. The latter ones took place at Claretiano Gustavo Torres School. Both sets developed in the same manner to be able to stick to the action-based plan proposed.

**María Cristina Arango de Pastrana, branch Los Pinos**

**Intervention 1:**

**Objective of the session:** To make the students associate the Little Red Riding Hood story in their mother tongue to the Little Red Riding Hood Story in English to activate previous knowledge.

We started the class telling the students that we were going to tell a story. We asked them first what they thought they would find in the story and we made a brainstorming on the board with the ideas they mentioned. After the brainstorming activity, we showed them the characters, places and what characterized each place in order to make an idea of the story and activate previous knowledge, because they knew the story but in their L1. Later on, we provided them time to look at the pictures and we asked them what the story was and what had happened to this. The students were anxious to talk and we could see that they knew different versions of the story. They were allowed to tell the story in Spanish and then, we introduced the new vocabulary using some flashcards, and mimicking some actions when necessary to introduce the new vocabulary. Some of the students were able to mention the words in Spanish during the process. Then, we showed them the story sequence and we asked where some objects, places and characters were and the student who knew the answer needed to raise the hand and go to the board to point at the specific object they thought it was. All of the students wanted to participate. Thus, we gave them the opportunity to go to the board. Some of the students made mistakes. For that reason, we told the others that they could help the classmate to find the answer or we helped them pointing at the correct option.

At the end of the class, we told them that we were going to play a game called «what's missing». Thus, we took the flashcards and stuck each one on the board drawing a frame with the

marker for each picture. When all the flashcards were on the board, we gave them the rules of the game and they were excited to start playing. When everybody was face down, we told them what's missing? And all the students looked at the board and answered which picture was missing. When they made a mistake we said it was wrong and they had to try again until all the pictures were uncovered.

### **Intervention 2:**

**Objective of the session:** They will be able to identify and mention which words their classmates are mimicking through games.

We started the second intervention asking them what they remembered about last class and they were able to mention some characters of the story and places. Later on, we practiced the vocabulary they did not recall in order to do another activity with the vocabulary given. While they were looking at the pictures, we tried to mime some actions and the students were able to translate the words in Spanish when the classmates were confused about the meaning of some words. They were asked to repeat the words to practice and correct possible mistakes when pronouncing the words.

When all the students were familiarized with the vocabulary, we told them that we were going to play a game, in which the students were divided into three groups. There were three chairs in front of the board for one leader of each group. Thus, they needed to have a seat and pay attention to the mimic the other members of the group made. We showed the rest of the group a flashcard to act out and the leaders needed to guess what the word that the group was trying to mimic was and be the first to answer to make a point for the group and so on until all the vocabulary is figured out and reviewed. The students loved the game. Thus, they said that

they wanted to continue playing. With the activity, we realized that most of the students remembered the vocabulary taught.

### **Intervention 3:**

**Objective of the session:** They will be able to follow some commands and identify the places, objects and characters of the story.

We decided to do the class outside the classroom, because we needed to have enough room to form three lines of students to do a competition. We told them that the flashcards and posters were around the place. We started to give them the rules and each student was named with a number from 1 through 9 in each group before starting the game. Then, we mentioned a word (forest), the number that needed to run to look for the correct flashcard and the three members of each group found the correct flashcard and then they scored one point. When they understood what they had to do, we increased the difficulty giving them short sentences (go to the forest, you need to go there by walking) and they needed to find the poster where the forest was located and so on until all the commands were done.

These are some of the commands for the activity:

- Find the trees.
- Find the birds.
- Find the basket.
- Point at the wolf.
- Point at the hunter.
- Go to the forest walking.
- Go to grandmothers' cottage.
- Go to Little Red Riding Hood' house.

- Make the sound of the wolf.

**Intervention 4:**

**Objective of the session:** Students will be able to follow the story map related to the story.

At the beginning of the class, we told the learners which actions and vocabulary they have learned last class and they mentioned some of them. Thus, we told them we were going to go to the soccer field to have enough room to do the tour through the story.

The posters were located around the place in their respective order. Thus, we started doing the tour and the first sequence was when Little Red Riding Hood talks to her mother and takes the basket to her grandmother. We asked them what was happening there and most of the students were able to mention some sentences and words related to that stage. One of the students said Little Red Riding takes the basket to grandmother and we were impressed by the answer. We told the student that he was right and that he had done a great job. Everybody wanted to participate and they mentioned some keywords related to that scene. Then, we continued making the journey around all the stages and they were all congratulated for their good job.

The following is the story sequence:

1. Take this basket to your grandmother.
2. The wolf meets Little Red Riding Hood.
3. The wolf runs to Grandmother's cottage.
4. The wolf eats Little Red Riding's grandmother and gets into bed.
5. Little Red Riding Hood comes to her grandmother's cottage.
6. She looks at the wolf in bed.
7. The wolf jumps out of bed and eats Little Red Riding Hood.

8. A man comes and kills the wolf.

**Intervention 5:**

**Objective:** They will be able to understand the story when it is told by the teacher and other student teachers will be the characters who will act out while the story is told in the L2.

In this intervention, the students were asked to organize their desks in U shape to sit on the floor and be ready to listen to the story. Before the children came into the class, we decorated and adapted the classroom to create a storytelling atmosphere and prepared background music. We showed them the posters with the story sequence when telling the story to guide the students and we were acting out using masks, the basket for Little Red Riding Hood and another classmate was telling the story while we performed. When they finally watched the play, they told us it was good and they enjoyed the story. Finally, we told them that they needed to work in groups of five and that we were going to prepare them to retell the story using masks as well. They practiced in class as much as possible, because we told them we were going to choose the best group and they were going to obtain a reward for their effort and great job.

The following is the script used for the story:

Little Red Riding Hood's mother says, 'Little Red Riding Hood! Come here. Take this basket to your grandmother. There are sandwiches and there is a cake in the basket. Be careful! There is a wolf in the forest and he is very dangerous. Little Red Riding Hood walks in the forest. There are big trees and beautiful flowers in the forest and the birds are singing. Little Red Riding Hood likes flowers and she picks them. She doesn't see the wolf hiding behind the tree. The wolf is thinking! The wolf meets Little Red Riding Hood. He says, 'Hello.' 'Hello,' says Little Red Riding Hood. 'Where do you go?' asks the wolf. 'I'm going to my grandmother's cottage.' 'Oh! Where does she live?' 'She lives in a cottage in the forest.' 'That's nice. OK.

Goodbye. See you later.’ ‘Bye-bye!’ ‘Bye-bye!’ The wolf runs to Grandmother’s cottage. He knocks on the door. ‘Who is that?’ says Grandmother. ‘It is me!’ ‘Who is me?’ ‘It’s Little Red Riding Hood!’ says the wolf. ‘Come in, dear!’ The wolf goes into the cottage and eats Grandmother. The wolf gets into bed. He waits for Little Red Riding Hood. He is hungry! Little Red Riding Hood dances and sings in the forest. At last she comes to her grandmother’s cottage. She knocks on the door. ‘Who is that?’ says the wolf. ‘It is me.’ ‘Who is me?’ ‘It’s Little Red Riding Hood,’ says Little Red Riding Hood. ‘Come in, my dear.’ Little Red Riding Hood goes into the cottage. She looks at the wolf in bed. ‘What big ears you have, Grandmother!’ ‘I want to hear you, my dear,’ says the wolf. ‘What big eyes you have, Grandmother!’ ‘I want to see you, my dear.’ ‘What big teeth you have, Grandmother!’ ‘I want to eat you, my dear!’ The wolf jumps out of bed and eats Little Red Riding Hood. A man comes. He has a gun. He kills the wolf. Grandmother and Little Red Riding Hood jump out of the wolf.

### **Intervention 6:**

**Objective:** Students will be able to tell the Little Red Riding Hood story.

Since all the groups were ready to tell the story, we adapted the classroom for the students and all of them had the opportunity to use the masks and objects for the play. There was a student per group who was the narrator of the story and the other students were the characters. When they finally told the story, we congratulated them for their marvelous job. Thus, everybody got a candy for the great work accomplished and although their plays were recorded, they felt comfortable and excited.

The following is the script given to the students to tell the story:

### **Scene: At Little Red Riding Hood’s home**

Mother: Good morning, Little Red Riding Hood.

Little Red Riding Hood: Hello, Mom!

Mother: Look, here is a cake for your grandmother.

Little Red Riding Hood: Hmm! Yummy!

Mother: Put it in the basket, please, and go to your Grandmother.

Little Red Riding Hood: Yes, Mom. Bye, bye!

### **Scene 2: In the forest**

Little Red Riding Hood: It's a fantastic day. Look at the flowers! Flowers for my Grandmother!

Wolf: Hello!

Little Red Riding Hood: Hello!

Wolf: What's your name?

Little Red Riding Hood: My name is Little Red Riding Hood. What's your name?

Wolf: I'm the Big Bad Wolf! Where are you going?

Little Red Riding Hood: I'm going to see my grandmother. She lives over there.

Wolf: Okay, What's in your basket, Little Red Riding Hood?

Little Red Riding Hood: A cake for my Grandmother!

Wolf: Hmm! Yummy!

Little Red Riding Hood: Bye, bye, Big Bad Wolf!

Wolf: Bye, bye, Little Red Riding Hood!

### **Scene 3: At Grandmother's house**

Grandmother: Who's there?

Wolf: It's me

Grandmother: Who's me?

Wolf: Little Red Riding Hood

Grandmother: Come in, dear!

Grandmother: Aaaaaaa! A wolf! Help!

**Scene 4: The wolf jumps into Grandmother's bed**

Wolf: Who's there?

Little Red Riding Hood: It's me

Wolf: Who's me?

Little Red Riding Hood: Little Red Riding Hood

Wolf: Come in, dear!

Little Red Riding Hood: Hello, grandmother!

Wolf: Hello, Little Red Riding Hood!

Little Red Riding Hood: How are you?

Wolf: Oh... very bad!

Little Red Riding Hood: Grandmother, what big eyes you have!

Wolf: To see you better!

Little Red Riding Hood: Grandmother, what big ears you have!

Wolf: To hear you better!

Little Red Riding Hood: Grandmother, what a big nose you have!

Wolf: To smell you better!

Little Red Riding Hood: Grandmother, what big teeth you have!

Wolf: To eat you better!

Little Red Riding Hood: Aaaaaaaa! Help! Help! A wolf!

**Scene 5**

Hunter: A wolf?!

Hunter: You big bad wolf! You will pay for this.

Little Red Riding Hood: Thank you, hunter!

Hunter: You're welcome!

Grandmother: Thank you, hunter!

Hunter: You're welcome!

**María Cristina Arango de Pastrana, branch Los Pinos**

**The Little Red Hen****Intervention 1:**

**Objective:** To show the students the Little Red Hen video and introduce flashcards with vocabulary related to the story.

We started the first session of class showing the students the cover of a book and the teacher asked them what they thought they were going to find in the story. After the brainstorming activity, we told the students that we were going to share a video story with them and that it was related to that book. Thus, we organized the classroom and students were predisposed and curious to watch the video. Then, we introduced the new vocabulary using some flashcards, and mimicking some actions when necessary to teach the new vocabulary such as the characters, places and what characterized each place to provide the students a clear idea of the setting of the story. Some of the students mentioned the names of the pictures in Spanish during the process. Then, we showed them the story sequence and we asked where some objects, places and characters were and the student who knew the answer needed to raise the hand and go to the

board to point at the specific object they thought it was. All of the students wanted to participate and during the process, some of the students made mistakes. For that reason, we told the others that they could help the classmate to find the answer or we helped them pointing at the correct option.

At the end of the class, we told them that we were going to play a game that was called what's missing. Thus, we took the flashcards and stuck each one on the board drawing a frame with the marker for each picture. When all the flashcards were on the board, the teacher gave them the rules of the game and they were excited to start playing. When everybody was face down and ready to play, the teacher asked them: "what's missing?" And all the students looked at the board and answered which picture was missing. When they made a mistake, the student-teacher said it was wrong and they had to try again until all the pictures were uncovered.

### **Intervention 2:**

**Objective of the session:** They will be able to identify and tell which words their classmates are mimicking through games.

The student-teacher started the second intervention asking them what they remembered about last class and they were able to mention some characters of the story and places. Later on, they practiced the vocabulary that they did not recall in order to do another activity with the vocabulary given. While they were looking at the pictures, the teacher tried to mime some actions and the students were able to translate the words in Spanish when the classmates were confused about the meaning of some words. They were asked to repeat the words to practice and correct possible mistakes when pronouncing the words.

When all the students were familiarized with the vocabulary, the teacher told them that they were going to play a game, in which the students were divided into three groups. There were three chairs in front of the board for one leader of each group. Thus, they needed to have a seat and pay attention to the mimic the other members of the group made. The teacher showed the rest of the group a flashcard to act out and the leaders needed to guess what the word that the group was trying to mimic was and be the first to answer to make a point for the group and so on until all the vocabulary is figured out and reviewed. The students loved the game. Thus, they said that they wanted to continue playing. With the activity, we realized that most of the students remembered the vocabulary taught.

### **Intervention 3:**

**Objective of the session:** They will be able to follow some commands and identify the places, objects and characters of the story.

We decided to do the class outside the classroom, because they needed to have enough room to form three lines of students to do a competition. The teacher told them that the flashcards and posters were around the soccer field. The rules were explained and each student was named with a number from 1 through 9 in each group before starting the game. Then, the teacher mentioned a word (wheat), the number that needed to run to look for the correct flashcard and the three members of each group found the correct flashcard and then they scored one point. When they understood what they had to do, we increased the difficulty giving them short sentences (find the lazy cat, go to the kitchen, point at the hen) and they needed to find the poster where the animals and places were located and so on until all the commands were done.

The actions that they needed to do were the following:

- Eat the bread.
- Cut the wheat
- Go to the kitchen
- Make the bread
- Make the noise of the dog
- Point at the hen
- Act like the duck
- Find the lazy cat

#### **Intervention 4:**

**Objective of the session:** Students will be able to follow the story map related to the story.

At the beginning of the class, the teacher asked learners which actions and vocabulary they have learned last class and they mentioned some of them. Thus, the teacher told them that they were going to go to the soccer field to have enough room to do the tour through the story.

The posters were located around the place in their respective order. Thus, the teacher started doing the tour and the sequence starts when Little Red Hen is cleaning the farm. The teacher asked them what was happening there and most of the students were able to mention some sentences and words related to that stage. Everybody wanted to participate and they mentioned some keywords related to that scene. Then, we continued making the journey around all the stages and they were all congratulated for their good job.

The following is the story sequence:

1. Little Red Hen is cleaning the farm.

2. Who wants to help me plant this wheat?
3. Who wants to help me cut the wheat?
4. Who wants to help me make the flour?
5. Who wants to help me make the bread?
6. Who wants to help me eat the bread?
7. Little Red Hen is thinking and remembering
8. Little Red Hen says “I made it myself and I will eat it myself”.

#### **Intervention 5:**

**Objective:** They will be able to understand the story when it is told by the teacher and other student-teachers will be the characters who will act out while the story is told in the L2.

In this intervention, the students were asked to organize their desks in U shape to sit on the floor and be ready to listen to the story. Before the children came into the class, we decorated and adapted the classroom to create a storytelling atmosphere and prepared background music. We showed them the posters with the story sequence when telling the story to guide the students and we were acting out using masks and the student-teacher was telling the story while we performed. When they finally watched the play, they told us it was good and they enjoyed the story. Finally, we told them that they needed to work in groups of five and that we were going to prepare them to retell the story using masks as well. They practiced in class as much as possible, because we told them we were going to choose the best group and they were going to obtain a reward for their effort and great job.

The following is the script used for the story:

It is the story of a little red hen. She lives on a farm with a lazy duck, a lazy cat, and a lazy dog. She cleans the farm every day. “Who wants to help me plant this wheat?” says the Little Red Hen. “Not I” says the duck. “Not I” says the cat. “Not I” says the dog. “I will do it myself,” says the Little Red Hen. The following day, the little red hen wakes up and goes to talk to them again. “Who wants to help me cut the wheat?” says the Little Red Hen. “Not I” says the duck. “Not I” says the cat. “Not I” says the dog. “I will do it myself,” says the Little Red Hen.

The third day, little red talks to them again “Who wants to help me make the flour?” says the Little Red Hen. “Not I” says the duck. “Not I” says the cat. “Not I” says the dog. “I will do it myself,” says the Little Red Hen.

The little red hen gives her friends another opportunity to help. “Who wants to help me make the bread?” says the Little Red Hen. “Not I” says the duck. “Not I” says the cat. “Not I” says the dog. “I will do it myself,” says the Little Red Hen.

Little red hen is very happy. She wants to eat the bread she made. “Who wants to help me eat the bread?” says the Little Red Hen. “Me” says the duck. “Me” says the cat. “Me” says the dog. “No, you won’t eat it” says the Little Red Hen. “I made it myself and I will eat it myself.”

### **Intervention 6:**

**Objective:** Students will be able to tell the story in English.

Since all the groups were ready to tell the story, we adapted the classroom for the students and all of them had the opportunity to use the masks and objects for the play. There was a student per group who was the narrator of the story and the other students were the characters. When they finally told the story, we congratulated them for their marvelous job. Thus,

everybody got a candy for the great work accomplished and although their plays were recorded, they felt comfortable and excited.

The following is the script given to the students to tell the story:

**Scene 1: At the farm.**

Narrator: It is the story of a little red hen. She lives on a farm with a lazy duck, a lazy cat, and a lazy dog. She cleans the farm every day.

The Little Red Hen: Who wants to help me plant this wheat?

Duck: Not I.

Cat: Not I.

Dog: Not I.

The Little Red Hen: I will do it myself.

Narrator: the Little Red Hen wanted them to work together. But, they did not move a finger and she had to work alone.

**Scene 2: Another hard day at the farm.**

Narrator: The Little Red Hen wakes up happy and she decides to talk to them again.

The Little Red Hen: Who wants to help me cut the wheat?

Duck: Not I.

Cat: Not I.

Dog: Not I.

The Little Red Hen: I will do it myself.

**Scene 3: At the kitchen.**

The Little Red Hen: Who wants to help me make the flour?

Duck: Not I.

Cat: Not I.

Dog: Not I.

The Little Red Hen: I will do it myself.

Narrator: The little red hen makes the flour, while the other animals just look at her.

**Scene 4: The tired red hen makes bread.**

Narrator: the red hen hopes that they finally help her to do something and looks for them.

The Little Red Hen: Who wants to help me make the bread?

Duck: Not I.

Cat: Not I.

Dog: Not I.

The Little Red Hen: I will do it myself.

Narrator: When the little red hen finishes making the bread, she looks tired. So, she goes to bed.

Poor little red hen!

**Scene 5: At the dining room.**

Narrator: the little red hen wakes up happy and she is ready to eat the bread she prepared by herself.

The Little Red Hen: Who wants to help me eat the bread?

Duck: Me.

Cat: Me.

Dog: Me.

The Little Red Hen: No, you won't eat it. I made it myself and I will eat it myself.

### **Claretiano Gustavo Torres School**

#### **Intervention 1:**

**Objective of the session:** To familiarize students with the Little Three Pigs story in their mother tongue to the version in English to activate previous knowledge.

We began the lesson telling the students that the class would be different that day, we asked them about what they thought the class would be about and they came with lots of ideas such as "the class it is going to be about dancing" "sports" "comedy" and so on. Students answered in their mother tongue, they were motivated. They still were intrigued about the topic of the class. Thus, the teacher told them that they were going to play a game called The Hangman. We drew a blank line for each letter in the word and students started guessing the letters in the word. Students finally guessed the word that gave away the topic of the class, it was story. Students were excited. After that, we asked students about what story they thought was going to be told. They named a couple of stories they knew in Spanish such as Blanca Nieves, La Bella Durmiente, Cenicienta, etc. As we see students did not name the story we were going to work on, we played a piggy noise audio. As soon as we played the audio most of them said chorally "The Three Little Pigs" in L1. Later on, we showed them some flashcards about the main characters, places and objects featured in the story in order to make an idea of it and

activate previous knowledge, because they knew the story but in their L1. After we reviewed all the vocabulary related to the story we carried out some TPR activities such as mimicking some words represented in the flashcards or the Go to the board and point activity. Students were able to pronounce the words displayed in the image flashcards effortlessly.

At the end of the class, we told them that we were going to play a game called “what’s missing”. Thus, we took the flashcards and stuck each one on the board drawing a frame with the marker for each picture. When all the flashcards were on the board, we gave them the rules of the game and they were excited to start playing. When everybody was face down, we told them what’s missing? And all the students looked at the board and answered which picture was missing. When they made a mistake we said it was wrong and they had to try again until all the pictures were uncovered.

### **Intervention 2:**

**Objective of the session:** They will be able to identify and tell which words their classmates are mimicking through games.

We started the second intervention asking them what they remembered about last class and they were able to mention some characters of the story and places. Later on, we practiced the vocabulary they did not recall in order to do another activity with the vocabulary given. While they were looking at the pictures, we tried to mime some actions and the students were able to translate the words in Spanish when the classmates were confused about the meaning of some words. They were asked to repeat the words to practice and correct possible mistakes when pronouncing the words.

When all the students were familiarized with the vocabulary, we told them that we were going to play a game, in which the students were divided into three groups. There were three chairs in front of the board for one leader of each group. Thus, they needed to have a seat and pay attention to the mimic the other members of the group made. We showed the rest of the group a flashcard to act out and the leaders needed to guess what the word that the group was trying to mimic was and be the first to answer to make a point for the group and so on until all the vocabulary is figured out and reviewed. The students loved the game. Thus, they said that they wanted to continue playing. With the activity, we realized that most of the students remembered the vocabulary taught.

### **Intervention 3:**

**Objective of the session:** They will be able to follow some commands and identify the places, objects and characters of the story.

We decided to do the class outside the classroom, because we needed to have enough room to form three lines of students to do a competition. We told them that the flashcards and posters were around the place. We started to give them the rules and each student was named with a number from 1 through 12 in each group before starting the game. Then, we mentioned a word (pot, wolf), the number that needed to run to look for the correct flashcard and the three members of each group found the correct flashcard and then they scored one point. When they understood what they had to do, we increased the difficulty giving them short sentences (go to the house of sticks, you need to go there by jumping on one leg) and they needed to find the poster where the house of sticks was located and so on until all the commands were carried out.

These are some of the commands for the activity:

- Find the house of bricks.
- Find the house of sticks.
- Find the house of straw.
- Point at the wolf.
- Point at the three little pigs.
- Go to the pot walking.
- Go to the flashcard representing the verb destroy.
- Go to the chimney.
- Make the sound of a pig.

**Intervention 4:**

**Objective of the session:** Students will be able to follow the story map related to the story.

At the beginning of the class, we told the learners which actions and vocabulary they have learned last class and they mentioned some of them. Thus, we told them we were going to go to the soccer field to have enough room to do the tour through the story.

The posters were located around the place in their respective order. Thus, we started doing the tour and the first sequence was when the Little Pig 1 starts building the house of straw. We asked them what was happening there and most of the students were able to mention some sentences and words related to that stage. One of the students said The Little Pig is building a house and we were impressed by the answer. We told the student that he was right and that he had done a great job. Everybody wanted to participate and they mentioned some keywords related to that scene. Then, we continued making the journey around all the stages and they were all congratulated for their effort and great job.

The following is the story sequence:

1. The pig 1 built a house of straw.
2. The pig 2 built a house of sticks.
3. The pig 3 built a house of bricks
4. The wolf destroys the house of straw.
5. The wolf destroys the house of sticks.
6. The wolf cannot destroy the house of bricks and gets angry.
7. The wolf climbs down the chimney.
8. The wolf falls into a pot of boiling water and runs away desperately.

**Intervention 5:**

**Objective:** They will be able to understand the story when it is told by the teacher and the other student teachers will be the characters who will act out while the story is told in the L2.

In this intervention, the students were asked to organize their desks in U shape to sit on the floor and be ready to listen to the story. Before the children came into the class, we decorated and adapted the classroom to create a storytelling atmosphere and prepared background music. We showed them the posters with the story sequence when telling the story to guide the students and we were acting out using masks of the Three Little Pigs story and another classmate was telling the story while we performed. When they finally watched the play, they told us it was brilliant and they enjoyed the story. Finally, we told them that they needed to work in groups of five and that we were going to prepare them to retell the story using masks as well. They

practiced in class as much as possible, because we told them we were going to choose the best group and they were going to obtain a reward for their effort.

The following is the script used for the story:

Once upon a time there were three little pigs. One pig built a house of straw while the second pig built his house with sticks. They built their houses very quickly and then sang and danced all day because they were lazy. The third little pig worked hard all day and built his house with bricks.

A big bad wolf saw the two little pigs while they danced and played and thought, “What juicy tender meals they will make!” He chased the two pigs and they ran and hid in their houses. The big bad wolf went to the first house and huffed and puffed and blew the house down in minutes. The frightened little pig ran to the second pig’s house that was made of sticks. The big bad wolf now came to this house and huffed and puffed and blew the house down in hardly any time. Now, the two little pigs were terrified and ran to the third pig’s house that was made of bricks.

The big bad wolf tried to huff and puff and blow the house down, but he could not. He kept trying for hours but the house was very strong and the little pigs were safe inside. He tried to enter through the chimney but the third little pig boiled a big pot of water and kept it below the chimney. The wolf fell into it and died.

The two little pigs now felt sorry for having been so lazy. They too built their houses with bricks and lived happily ever after.

### **Intervention 6:**

**Objective:** Students will be able to tell in English The Three Little Pigs story.

Since all the groups were ready to tell the story, we adapted the classroom for the students and all of them had the opportunity to use the masks and objects for the play. There was a student per group who was the narrator of the story and the other students were the characters. When they finally told the story, we congratulated them for their marvelous job. Thus, everybody got a candy for the great work accomplished and although their plays were recorded, they felt comfortable and excited.

We decided to implement the transliteration process in order to make the way of learning to pronounce the words in English easier, since the conventional method to learn the close pronunciation of words is way more complex and implies a new whole of symbols such as:  $\text{dʒ}$ ,  $\theta$ ,  $\text{ð}$  as that of IPA (International Phonetic Alphabet). In doing so, students found it easier to learn the pronunciation of words, since in the transliteration process we used letters from students' first language. For example: Students learnt to pronounce the word Wolf easier when it was transliterated as /uolf/ rather than /wɒlf/ as in the International Phonetic Alphabet (IPA).

The following is the script given to the students to tell the story using the transliteration process to ease the pronunciation of words:

### **The Three Little Pigs Play-Written Pronunciation**

Characters: Little Pig 1, Little Pig 2, Little Pig 3, Wolf.

Little Pig 3: It's time for us to go out into the world.

*(its taim for as tu gou aut intu de world)*

Little Pig 1: I will build a house for myself.

*(ai uil bild a house for maiself)*

I will make it out of straw.

*(ai uil meikeraut of stroo)*

Little Pig 2: I will build a house for myself.

*(ai uil bild a house for maiself)*

I will make it out of sticks.

*(ai uil meikeraut of stiks)*

Little Pig 3: I will build a house for myself.

*(ai uil bild a house for maiself)*

I will make it out of bricks.

*(ai uil meikeraut of briks)*

Wolf: Here is a house of straw.

*(jier is a jaus of stroo)*

I think a little pig lives here.

*(ai zink a lirol pig livs jier)*

Little pig, little pig, let me come in.

*(lirol pig, lirol pig, let mi com in)*

Little Pig 1: Not by the hair of my chinny, chin, chin!

*(not bai de jer of mai cheni, chin, chin)*

Wolf: Then I will destroy your house!

*(den ai uil destroy iur jaus)*

Little Pig 1: Oh nooo! You destroyed my house!

*(oo nooo! iu destroid mai jaus!)*

I will go to my brother's house.

*(ai uil gou tu mai broders jaus)*

It is better. It is made of sticks.

*(it is berer. Iris meirov stiks)*

Wolf: Here is a house of sticks.

*(jier is a jaus of stiks)*

I think a little pig lives here.

*(ai zink a lirol pig livs jier)*

Little pig, little pig, let me come in.

*(lirol pig, lirol pig, let mi com in)*

Little Pig 2: Not by the hair of my chinny, chin, chin!

*(not bai de jer of mai cheni, chin, chin)*

Wolf: Then I will destroy your house!

*(den ai uil destroy iur jaus)*

Little Pig 2: Oh! Nooo! You destroyed my house!

*(oo nooo! iu destroid mai jaus!)*

We will go to my brother's house.

*(ui uil gou tu mai broders jaus)*

It is better. It is made of bricks.

*(iris berer. iris meirov briks)*

Wolf: Here is a house of bricks.

*(jier is a jaus of briks)*

I think a little pig lives here.

*(ai zink a lirol pig livs jier)*

Little pig, little pig, let me come in.

*(lirol pig, lirol pig, let mi com in)*

Little Pig 3: Not by the hair of my chinny, chin, chin!

*(not bai de jer of mai cheni, chin, chin)*

Wolf: Then I will destroy your house!

*(den ai uil destroy iur jaus)*

Little Pig 3: Go away, Wolf! You cannot destroy my house.

*(gou euei, wolf! iu canot destroy mai jaus)*

It is made of bricks.

*(iris meirov briks)*

Wolf: You! just wait little pigs.

*(iu, yost ueit lirol pigs)*

I will go down the chimney.

*(ai uil gou daun de chimni)*

Little Pig 1: What can we do?

*(uat can ui du)*

The wolf will come down the chimney.

*(de uolf uil com daun de chimni)*

He will eat us.

*(ji uil iras)*

Little Pig 3: I know what to do.

*(Ai nou uat tu du)*

I will boil some water in a pot.

*(ai uil boil som uarer in a pot)*

Wolf: Here I come, little pigs.

*(jier ai com, lirol pigs)*

Wolf: Aaaa! Aaaa! It's so hot! It's so hot!

*(aaaa aaaa its sou jat, its sou jat)*

Little Pig 2: Now, we can live happily ever after.

*(nau, ui can liv japili ever after)*

### **Claretiano Gustavo Torres School**

#### **Intervention 1:**

**Objective of the session:** To familiarize students with The Farmer And The Beet story in their mother tongue to the version in English to activate previous knowledge.

We began the lesson by showing students a beet. We asked them what they could see while holding the beet picture up. Some students said beet in their L1, as others said they did not know what it was. We told them that effectively it was a beet. We asked questions related to the beet to spark students' motivation and get everyone's attention. These were the questions asked: Where can we find beets? Who grows beets? Do you like beets? Are beets healthy? What animals do you think eat beets? And so on. They were intrigued about what story was going to be told. So we told them that were going to play a game called The Hangman, we drew a blank line for each letter in the words and students started guessing the letters in the word. Students finally guessed the words that gave away the story of the class, it was The Farmer And The Beet. Students were excited. We asked them if they knew or had heard the story and half of them had heard the story. We allowed students who knew the story to retell it in Spanish. Later on, we showed them some flashcards about the main characters, places and objects featured in the story in order to make an idea of it and activate previous knowledge, because some of them knew the

story but in their L1. After we reviewed all the vocabulary related to the story we carried out some TPR activities such as mimicking some words represented in the flashcards or the Go to the board and point activity. Students were able to pronounce the words displayed in the image flashcards.

At the end of the class, we told them that we were going to play a game called «what's missing». Thus, we took the flashcards and stuck each one on the board drawing a frame with the marker for each picture. When all the flashcards were on the board, we gave them the rules of the game and they were excited to start playing. When everybody was face down, we told them what's missing? And all the students looked at the board and answered which picture was missing. When they made a mistake we said it was wrong and they had to try again until all the pictures were uncovered.

### **Intervention 2:**

**Objective of the session:** They will be able to identify and tell which words their classmates are mimicking through games.

We started the second intervention asking them what they remembered about last class and they were able to mention some characters of the story and places. Later on, we practiced the vocabulary they did not recall in order to do another activity with the vocabulary given. While they were looking at the pictures, we tried to mime some actions and the students were able to translate the words in Spanish when the classmates were confused about the meaning of some words. They were asked to repeat the words to practice and correct possible mistakes when pronouncing the words.

When all the students were familiarized with the vocabulary, we told them that we were going to play a game, in which the students were divided into three groups. There were three chairs in front of the board for one leader of each group. Thus, they needed to have a seat and pay attention to the mimic the other members of the group did. We showed the rest of the group a flashcard to act out and the leaders needed to guess what the word that the group was trying to mimic was and be the first to answer to make a point for the group and so on until all the vocabulary is figured out and reviewed. The students loved the game. Thus, they said that they wanted to continue playing. With the activity, we realized that most of the students remembered the vocabulary taught.

### **Intervention 3:**

**Objective of the session:** They will be able to follow some commands and identify the places, objects and characters of the story.

We decided to do the class outside the classroom, because we needed to have enough room to form three lines of students to do a competition. We told them that the flashcards and posters were around the place. We started to give them the rules and each student was named with a number from 1 to 12 in each group before starting the game. Then, we mentioned a word (farmer, beet, dog, horse), the number that needed to run to look for the correct flashcard and the three members of each group found the correct flashcard and then they scored one point. When they understood what they had to do, we increased the difficulty giving them short sentences (go to the farmer's house, you need to go there by jumping on one leg) and they needed to find the poster where the farmer's house was located and so on until all the commands were carried out.

These are some of the commands for the activity:

- Find the farm.
- Find the beet.
- Find the horse.
- Point at the cat.
- Point at the dog.
- Go to the farmer.
- Go to the mouse.
- Go to the cow.
- Make the sound of the goat.

#### **Intervention 4:**

**Objective of the session:** Students will be able to follow a sequence-events map related to the story.

At the beginning of the class, we told the learners which actions and vocabulary they have learned last class and they mentioned some of them. Thus, we told them we were going to go to the soccer field to have enough room to do the tour through the story.

The posters were located around the place in their respective order. Thus, we started doing the tour and the first sequence was when the farmer pulls on the beet. We asked them what was happening there and most of the students were able to mention some sentences and words related to that stage. One of the students said the farmer was pulling on the beet and we were impressed by the answer. We told the student that he was right and that he had done a great job. Everybody wanted to participate and they mentioned some keywords related to that scene. Then,

we continued making the journey around all the stages and they were all congratulated for their effort and great job.

The following is the story sequence:

1. The farmer plants a beet.
2. The farmer pulls on the beet.
3. The farmer and the horse pull on the beet.
4. The farmer, the horse and the cow pull on the beet.
5. The farmer, the horse, the cow, the goat pull on the beet.
6. The farmer, the horse, the cow, the goat and the cat pull on the beet.
7. The farmer, the horse, the cow, the goat, the cat and the mouse pull on the beet.
8. The beet comes up.
9. The farmer and the animals eat the beet during dinner time.

#### **Intervention 5:**

**Objective:** They will be able to understand the story when it is told by the teacher and other student-teachers will be the characters who will act out while the story is told in the L2.

In this intervention, the students were asked to organize their desks in U shape to sit on the floor and be ready to listen to the story. Before the children came into the class, we decorated and adapted the classroom to create a storytelling atmosphere and prepared background music. We showed them the posters with the story sequence when telling the story to guide the students and we were acting out using masks of The Farmer and the Beet story, and another classmate

was telling the story while we performed. When they finally watched the play, they told us it was brilliant and they enjoyed the story. Finally, we told them that they needed to work in groups of six and that we were going to prepare them to retell the story using masks as well. They practiced in class as much as possible, because we told them we were going to choose the best group and they were going to obtain a reward for their effort and great job.

The following is the script used for the story:

Once upon a time, a farmer planted a beet. The beet grew and grew. One day the farmer pulled on the beet, but the beet did not come up. "Horse, please help me pull up this beet. I want to eat it for dinner," said the farmer. "Sure, I'll help you," said the horse. But the beet did not come up.

Then the farmer went to the cow. "Dear cow, please help me pull up this beet. I want to eat it for dinner," said the farmer. "Sure I'll help," said the cow. But the beet did not come up.

So the farmer went to a goat. "My lovely goat, please help me pull up this beet. I want to eat it for dinner," said the farmer. "Sure I'll help," said the goat. But the beet did not come up.

Next the farmer went to the cat. "Oh my dear cat, please help me pull up this beet. I want to eat it for dinner," said the farmer. "Sure I'll help," said the cat. But again the beet did not come up. So the farmer went to the mouse. "Lovely mouse, please help me pull up this beet. I want to eat it for dinner," said the farmer. "Sure I'll help," said the mouse. The mouse came up with an idea.

So the mouse pulled on the cat, the cat pulled on the goat, and the goat pulled on the cow, the cow pulled on the horse, the horse pulled on the farmer, and the farmer pulled on the beet. And the beet came up! "Thank you, horse, Thank you cow, Thank you, goat, Thank you cat, and thank you mouse!" said the farmer. "Now we can all eat dinner." And they did.

**Intervention 6:**

**Objective:** Students will be able to tell in English The Three Little Pigs story.

Since all the groups were ready to tell the story, we adapted the classroom for the students and all of them had the opportunity to use the masks and objects for the play. There was a student per group who was the narrator of the story and the other students were the characters. When they finally told the story, we congratulated them for their marvelous job. Thus, everybody got a candy for the great work accomplished and although their plays were recorded, they felt comfortable and excited.

The following is the script given to the students to tell the story:

Narrator: Once upon a time, a farmer planted a beet. The beet grew and grew. One day the farmer pulled on the beet, but the beet did not come up.

Farmer: Horse, please help me pull up this beet. I want to eat it for dinner.

Horse: Sure, I'll help you.

Narrator: But the beet did not come up. Then the farmer went to the cow.

Farmer: Dear cow, please help me pull up this beet. I want to eat it for dinner.

Cow: Sure I'll help.

Narrator: But the beet did not come up. So the farmer went to a goat.

Farmer: My lovely goat, please help me pull up this beet. I want to eat it for dinner.

Goat: Sure I'll help.

Narrator: But the beet did not come up. Next the farmer went to the cat.

Farmer: Oh my dear cat, please help me pull up this beet. I want to eat it for dinner.

Cat: Sure I'll help.

Narrator: But again the beet did not come up. So the farmer went to the mouse.

Farmer: Lovely mouse, please help me pull up this beet. I want to eat it for dinner.

Mouse: Sure I'll help.

Narrator: The mouse came up with an idea. So the mouse pulled on the cat, the cat pulled on the goat, and the goat pulled on the cow, the cow pulled on the horse, the horse pulled on the farmer, and the farmer pulled on the beet. And the beet came up!

Farmer: Thank you, horse, Thank you cow, Thank you, goat, Thank you cat, and thank you mouse! Now we can all eat dinner.

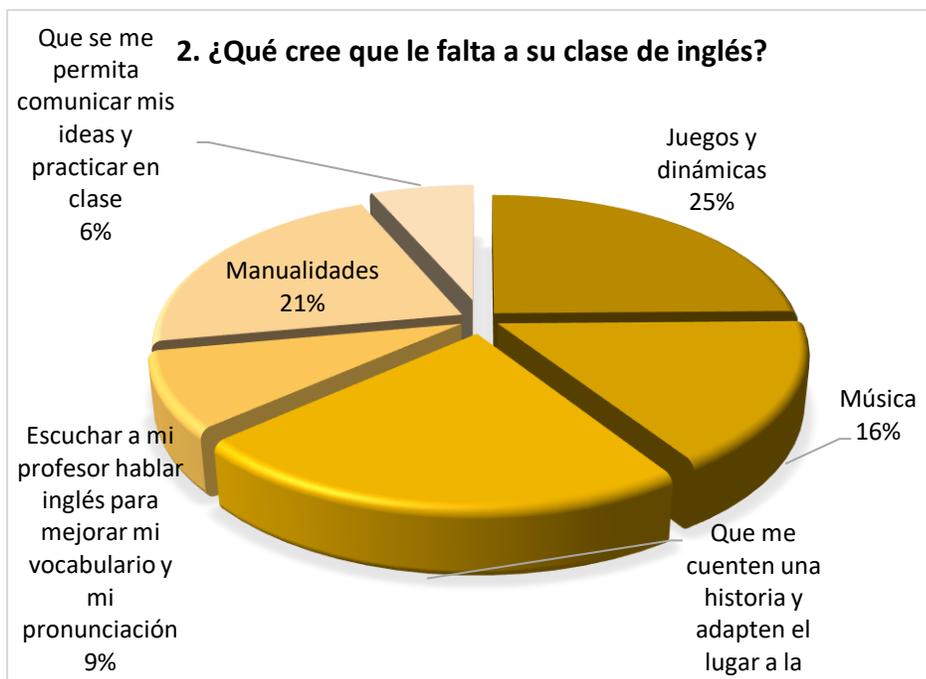
Narrator: And they did it.

## 8 Survey Data Analysis

Number of students interviewed: 27



**Graph 1: ¿Cómo son sus clases de inglés?** This graph illustrates the way learners perceived their English classes before carrying out the research project.



**Graph 2: ¿Qué cree que le falta a su clase de inglés?** This graph illustrates the expectations learners had about their English classes before implementing storytelling strategy.



Graph 3: ¿Qué no le gusta de su clase de inglés? This graph illustrates the activities learners disliked about their English classes before carrying out the research project.



Graph 4: ¿Usa el inglés en la clase? This graph illustrates learners' use of English to communicate in class before implementing storytelling strategy.

### 5. ¿Qué actividades se hacen en la clase de inglés?

Actividades	Sí	No
Diálogos	3	24
Juegos	0	27
Canciones	1	26
Manualidades	2	25

Table 1: ¿Qué actividades se hacen en la clase de inglés? This table illustrates the activities that the teacher usually did in class before carrying out the research project.



Graph 5: ¿Qué tanto habla en inglés en clase? This graph illustrates the frequency learners spoke in English in class before implementing storytelling strategy.



Graph 6: ¿Siente miedo de hablar en inglés? This graph illustrates how afraid learners were when speaking in English in class before implementing storytelling strategy.



Graph 7: ¿Le gusta aprender inglés? This graph illustrates how motivated students were to learn English before implementing storytelling strategy.



Graph 8: ¿Qué habilidad le gustaría trabajar en la clase de inglés? This graph illustrates student needs to improve their communicative skills.



Graph 9: ¿Qué actividades le gustaría trabajar en la clase de inglés? This graph illustrates students favorite activities to learn English.

On the basis of the survey results above presented, we could find that the 58% percent of students thought that their English classes were boring. Thus, there were some other questions where the students could choose what the English classes needed to make them enjoy learning English and the majority of students voted for games (25%), stories (23%) and arts and crafts (21%). That is the reason why we decided to implement these learning strategies to measure its impact to foster oral production.

The students were asked to express how often they spoke in English in class and the 96% of students voted for the option «never».

We needed to know what kind of activities the teachers did in the English classes and most of the students answered “No” for all the options. Thus, we could notice that the teacher did not do neither dialogs, games, songs nor arts and crafts in class. It is evidenced that most of the students (63%) answered that they were afraid of speaking because they did not pronounce properly or they did not read well in English and the teacher scolded them. Additionally, they were afraid of making mistakes in front of their classmates, they were embarrassed of speaking in front of the others, they never spoke in English and that they have not learned to speak in English. The remaining percentage of students (37%) mentioned that they were not afraid of speaking in the target language.

We could notice that most of the students (96%) liked to learn English. They justified their answers in the following way:

“Porque uno puede trabajar en una empresa y tienen que hablar inglés”.

“Porque es muy bueno aprender inglés y pronunciarlo”.

“Porque me gustaría ser un profesor de inglés”.

“Voy a ir a Eu”

“Porque cuando viaje a otros países hablan en inglés y quiero ser alguien en la vida”.

The last question was about the activities they would like to work in the English class and most of the students voted for Storytelling (27%), games (25%) and songs (24%).

Bearing the answers and opinions provided by the students in mind, it is noteworthy that the students are highly motivated to learn the target language, although some of them feel shy and afraid of making mistakes in front of their classmates or teacher. It would be necessary to play

games to encourage the students to speak, giving them some previous vocabulary and activating previous knowledge to make them feel good. To give the students the possibility to review the vocabulary as much as they need it and time to clarify doubts, not to mention that they will retell the story with the vocabulary given and practiced during the classes.

## 9 Findings

The analysis of the survey in the section above (see Appendix A for the survey questionnaire) include the results obtained prior to the interventions included. The findings below correspond to results of the six interventions developed in the two educational institutions with fourth graders (See Appendix B). These resulted being valuable and interesting elements for reflecting about the teaching-learning process and thus we support them with some field notes:

With the implementation of the project, it is remarkable that storytelling had a positive impact on the development of the speaking skill and raised students' motivation allowing them to enjoy the classes while they learned and had some fun. Even students with low motivation, weak academic performance and reluctant to the English subject showed a welcoming attitude towards storytelling when it was tackled within a TPR context and ended up liking the learning of English as a foreign language. We could prove this based on some of the testimonials we gathered from the students who actively engaged in the interventions.

To be able to easily identify each subject in the testimonials, we propose the following acronyms:

(O) = Observer; (T) = Student-teacher; (Ss) = Students; (Ss1) = Student 1; (Ss2) = Student 2; (Ss3) = Student 3.

The following are some of the testimonials obtained:

(T) Do you know Little Red Riding Hood?

(O) The children answered all together:

(Ss) Yes!

(T) Tell me what you remember about her.

(O) The children said what they remembered about the story one by one:

(Ss1) There is a version in which the wolf finishes falling down a hill while trying to escape from Little Red Riding Hood grandmother's cottage and the hunter<sup>1</sup>.

(Ss2) There is a different version in which the wolf's stomach is filled with rocks while he sleeps in grandma's bed. Then, he tries to escape and notices that his stomach is heavier than normal.

(O) All the students wanted to participate telling what they knew about the story and Karen remembered them to raise their hand to speak and listen when a classmate was talking.

There is another sample in which learners demonstrated the positive attitude they adopted during storytelling implementation is the following:

(T) Are you ready to do the tour through the story?

(O) All the students answered at the same time:

(Ss) Yes. We are ready.

(O) They went to the first poster and Karen pointed it out. She was going to say the first sentence which was related to the first picture when suddenly, one of the students said.

(Ss3) Little Red Riding Hood takes the basket to grandmother.

(O) The teachers were impressed by the answer and Karen told him that he was right and congratulated him for doing a great job.

They listened, participated and worked hard during the activities because they understood the importance of this language, they started seeing English as a means to explore the universe, another way to see and comprehend the world and understand it from different perspectives, as a

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<sup>1</sup> The students told what they knew about the stories in Spanish and it was translated into English in the journals. They were allowed to speak in Spanish, because it was the pre storytelling stage.

tool to enrich themselves culturally. Their mindset changed drastically after the implementation of this proposal

It helped students to develop a positive attitude toward the English learning process; even though their speaking skill was not commonly reinforced in their previous classes, they were able to say short sentences, keywords related to the story and they stop thinking about English as a boring, monotonous and unnecessary language. Students showed great interest in most of the points and teaching made after storytelling making them more effective and allowing learning to take place with grand ease as it is reflected in the following example:

(O) The student-teachers came into the classroom and all the children greeted them and said they wanted to continue working on stories.

(T) We are going to play a game that is called what is missing and you will need to say the name of the picture that is missing, OK?

(Ss) Yes! We are ready to play.

(T) Everybody face down, please. Do not look at the board.

(O) The student-teacher pays close attention to the students to avoid cheating in any manner.

(T) What is missing?

(O) Children answered at the same time:

(Ss) Little Red Riding Hood!

(T) Marvelous job, you are all right.

It was evidenced that learners reduced what Krashen called the affective filter (1982), that is, students' anxiety levels decreased significantly allowing them to learn and interact easily. Storytelling produced a sense of joy and fulfillment and commitment among learners while

engaged in stories. Arguably, storytelling made lessons more powerful as whenever we entered the classroom and said “Good morning students, today, we are going to tell you a story” they settled down and paid close attention for whole periods of time, even after finishing the telling. Noisy, disruptive and naughty students were not a problem anymore as they were absorbed in the stories which were being told. Anyone could tell that by looking at the engrossed looks on the faces of the students and serenity in the classroom. (See Appendix C, page 85).

(O) Student-teachers tell the story, use some masks, the story sequence posters and audio effects to set a storytelling atmosphere in the classroom.

(O) At the end of the story children applaud the teachers all together.

(T) Did you like the story?

(Ss) Yes. But now, we want to tell the story as well.

## 10 Conclusions

Storytelling strategy and all its stages had an incredible impact on children, because it encouraged children to participate in class and find interesting the learning of a new language. During the implementation of this action-based research project, the student-teachers involved were able to discover that all the students were highly motivated to learn; first, because they had a background knowledge about the stories used, second, because the stories were modified in accordance with what the learners had previously mentioned about their favorite versions of the stories and third, because the pre and while storytelling stages were based on games and activities which required movement and they enjoyed much this.

All of the students were eager to participate and showed themselves very enthusiastic most of the time. So to answer to the first research question of our action-based project, it is clear that storytelling impacted positively to the development of the speaking skill of 4<sup>th</sup> graders of the two educational institutions object of the current study. Undoubtedly, the students of the sample went from being passive learners who only received L2 grammar-based instruction to active learners able to infer what comes next during the moments of telling the stories. They maintained a participatory role during the lessons while being focused on the vocabulary needed.

When the students were involved in the use of storytelling in the English lessons, the student-teachers could notice that learners had increased their self-confidence in their learning environment and had left behind the fear of making mistakes. They struggled themselves to speak and participate, because they did not want to be let behind. In this manner, the answer to the second inquiry of this study is that 4<sup>th</sup> graders' oral skill performance was evidenced as the interventions progress because the students gained more confidence to participate and speak. They astonishingly focused on the success of the task. This was satisfying, because they

recognized mistakes as opportunities to learn with the new activities proposed. Hence, working in this manner, had the students gained confidence as the transcending motivation (Forsyth, 1997: 168) boosted by the student-teachers helped them strengthen and improve their communication and group work ties. Therefore, their attitude towards learning English changed for the better after the interventions of the students-teachers using storytelling and TPR.

Finally, we consort with Er (2013) in the sense that “action stories help children feel that they understand language from the very beginning”. Young learners do not know reading and writing yet so they learn through activities, songs, stories and games mostly. There are no texts so the classroom objects can be used easily. The class is full of actions which appeals to those kinesthetic learners. TPR activities will ensure that young learners can hear the new vocabulary in a meaningful context” (p. 1768). Children working through TPR activities perform better. “TPR is said to be the most effective technique which can be used in foreign language classrooms for young learners” (p. 1768).

## 11 Recommendations

Although the results of the present study only apply to the current case scenario. We suggest other researchers and student-teachers the following reflection elements if the results herein presented are to be replicated, changed or why not, challenged.

- ◆ This action-based study demonstrated that teachers are always advised to ask their students which interests are more prevalent to them. In doing so, they choose stories that they know in their mother tongue to encourage them to participate. In that way students-teachers make children feel comfortable when getting involved in storytelling activities or any other speaking task as long as TPR be included too if working with children.
- ◆ Teachers should take into consideration that the amount of students is appropriate to do the activities, that the group of students be preferably children between 7 to 12 years old as the activities prepare are easier to handle.
- ◆ The main teacher or the student-teacher should have enough time to prepare the learners with warm up activities and provide them with sufficient assistance and simple or easy-to-learn vocabulary banks. The reason is that primary school students do not usually have English teachers as main teachers, and that in most of the cases, the groups are large with more than 25 students per class.

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**Appendix A: Encuesta Diagnóstica Dirigida a Estudiantes**  
**Institución Educativa María Cristina Arango de Pastrana Sede Los Pinos**

Estimado estudiante,

Marque con una (x) la respuesta o respuestas que crea apropiadas para cada pregunta.

1. ¿Cómo son sus clases de inglés?

Aburridas

Interesantes

Divertidas

2. ¿Qué cree que le falta a su clase de inglés?

Juegos y dinámicas.

Música.

Que me cuenten una historia y adapten el lugar a la situación.

Escuchar a mi profesor hablar inglés para mejorar mi vocabulario y mi pronunciación.

Manualidades.

Que se me permita comunicar mis ideas y practicar en clase.

Otras: \_\_\_\_\_

3. ¿Qué no le gusta de su clase de inglés?

Cuando el profesor me enseña reglas gramaticales

Cuando el profesor me pone a hacer ejercicios gramaticales

Cuando tengo que traducir un texto o palabras.

4. ¿Usa el inglés en la clase?

\_\_\_ Sí \_\_\_ No

5. ¿Qué tanto habla en inglés en clase?

\_\_\_ Siempre

\_\_\_ A veces

\_\_\_ Nunca

6. ¿Qué actividades se hacen en la clase de inglés?

Actividades	Sí	No
Diálogos		
Juegos		
Canciones		
Manualidades		

7. ¿Siente miedo de hablar en inglés?

\_\_\_ Sí \_\_\_ No

¿Por qué?

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8. ¿Le gusta aprender inglés?

\_\_\_ Sí \_\_\_ No

¿Por qué?

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9. ¿Qué habilidad le gustaría trabajar en la clase de inglés?

- Habla (Speaking)
- Escucha (Listening)
- Lectura (Reading)
- Escritura (Writing)

10. ¿Qué actividades le gustaría trabajar en la clase de inglés?

- Juegos
- Diálogos
- Karaoke
- Canciones
- Storytelling (narración de historias)

**Appendix B: María Cristina Arango de Pastrana School, branch Los Pinos**

Research Project Evidences



**Photograph 1: 4th graders doing the tour through the story at the soccer field in Maria Cristina Arango de Pastrana School, Neiva Huila, 2016.**



Photograph 2: Learners are telling what happened in the picture at Maria Cristina Arango de Pastrana School, Neiva Huila, 2016



Photograph 3: Students following the commands given by the student-teacher during Let's Go Activity at Maria Cristina Arango de Pastrana, Neiva Huila, 2016



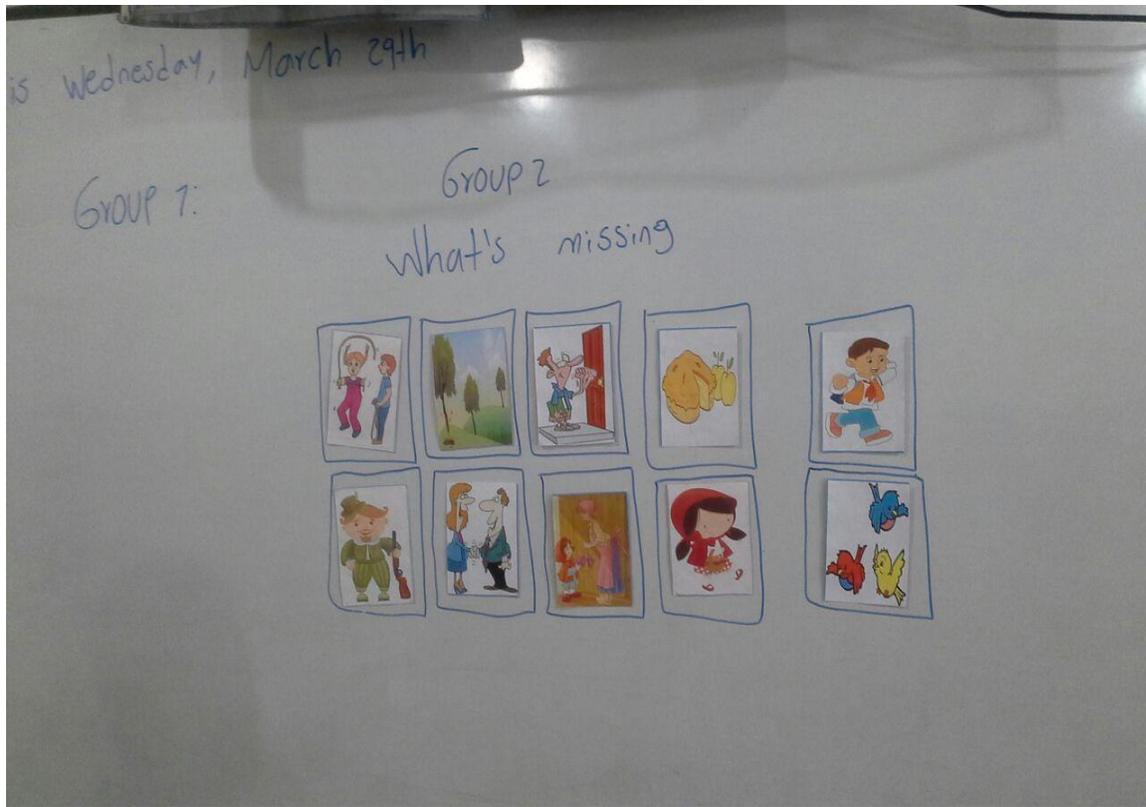
Photograph 4: A group of 4th graders acting out the Little Red Riding Hood story at Maria Cristina Arango de Pastrana, Neiva Huila, 2016



**Photograph 5: Student-teachers acting out the Little Red Riding Hood story at Maria Cristina Arango de Pastrana School, Neiva Huila, 2016.**



Photograph 6: One of the students was asked to point at the main character of the story at Maria Cristina Arango de Pastrana School, Neiva Huila, 2016.



Photograph 7: The student-teacher organized the flashcards to play What's Missing game with 4th graders at Maria Cristina Arango de Pastrana School, Neiva Huila, 2016.



Photograph 8 and 9: One of the students pointing at the characters of the story at Maria Cristina Arango de Pastrana School, Neiva Huila, 2016.

**Appendix C: Claretiano Gustavo Torres School**

Research Project Evidences



**Photograph 9: Learners were divided into two groups to compete miming some actions related to The Three Little Pigs story at Claretiano Gustavo Torres School, Neiva Huila, 2016.**