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**"ANALYSIS OF THE USAGE OF STORYTELLING AS A  
METHODOLOGICAL STRATEGY TO INCREASE ENGLISH VOCABULARY  
AT FIFTH GRADE OF BASIC EDUCATION "C" AT "UNIDAD EDUCATIVA  
COMBATIENTES DE TAPI" DURING THE ACADEMIC YEAR 2018-2019"**

**AUTHOR:**

LIZETH JOMAIRA GUAPULEMA CALO

**TUTOR:**

MGS. ADRIANA LARA

**RIOBAMBA-ECUADOR**

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**COMMITTEE MEMBERS CERTIFICATE**

**TITLE OF RESEARCH:** “ANALYSIS OF THE USAGE OF STORYTELLING AS A METHODOLOGICAL STRATEGY TO INCREASE ENGLISH VOCABULARY AT FIFTH GRADE OF BASIC EDUCATION “C” AT “UNIDAD EDUCATIVA COMBATIENTES DE TAPI” DURING THE ACADEMIC YEAR 2018-2019”

Work presented as requirement for obtaining the degree of “Licenciatura en Ciencias de la Educacion, Profesora de Idiomas Ingles”. It has been approved by the Committee Members at Universidad Nacional de Chimborazo. In constancy with all exposed sign.

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**"ANALYSIS OF THE USAGE OF STORYTELLING AS A METHODOLOGICAL STRATEGY TO INCREASE ENGLISH VOCABULARY AT FIFTH GRADE OF BASIC EDUCATION "C" AT "UNIDAD EDUCATIVA COMBATIENTES DE TAPI" DURING THE ACADEMIC YEAR 2018-2019"**

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Mgs. Adriana Lara

CC: 060396420-6



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Mgs. Adriana Lara

**TUTOR**

## AUTHORSHIP

I, Lizeth Jornaira Guapulema, student of Language Career declare to be the only author of the research titled:

**“ANALYSIS OF THE USAGE OF STORYTELLING AS A METHODOLOGICAL STRATEGY TO INCREASE ENGLISH VOCABULARY AT FIFTH GRADE OF BASIC EDUCATION “C” AT “UNIDAD EDUCATIVA COMBATIENTES DE TAPI” DURING THE ACADEMIC YEAR 2018-2019”**

The ideas and commentaries specified in this document are responsibility of this author.



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Lizeth Guapulema  
CC: 1750935668

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*Lizeth Guapulema*

## **DEDICATORY**

*The present research is dedicated to God and my family who encouraged and helped me for being perseverant and achieve my goals.*

*Lizeth Guapulema*

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## RESUMEN

El inglés es esencial para el desarrollo personal y profesional ya que es la base de la comunicación global. Por otra parte, enseñar inglés es un trabajo exigente debido a que los docentes deben conocer acerca las estrategias que podrían aplicarse para ayudar a los estudiantes a desarrollar las habilidades lingüísticas. A través de un análisis previo se determinó como un problema que los estudiantes no dominaban suficiente vocabulario para crear y mantener una comunicación real. Por lo tanto, los docentes aplican la narración de cuentos como una estrategia metodológica para ayudar a los estudiantes a interiorizar el vocabulario aprendido y ser competentes comunicativamente usando el inglés. Por consiguiente, este estudio se enfoca en hacer un análisis de cómo se aplica la narración para mejorar el aprendizaje del vocabulario en el quinto año de educación básica “C” en la “Unidad Educativa Combatientes de Tapi” durante el año lectivo 2018-2019. Para cumplir con los objetivos establecidos de esta investigación, 30 estudiantes y un docente de Inglés fueron tomados como población. El tipo de investigación realizada fue cualitativa. El nivel de investigación fue descriptivo. Además, la técnica utilizada para recoger información fue la Observación. Por lo tanto, se aplicó una hoja de observación para recopilar datos reales y relevantes. Los resultados de este estudio muestran que narrar historias es una de las estrategias más adecuadas para enseñar vocabulario y hacer que los estudiantes participen en el proceso de enseñanza-aprendizaje a través del desarrollo de actividades significativas.

### **Palabras clave:**

Estrategia metodológica, Narración, Vocabulario. Proceso de enseñanza-aprendizaje del inglés.

## ABSTRACT

English is essential for personal and professional development since it is the basis of global communication. On the other hand, teaching English is a demanding work due to teachers must be aware of strategies that could be applied for helping students develop language skills. Through a previous analysis, it was determined as a problem that students did not master enough vocabulary to create and maintain a real communication. Therefore, teachers apply Storytelling as a methodological strategy to help students internalize the vocabulary learned and to be communicatively competent using English. Hence, this study focuses on making an analysis of how Storytelling is applied to enhance the vocabulary learning at Fifth grade of basic education "C" at "Unidad Educativa Combatientes de Tapi" located in the Riobamba, during the academic year 2018-2019. In order to accomplish the objectives set to this research, 30 students and 1 English teacher were taken as a population. The research type carried out was qualitative. The level of research was descriptive. Moreover, the Ethnographic method was used since genuine information about the problem was gathered. In addition, the technique used for collecting information was the observation. So, an observation sheet was applied in order to collect real and relevant data. The results of this study show that storytelling is one of the most suitable strategies to teach vocabulary and have students engaged in the teaching-learning process through the development of meaningful activities.

### Key words:

Methodological strategy, Storytelling, vocabulary, English teaching learning process.



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**Mgs. Mónica Cadena**

**DIRECTORA DE LA CARRERA DE IDIOMAS**

**Unach**  
UNIVERSIDAD NACIONAL  
DE ALAJUZA

FCEHyT  
PEDAGOGÍA DE LOS  
IDIOMAS NACIONALES  
EXTRANJEROS  
DIRECCIÓN

## INTRODUCTION

Nowadays, learning English is a necessity for students due to the fact that it is the most spoken language in the world. Moreover, it provides them a range of academic and personal benefits. Thus, The Ministry of education (2016) establishes that students at fifth grade of basic education must get an A1.1 level of English. On the other hand, English teachers are required to find and apply interesting and meaningful methodologies for working out during the lessons, in order to maintain student's attention and willingness to learn. So, learners can improve their learning outcomes.

Furthermore, it is known that learning vocabulary is one of the principal sub-skills of the language that must be developed when learning a foreign language. Richards and Renandya (2002) point out that vocabulary plays a crucial role in one's foreign language learning and language proficiency that can affect how well learners master the English language. However, teaching vocabulary not only means teaching words in isolated way. It must be taught in context; word sets or chants that make them easier to be internalized by learners. The importance of teaching vocabulary meaningfully was noted by Thornbury (2002) claiming that mastering vocabulary means that students have comprehensive knowledge about words; which include the meaning, collocations, pronunciation and any other linguistic feature of words.

Therefore, teaching vocabulary means to employ useful and effective strategies that provide a positive contribution to learners' vocabulary knowledge. A range of strategies and techniques are used to teach vocabulary. Therefore, English teachers must choose the right ones depending on class' age, level and size. In that case, Storytelling is a great strategy that teachers use to motivate students to learn vocabulary, while, developing their language skills, in order to help them to become communicatively competent in the English language.

According to Dujmovic (2006) stories arouse learners' imagination due to the fact that they are involved in a story as they identify and interpret the narrative and illustrations that are presented during the story. Moreover, the storyteller is able to ask questions for checking students' understanding and engaging. Another important fact is that storytelling influences the learning process positively. Since it provides the opportunity

to work out serious activities that help learners to boost different skills. As an illustration of that the enhancement of listening comprehension, interpretation, vocabulary and so on.

The purpose of this research is to analyze the effectiveness that storytelling has in vocabulary learning. Furthermore, relevant aspects about storytelling such as the criteria that is applied for selecting the stories, the activities that are developed during the story and the methodological process that is followed when working with storytelling are analyzed due to the fact that these aspects make the difference between helping students learning vocabulary or not. For instance, if the story is inappropriate and not well explained to students, it will hinder the active participation and meaningful learning of learners. The problem was evidenced during the development of the Pre-professional practices at Fifth grade of basic education “C” at “Unidad Educativa Combatientes de Tapi” during the academic year 2018-2019, since the limited level of vocabulary of students was a difficulty that does not let them express ideas or feelings.

This research has been distributed in five chapters, of which:

**Chapter I:** Referential framework contains the problem statement, general and specific objectives, and the justification.

**Chapter II:** Theoretical Framework presents all theoretical aspects of storytelling as a strategy to increase English vocabulary.

**Chapter III:** Methodological Framework refers to the procedure done by the researcher to obtain the type, level, design, population, and sample of this research, through the application of the observation instrument to get information.

**Chapter IV:** Analysis and interpretation of results showing the gathered information by the observation sheet.

**Chapter V:** Conclusions and recommendations describe the results of the gathered information.

## **CHAPTER I**

### **1. REFERENTIAL FRAMEWORK**

#### **1.1 RESEARCH PROBLEM**

The stories that are presented to the students are not selected following a criteria based on the learners' characteristics. Furthermore, the activities that are applied do not help students internalize the new vocabulary.

#### **1.2 PROBLEM STATEMENT**

English has become a globalized phenomenon. Due to the fact that it is spoken worldwide. Therefore, it is used in all aspects such as business, politics and education. However, there are countries that have stronger English levels than in other countries. For instance, Education First –EF- (2017) developed a report which shows that European and North American countries have the best levels of English. It is because their strong educational system and the opportunity that they have to practice English in a real context. On the other hand, some South American countries get the lowest levels in English, because it is a non-native language and it becomes difficult for them to practice it outside the classrooms. Moreover, the way in which English instruction is given does not let students learn this foreign language, due to the fact that it is based on memorization rather than communication.

Talking about English levels in Ecuador it is inevitable to mention that Ecuador has been placed in the #65 ranking position even though the actions that the Ecuadorian government has implemented to improve the quality of English. However, it is necessary to remark that Ecuador needs a total change in the educational system due to the fact that it contains some parameters that result unnecessary and unproductive during the teaching and learning process.

Ecuadorian schools and high schools present several problems in the English teaching learning process. For instance, most of the students after finishing 6 years of elementary school and 6 years of high school cannot apply the four skills correctly. There is a similar problem at “Unidad Educativa Combatientes de Tapi” that is located in Velasco parish, city of Riobamba, Chimborazo province. Moreover, it proffers Initial, Basic and High school education and there are about 1300 students and 75 teachers of which 10 are English ones.

During the development of the Pre-professional practices it was noticed that students have a limited level of vocabulary to interact in class. Furthermore, the stories that were told to students as part of the teaching process to increase vocabulary cannot fit their needs due to the fact that these stories contained some complex vocabulary or grammar features that students did not manage yet. Moreover, stories were about love or horror topics that did not get learners' attention. So they were not appropriate for students' level, age, and interests.

In addition, the methodological process that is needed when working with storytelling was not applied correctly. Since some steps were not followed in order. So, students took a passive role because they were not engaged in the process. Moreover, the assigned activities were repetitive. Consequently, students got bored and lost concentration in what was being taught.

Furthermore, students did not show interest in learning English. Since they feel that it is not important and useful because practice is not possible anywhere. For this reason, teachers must make them understand that learning English provides them a range of advantages.

Finally, the biggest problem is that students were not able to use the learned new words in other contexts or situations. Extra activities outside the classroom are not done. So information cannot be internalized.

All these difficulties were observed during the Pre-professional practices at Fifth grade of basic education "C" at "Unidad Educativa Combatientes de Tapi" during the academic year 2018-2019, with a sample of 30 students and 1 English teacher.

### **1.3 PROBLEM FORMULATION**

How should storytelling be used to enhance the learned vocabulary at fifth grade of basic education "C" at "Unidad Educativa Combatientes de Tapi"?

#### **1.3.1 GUIDING QUESTIONS**

- ✓ What criteria is applied for selecting stories?
- ✓ What methodological process is followed when working with Storytelling?
- ✓ Which activities are used when working with Storytelling?

## **1.4 OBJECTIVES**

### **1.4.1 GENERAL OBJECTIVE**

- ✓ To analyze how storytelling is used as a methodological strategy to enhance the learning of vocabulary at Fifth grade of basic education “C” at “Unidad Educativa Combatientes de Tapi” during the academic year 2018-2019

### **1.4.2 SPECIFIC OBJECTIVES**

- ✓ To identify what criteria is applied for selecting the stories that will be told to students to provide them a meaningful language input.
- ✓ To describe the methodological process that is followed to plan a story-based lesson.
- ✓ To determine which activities are used when working with storytelling to help students internalize the learned vocabulary.



### 1.4.3 OBJECTIVES OPERACIONALIZATION

Area of study	Questions		Objectives	
	General	Guiding	General	Specific
Methodology	How should storytelling be used to enhance the learned vocabulary at fifth grade of basic education “C” at “Unidad Educativa Combatientes de Tapi”?	What criteria is applied for selecting the stories?	To analyze how storytelling is used as a methodological strategy to enhance the learning of vocabulary at Fifth grade of basic education “C” at “Unidad Educativa Combatientes de Tapi” during the academic year 2018-2019	To identify what criteria is applied for selecting the stories that will be told to students to provide them a meaningful language input.
		What methodological process is followed when working with Storytelling?		To describe the methodological process that is followed to plan a story-based lesson.
		Which activities are used when working with Storytelling?		To determine which activities are used when working with storytelling to help students to internalize the learned vocabulary.

*Done By Lizeth Guapulema*

## **1.5 JUSTIFICATION**

Nowadays, English is the basis for universal communication. Therefore, it is mandatory to learn this foreign language for being competent in the globalized world. So, the Ministry of Education has introduced English in the educational curriculum as an obligatory subject in all academic levels aiming to help students become communicatively competent in English.

In addition, the English teaching-learning process involves different features such as methodological process, resources, strategies and activities that English teachers must use in order to encourage students to learn a non-native language. Thus, this research is useful for teachers that work with children and who need alternatives and motivating strategies to help them develop the language skills. Furthermore, teachers who require to increase the vocabulary learning in their students could use storytelling as a strategy to do that in a vivid and clear context while having learners engaged in the learning process. Moreover, storytelling is a workable tool that lets teachers plan and introduce activities in which the students' needs and interests are taking into account in order to provide them significant language input.

Students also benefit from this research since stories help them to develop learning strategies such as predicting or guessing meanings while acquiring new linguistic features of English language. Moreover, they learn the language in a meaningful way due to they not only learn language patterns in isolation, they learn them in academic, cultural and unrealistic context. English lessons are presented in communicative contexts that are enjoyable and meaningful for children. Therefore, students develop positive attitudes towards language learning.

This investigation is relevant due to as a future teacher it is necessary to be aware of needs that are presented during the teaching-learning process and some suitable strategies that could be used to help students feel interested in learning English.

To sum up, this study contributes to the English learning process due to it embraces students' needs and interests. Moreover, it allows teachers to apply authentic material and activities that catch students' attention and consequently willingness to participate and learn.

This research project is feasible because different factors were involved. For instance, academic factors due to teachers at Universidad Nacional de Chimborazo guided me

Through their experience to work out in this research. Human since all people involved in the academic process at “Unidad Educativa Combatientes de Tapi” showed their predisposition along this process; and economic because the research type was not necessary to spend much than it was predicted.

## **CHAPTER II**

### **2. THEORETICAL FRAMEWORK**

#### **2.1 THEORETICAL BACKGROUND REGARDING TO THE PROBLEM TO BE INVESTIGATED.**

Storytelling as a strategy for teaching vocabulary has been studied along the time due to its effectiveness in the teaching-learning process. Thus, there are some researches linked to the problem. For instance, “VOCABULARY MASTER BY USING STORYTELLING” is a journal developed by Oscarini Wati. In which the principal objective was to identify how well learners master new vocabulary by working with stories in the classrooms. It was a quantitative investigation due to the fact that the gathered results were analyzed using mathematical methods. Therefore, this research shows evidences that Storytelling helps students to become more confident using a foreign language. Moreover, they develop receptive and productive skills as well as understand the meaning of the stories.

Another relevant study called “STORYTELLING AS A TOOL TO TEACH ENGLISH TO CHILDREN IN THE SECOND LEVEL OF BASIC EDUCATION IN “YANUNCAY” SCHOOL” DURING THE ACADEMIC YEAR 2012-2013 done by Maria Duran and Raquel Lopez shows that this strategy plays an important role in the listening and speaking development of students. Besides, this research uses the quantitative and qualitative methods to gather information. To conclude, it is stated that Storytelling is a suitable strategy for teaching English. It gets students’ attention by creating significant learning.

#### **2.2 .THEORETICAL FOUNDATIONS BASIS**

##### **2.2.1 STORYTELLING**

Stories are a powerful and effective tool in language learning. For instance, Pesola (1991) states that stories engage learners while exposing them to a foreign language. Moreover, students acquire the target language unconsciously since all English features are presented in real contexts.

Storytelling makes vivid and colorful all those existing “words” in a story. Wright (1996) defines Storytelling as a great method for helping children to enjoy learning because they can express their feelings and emotions through stories. Therefore, learners develop their imagination while acquiring significant learning.

Storytelling is a pedagogical method, especially when working with non -native speakers due to the fact that stories can help to transmit heritage. Furthermore, Storytelling is an engaging form of teaching since it lets teachers to rapport a better relationship with learners (Pedersen, 1995).

In addition, Fitzgibbon (1998) points out that Storytelling provides learners a comfortable environment that will low levels of stress and anxiety that they feel in an English lesson. Moreover, students learn about the culture that is implicit in the stories while they enrich their vocabulary learning. Therefore, Storytelling contributes to develop positive attitudes towards the foreign language, making the learning process more comfortable, enjoyable and interesting. Besides, it is implicit the opportunity that the teacher has to interact with their students since they can obtain significant information about learners that will help them to improve their teaching practice.

### **2.2.1.1 STORYTELLING AND LANGUAGE LEARNING**

Storytelling is the most appropriate way to introduce children to a foreign language due to the fact that in this way English words are presented in context and it results interesting for them. Furthermore, it is an attractive and meaningful way of getting students’ attention while helping them develop their language skills and literacy competence. Lopez (2003) argues that in Elementary Education the children’s capacity for conscious learning of forms or rules is still relatively undeveloped. That is why telling stories have great results in the second language acquisition because it arises children imagination and gives teachers freedom for using material, gestures, pictures and any other element in order to provide learners a better understanding.

There is a range of benefits when using Storytelling. As an illustration Galeote (2002) states that stories introduce some new vocabulary and sentence structures. Children acquire the meaning of the words in context and sometimes they infer from the pictures or teacher’s gestures. Moreover, words and meanings are acquired through an unconscious repetition, because children like to listen to stories. Besides, stories always

Provide personal experiences for children at any age, since they were selected according children's likes.

Apart from all of these aspects it is important to mention that applying stories in the classroom help to have a relaxed atmosphere in class. Therefore, children are more willing to learn (Dulay, 1998).

Richards (2006) points out that Storytelling fosters natural communication in the English classroom by allowing learners to experience and experiment with the real use of English that makes it easy to learn new words.

### **2.2.1.2 TYPES OF STORYTELLING**

There is a big variety of stories that can be worked on with students. However, teachers must select the most appropriate ones for presenting to their learners. For instance, fables, folktales, legends, myths, parable, fairy or traditional tales.

**Fables:** These ones are not based on facts but it provides people with a life reflection and in most of the cases the principal characters are animals. For instance, the fox and the grapes or the rabbit and the turtle.

**Folktales:** stories pass from generation to generation. It could contain false facts

**Legends:** these stories are based on someone's life. For example: Robin Hood.

**Myths:** Stories based on gods, heroes or someone with special skills.

In short, all of these stories are available for being used in the classrooms. However, teachers have to adapt each one to their class. Furthermore, teachers are able to introduce any activity or extra material when telling the story in order to make learning significant and to achieve the learning outcomes.

### **2.2.1.3 CRITERIA FOR SELECTING THE STORIES**

The selection of stories is a very important aspect of the teaching process. Therefore, it must be done based on three aspects. Such as age, linguistic level and students' interests. When selecting stories learners' age becomes a relevant aspect. Students are divided into three groups. First, infants have special literacy needs due to they are in early literacy development. So, the stories will contain simple words and sounds but they will be colorful and full of pictures. Second, preschoolers enjoy stories about children in everyday situations because they like to feel as they were the character of the story.

Moreover, stories should contain repetitive phrases and sounds that will be easy for students to remember and learn. The third group composed by older children that need more complex and sophisticated stories. However, it is recommendable to avoid any adult content such as romantic scenes or foul language (Loop, 2017).

Linguistic level of students must be taken into account for selecting stories due to if the story is not according to their level or it contains complex grammatical features of vocabulary, it will interfere in the students' participation and learning. Moreover, learners could feel disoriented and frustrated during the lesson. However, Brewster (1991) states that teachers have to grade the input that children receive by going from easy stories to more complex ones. Also, it is important to substitute familiar words or expressions for unfamiliar ones in order to increase their vocabulary.

Finally, learners' interests is another criteria that a teacher has to bear in mind to get students' attention and willingness to learn and participate actively in the classroom. If students listen or read something that they like, it will be enjoyable and meaningful for them. Furthermore, Ellis and Brewster (2014) claim that stories present the vocabulary in a vivid and clear context that is why any story should contain interesting illustrations and be colorful in order to get students' attention and to help learners to convey meanings. Therefore, the stories must be suitable to the learners' age, linguistic level and interests.

#### **2.2.1.4 METHODOLOGICAL PROCESS WHEN WORKING WITH STORYTELLING**

Reading is a quest for meaning. It requires children to be active participants in the construction of meaning. Furthermore, teachers must help them by giving the tools to construct the meaning of the story before and while reading it (Feunteun, 1995). When working with Storytelling, teachers have to follow some steps to make sure that the process focuses on the learning and teaching objectives. Before reading the story, the teacher must create a contextualization of it. For instance, they can make a connection between the story and learners' personal world and experiences by asking questions. Moreover, some features of the story must be presented to students in order to help them understand what is going to happen then. Also, teachers have to explain keywords or some new vocabulary, expressions or cultural information that the story contains. Finally, it is important that teachers use visual aids such as realia, pictures, masks, puppets or any other resource in order to make the story understandable (Carter, 1991).

Barreras (2004) states that during the story teachers have to read it slowly and clearly in order to give learners time to think, ask questions, look at pictures and make comments. One important aspect is that the story must be read in scenes because some activities have to be worked out after a scene in order to check learners' understanding. Children carry out some activities while they are listening to the story that will involve them in experimenting with and using the target language presented in the previous stage or scene (Ellis and Brewster, 2014). Furthermore, it is necessary that storytellers (teachers) use gestures, body movements, varied intonation and tone of voice, distinguishing their voice for different characters to help students convey meaning. This strategy keeps children's attention in new and important words. The last step is called review in which it is necessary to make students develop further post teaching activities that will help them to acquire and internalize the linguistic features that were studied during the story-based lesson. Ellis and Brewster (2014) point out that in this stage some important aspects of the story must be reviewed, summarized and evaluated. Moreover, setting homework is important, for example, students can complete an activity, find something out and bring or prepare something for the next lesson.

#### **2.2.1.5 STORY-BASED ACTIVITIES**

Storytelling is a great strategy for teaching vocabulary. Moreover, it allows teachers to select and apply different activities based on the story. It is interesting because teachers can embrace different linguistic features such as vocabulary, pronunciation or even grammatical patterns in interactive ways. Howe and Jonson (1992) suggest several. As an illustration, teacher can divide the class in three groups. Then, the beginning, the middle and the end of the story are told to each group respectively. Finally, the groups have to structure the whole story. It is a great way to help students develop cooperative learning and speaking skill. Villaroel (1997) classifies the story-based activities in three groups: pre-task activities, while-task activities, and post-task activities. For instance, pre-tasks activities are the introduction to the story. In this stage, the use of predicting activities is useful because they let students get familiarized with what is going to happen in the story. Another group are the while- tasks activities in which students have to get some important features of the story. Activities such as making students number the characters of it and asking learners to predict a word or phrase about the story are relevant tools to check if they understanding it and if they are involved in the process.



The last group are the post –tasks activities that encourage learners to consolidate vocabulary or any other linguistic feature that took place during the story. Moreover, these tasks provide children the opportunity to express their own ideas while using English. The most useful activities to work out during a story-based lesson are: Role plays that are ways to bring situations from real life into the classroom while making students improve their language confidence (Torres, 2017). Information gap activity is designed to make the students being able to handle more realistic communication due to fact that some information is hiding from some students so that there is something that the other ones need to find out (Richards & Rodgers, 2001). Labeling activities boost students to improve their vocabulary and categorization skills. Also helps students organize new concepts making relations with the previously learned ones (Rocket, 2014).

### **2.2.2 VOCABULARY**

Vocabulary is central to language and critical learning. So, it should not be neglected by those who learn a language because it helps to master the four language skills. In other words, vocabulary knowledge is vital due to it allows learners to express ideas and become communicatively competent.

According to Harmer (2007), learning vocabulary means knowing the morphology of the word. In other words, for mastering vocabulary learners must be aware of how a word can change according to the context and its language function. When students know enough vocabulary it is easy for them to express feelings and ideas. Moreover, it helps them to participate in class and to have an active role in the learning process.

The National Reading Panel (2000) claims that vocabulary should be taught directly and indirectly. Directly instruction involves teaching specific words by making the analysis of word roots and affixes. Indirectly instruction means to expose students to new words by using visual material such as realia or any other resource. Moreover, Nilawati (2009) states some factors that should be considered for teaching vocabulary. First, the aims of the lesson. In other words, what students will be able to do or know at the end of the lesson. Second, the importance of the words, it means taking into account the needs that learners have to communicate. Third, meaningful representation, teachers must present vocabulary in an interesting and meaningful way by using authentic materials that help to catch students' attention.

### **2.2.2.1 TECHNIQUES FOR TEACHING VOCABULARY**

There is a range of techniques that are used by teachers to teach vocabulary. However, they must be selected and applied taking into account some important aspects such as class size, students' level and ages, and the resources that are available for teachers in schools.

Realia is a technique that involves the use of visual aids and demonstration. It is suitable for learners because it helps them to remember the word by learning in a natural way. By using realia, teachers can create a meaningful environment for learning. Pictures, flashcards, photos are applied to annex the learners' prior knowledge regarding vocabulary. It is a useful way to present the meaning of words or phrases. They are effective tools for getting students' attention due to its colorful design (Brewster, Ellis, Girard, 1991).

Body movement includes the use of facial expressions, gestures, and mimics to demonstrate the meaning of the word. Torres (2017) claims that it is a funny and meaningful way of presenting vocabulary due to children remember better with visual stimuli.

Illustrative sentences requires the creation of a linguistic context in which the meaning of the new word is illustrated. This strategy works because the meaning of the words is demonstrated implicitly in a sentence (Torres, 2017).

Concept mapping is another technique used by the teacher to activate students' participation while learning new vocabulary. It consists of making learners develop a kind of mind map about a word. Principal features of words must be described. The mind map will enclose the definition, synonyms and antonyms, examples and a graphic representation of the words.

All of these techniques are used for teaching vocabulary. However, teachers have to bear in mind that not all students learn in the same way. Therefore, it is necessary to plan activities based on different techniques to fit students' needs to achieve significant learning.

## CHAPTER III

### 3. METHODOLOGICAL FRAMEWORK

#### 3.1 RESEARCH DESIGN

The research design was Ethnographic because it was developed in the educational field. So, students and the teacher were the principal authors of this study. Therefore, this method helped to analyze how of Storytelling is used to enhance vocabulary learning at Fifth grade of basic education “C” at Unidad Educativa Combatientes de Tapi during the academic year 2018-2019.

#### 3.2 RESEARCH TYPE

This research work was qualitative due to it was focused on people. So, factual and relevant information was reached about students and teacher in order to analyze the effectiveness of the usage of Storytelling as a methodological strategy to boost the learning vocabulary through the observation technique in authentic conditions.

#### 3.3 LEVEL OF THE RESEARCH

**Descriptive research:** Since the information that was gathered helped to evaluate the efficiency of Storytelling to increase the English vocabulary at Fifth grade of basic education “C” at Unidad Educativa Combatientes de Tapi.

#### 3.4 METHODS OF RESEARCH

**Ethnographic method:** Since it is the most appropriate for applying in educational fields. Furthermore, it provided the opportunity to explore the problem directly and having access to genuine information about the problem.

### **3.5 POPULATION AND SAMPLE**

This project was integrated by 31 people; 30 of them are students of Fifth grade of basic education and 1 English teacher of the “Unidad Educativa Combatientes de Tapi”.

### **3.6 TECHNIQUES AND INSTRUMENTS TO COLLECT DATA**

#### **3.6.1 TECHNIQUES**

The Observation technique was applied to observe students and teacher during the class. So, it provided relevant features about how storytelling help students to enhance the vocabulary learning.

#### **3.6.2 INSTRUMENTS**

An observation sheet was used to collect the data. This instrument was elaborated based on the theoretical framework in which relevant aspects about storytelling are analyzed.

### **3.7 PROCEDURE**

To develop this research some steps were performed. For instance, the identification of the research problem, administrative procedures to propose the study, the development of the research, data collection in the work field, analysis of the gathered information and the establishment of conclusions and recommendations about how storytelling is applied to enhance vocabulary learning.

### **3.8. WORK FIELD**

Regarding the problem, there were performed some stages. First, it was requested the permission to the principal of the institution who allowed the development of the project. Then, the contact with the students and teacher was beneficial because they showed willingness to be observed in the natural academic context. Furthermore, the process of data collection was accomplished along May 2019 in which there was applied the observation sheet, which contained indicators to respond to the investigation aims. Moreover, factual and relevant information was gathered to identify how storytelling help students enhance the vocabulary learning.

## **CHAPTER IV**

### **4. ANALYSIS AND INTERPRETATION OF RESULTS**

The information was obtained through the application of the observation sheet designed by the researcher, in which different features of Storytelling such as the criteria for selecting stories to present to students, the activities and the methodological process that the teacher applies to increase the vocabulary learning of students at fifth grade of basic education “C” at Unidad Educativa “Combatientes de Tapi” were analyzed in order to response to the specific objectives set for the research.

#### 4.1 ANALYSIS AND DESCRIPTION OF THE OBSERVATION SHEET

SPECIFIC OBJECTIVES	ITEMS	ANALYSIS AND INTERPRETATION OF THE GATHERED RESULTS	THEORY CONTRAST
<p>➤ To identify which is the criteria for selecting the stories that will be told for students to provide them a meaningful language input.</p>	<p>The content of the story that is presented to students is according to students' level.</p>	<p>Along the observation, it was evidenced that the content of the stories that were presented to students was seldom according to the students' level due to the fact that the stories contained some language forms and vocabulary that students did not know. So they cannot understand the stories and they did not feel involved in the learning process.</p>	<p>Linguistic level of students must be taken into account for selecting stories due to if the story is not according to their level because it contains complex grammatical features or vocabulary, it will interfere in the students' participation and learning. Moreover, learners could feel disoriented and frustrated during the lesson (Brewster, 1991).</p> <p>According to Brewster the linguistic level of students is an important factor that influences in the students participation and English learning. Furthermore, these factor help students feel engaged in the lesson.</p>

	<p>The story that is presented to students fits with the students' interests according to their age.</p>	<p>The stories presented to students seldom fit with students' likes due to the fact that there were presented stories about love or horror that did not get students' attention. Therefore, students did not feel interested in listening to the stories.</p>	<p>When selecting stories learners' age becomes a relevant aspect. Preschooler learners enjoy stories about children in everyday situations because they like to feel as they were the character of the story. Moreover, stories should contain repetitive phrases and sounds that will be easy for students to remember and learn (Loop, 2017). According to Loop students' age is another factor that influences their learning performance. So the topic of stories must be selected based on these aspect.</p>
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	The story contains elements such as pictures or others that help to get students' attention.	Elements such as pictures or colors were seldom presented in the stories; that is the reason why the teacher cannot get students' attention and consequently they got bored during the lesson. Therefore, students were not motivated and concerned about what was taught by the teacher.	Ellis and Brewster (2014) claim that stories present the vocabulary in a vivid and clear context that is why any story should contain interesting illustrations and be colorful in order to get students' attention and to help learners to convey meanings. According with the authors the illustrations and colorfulness that a story contains are basic elements that contributes with the teaching and learning process.
➤ To describe the methodological process that is followed to plan a story-based lesson.	Teacher creates a contextualization of the story by asking questions or making relations between the story and learners' personal world and experiences.	Contextualization was sometimes established before presenting the stories. However, most of the time questions based on a picture that represents what the story is about were used, instead of using the other strategies such as making relations between the story and learners' personal world or experiences.	Before reading the story, teacher must create a contextualization of it. For instance they can make a connection between the story and learners' personal world and experiences by asking questions (Carter, 1991). Carter argues that contextualization is a great way to make students engage in the story. Moreover they will be able to understand what the story is about.



	<p>Teacher explains key words, some new vocabulary, expressions or cultural information that the story contains by using visual aids like realia, pictures, masks or puppets to help learners understand the story.</p>	<p>Different features of the story were sometimes explained such as the new vocabulary, expressions and cultural information that the story contains by using pictures and realia. Even though these things are suitable tools for helping students understand the story, there are other techniques such as body movements, illustrative sentences, and concept mapping that could be used for teaching new vocabulary.</p>	<p>Teachers have to explain key words or some new vocabulary, expressions or cultural information that the story contains in order to help them understand what is going to happen then. Also, it is important that teachers use visual aids such as realia, pictures, masks, puppets or any other resource to make the story understandable (Carter, 1991). According to the author key words, vocabulary or any new information that the story contains must be explained in order to help students understand the content.</p>
	<p>Teacher tells the story by scenes.</p>	<p>Stories were seldom told by scenes. Therefore, students do not have the opportunity to assimilate what is happening during the story-based lesson.</p>	<p>Barreras (2004) states that during the story teachers have to read it scenes because, some activities have to be worked out after a scene in order to check learners' understanding. According to Barreras stories must be read in scenes in order to develop activities after each one and check learners understanding. However, it was not done So, students did not have opportunity to assimilate the content.</p>

	<p>Teacher allows students to make questions or comments after each scene of the story.</p>	<p>Questions or comments about the story are seldom allowed to be made by students. So, they could not solve any kind of doubt or asked for clarifications when they did not understand something about the story.</p>	<p>Students must have the opportunity to ask questions, look at pictures and make comments about the story. In this way they will be engaged in the lesson (Barreras, 2004).</p> <p>When students ask questions or make comments about the story they feel more integrated in the lesson.</p>
	<p>Teacher provides tasks to complete while students listen the story.</p>	<p>Activities that fostered vocabulary learning are sometimes provided to students. However, they are developed only at the beginning and at the end of the lesson.</p>	<p>Children carry out some activities while they are listening the story that will involve them in experimenting with and using the target language presented in the previous stage or scene (Ellis and Brewster, 2014).</p> <p>These authors point out that making students develop activities is a great way for encourage them to use the target language.</p>

	Teacher evaluates and provides the reinforcement to the students at the end of the activity.	Students' performance is sometimes evaluated in order to check if the learning outcomes were achieved. Moreover, reinforcement was provided if it was necessary.	Ellis and Brewster (2014) point out that teachers must review, summarize and evaluate what was taught in the lesson. According to these authors students' performance must be evaluated in order to check if they are learning.
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<p>➤ To determine which activities are used when working with storytelling to help students internalize the learned vocabulary.</p>	<p>Story-based activities</p> <p>➤ Predicting activities</p>	<p>Predicting activities were sometimes developed by students since after the beginning of each lesson teacher made them predict what the story is about.</p>	<p>Villaroel (1997) claims that pre- tasks activities are necessary because they are the introduction to the story. So, the use of predicting activities is useful because they let students get familiarized with what is going to happen in the story.</p> <p>According to Villaroel predicting activities help students understand what the story is going to be about.</p>
	<p>➤ Role plays</p>	<p>Role plays were seldom developed. So, students did not have the opportunity to put in practice the vocabulary learned or expressions in imaginary or real situations.</p>	<p>Role plays that are ways to bring situations from real life into the classroom while making students improve their language confidence (Torres, 2017).</p> <p>According to Torres role plays involve students in real situations that help them get confidence using the target language.</p>

	<p>➤ Information gap activities</p>	<p>Information gap activities were not developed by students. That is why they have some problems to communicate and use the learned vocabulary and expressions.</p>	<p>Information gap activity is designed to take the students being able to handle more realistic communication due to fact that some information is hiding from some students, so that there is something that the other ones need to find out (Richards &amp; Rodgers, 2001). According to these authors information gap activities challenges learners to communicate.</p>
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	<p>➤ Labeling activities</p>	<p>Labeling activities were sometimes developed during the lesson. It was a good way to help students make connections with pictures and meaning. Moreover they learn the correct spelling of a word.</p>	<p>Labeling activities boost students to improve their vocabulary and categorization skills. Also helps students organize new concepts making relations with the previously learned ones (Rocket, 2014).</p> <p>According to Rockets, labeling activities help students to learn new language content.</p>
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*Done by Lizeth Guapulema*

*Source: Theoretical Framework and Observation sheet.*

## **CHAPTER V**

### **5. CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 CONCLUSIONS**

- Aspects such as the students' age, interest and level are not taken into account when selecting stories to use in the classroom. So, the learning process is affected due to students are not provided with enough significant language input.
- Some stages of the methodological process that is used when working with storytelling were avoided; in consequence the learning aims are not accomplished because students are not embraced in an active role.
- Predicting activities and labeling activities are great for helping students practice and gradually internalize the learned vocabulary. However, their overuse makes students get bored and becomes into monotonous lessons.

#### **5.2 RECOMMENDATIONS**

- Students' age, interests, and level are factors that should be applied for selecting stories because they help the teacher to catch students' attention and boost their active participation.
- All stages of the methodological process needed in a story based-lesson should be followed since it contributes to enhance the students' vocabulary learning and the development of a communicative competence.
- Challenging activities such as role plays and information gap activities should be applied in the lessons due to the fact that they contribute to the meaningful learning of vocabulary and consequently the development of language skills

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ANNEXES



**UNIVERSIDAD NACIONAL DE CHIMBORAZO**  
**FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y**  
**TECNOLOGÍAS**  
**CARRERA DE IDIOMAS**

**Description:** The instrument to collect data is elaborated by the researcher according to the Theoretical Framework. The checklist is composed by 13 indicators depending on the specific objectives proposed in the research.

<b>Objective 1:</b> To identify which is the criteria for selecting the stories that will be told for students to provide them a meaningful language input.			
<b>INDICATOR</b>	<b>Often</b>	<b>Sometimes</b>	<b>Seldom</b>
<b>Selection of stories</b>			
The content of the story that is presented to students is according to students' level.			
The story that is presented to students fits students' interests according to their age.			
The story contains elements such as pictures or others that help to get students' attention.			
<b>Objective 2:</b> To describe the methodological process that is followed to plan a story-based lesson.			
<b>Methodological process when using Storytelling.</b>			
<ul style="list-style-type: none"> <li>• Teacher creates a contextualization of the story by asking questions or making relations between the story and learners' personal world and experiences.</li> <li>• Teacher explains key words or some new vocabulary, expressions or cultural information that the story contains by using visual aids like realia, pictures, masks or puppets to help learners understand the story.</li> </ul>			

<ul style="list-style-type: none"> <li>• Teacher tells the story by scenes.</li> <li>• Teacher allows students to make questions or comments after each scene of the story.</li> <li>• Teacher provides tasks to complete while students listen the story.</li> <li>• Teacher evaluates and provides the reinforcement to the students at the end of the activity.</li> </ul>			
<p><b>Objective 3:</b> To determine which activities are used when working with storytelling to help students internalize the learned vocabulary.</p>			
<p><b>Story-based activities</b></p> <ul style="list-style-type: none"> <li>➤ Predicting activities</li> <li>➤ Role plays</li> <li>➤ Information gap activities</li> <li>➤ Labeling activities</li> </ul>			

*Done By Lizeth Guapulema*