UNIVERSIDAD NACIONAL DE CHIMBORAZO

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LANGUAGE CAREER

THE STORYTELLING INFLUENCE AS A TEACHING STRATEGY TO INCREASE THE ENGLISH VOCABULARY, IN STUDENTS OF QUINTO AÑO DE EDUCACIÓN GENERAL BASICA AT ESCUELA DE EDUCACIÓN BASICA "11 DE NOVIEMBRE" OF RIOBAMBA CITY DURING THE ACADEMIC PERIOD 2013-2014.

Thesis submitted in partial fulfillment of the requirements for the degree of Licenciado (a) Inglés.

Authors: DENNYS JAVIER DAQUI LLERENA
ANGÉLICA MARÍA CUJANO GUAMBO

Thesis' Director: Msc. Maria Dolores Vallejo

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DEDICATORY

This thesis is dedicated to our families who have supported us all the way since the beginning of our studies. Also, this thesis is dedicated to our teachers who have been a great source of motivation and inspiration. Finally, we want to dedicate this thesisto all those who love English and believe in the importance of education.

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ABSTRACT

Vocabulary is the basis for acquiring a second language, but paradoxically students do not own enough vocabulary. Traditional methods are handy but it is necessary to findeasier and more effective ways to achieve significant vocabulary learning.

The present research uses storytelling to increase English vocabulary in the fifth year of "11 de Noviembre" school. Through the research of thestorytelling influence as a teaching strategy toincrease the English vocabulary, it was elaborated three short stories for children;to improve pronunciation, spelling and meaning understanding of vocabulary.

At the conclusion of the research, the presentation and discussion of results of the total sample group; by application of observation guidedetermined that students increased significantly their pronunciation, spelling and meaning comprehension of vocabulary.

Finally, it isrecommendfor teachers and students the use of storytelling, because it allows a more dynamic and comprehensive study of the English vocabulary.

INTRODUCTION

The teaching of English language currently is in a process of development and change in our country. This is because the evidence provided by research on the widespread failure of many of the students in this process, as well as the demands made by society that promotes excellence in education, in the process of preparation of the students for the changing needs of society in a context of an increasingly globalized world.

Currently all students need to learn English language as a tool for learning and development. Not only is the management of individual skills, but the use of language in real interaction with the world.

In regards to the teaching and learning of English language, there is concern about high failure rate of students. One problem that triggers this failure may seem very simple; it is actually more complex, learning vocabulary. Vocabulary is the root of all languages, so good vocabulary learning is a solid basis for mastering a language, just as poor learning involves the same problems in the future learning of it.

Teachers and students face problems in relation to the teaching - learning English vocabulary process, for which, this report has been elaborated to offer an interesting alternative to help them.For a better understanding of the reader, the research project has been divided in chapters, which have a logical chain light of the provisions according an established format, as follows:

Chapter I contains the referentialframework that covers the statement of the problem, objectives and justification.

Chapter II contains the scientific support for research.

In Chapter III, reference to the methodologyis made, including the design, type of research, population, methods and research techniques, processes of data collection and analysis and interpretation of research results.

Chapter IV refers to the conclusions and recommendations. It is the summary of the investigation, obtained from the analysis and interpretation of results, and provides alternative or suggested solutions.

CHAPTER 1

1. REFERENTIAL FRAMEWORK

1.1. APPROACH THE PROBLEM

Text-book designers have been conscious, since a long time, of the necessity to present storytelling at the elementary level in teaching for different purposes. In the field of foreign language teaching, this sort of texts has not been well exploited although it would be of great advantage to create a good environment for the acquisition of a foreign language. We have observed that the introduction of the type of texts called sometimes "children literature" in Ecuadorian textbooks is not well considered by teachers; and if dealt with in the classroom, they are somewhat to relax the learners.

The experience in teaching has remarked that children enjoy reading tales or attending to the teacher telling them sometimes as an extra activity in the classroom. This activity could be an excellent method to improve children's acquisition of different aspects of the foreign language, especially the acquisition of new vocabulary items. In this context, the question is whether the teaching of a foreign language through the use of storytelling as a reading for pleasure activity helps young learners acquire new vocabulary items or not.

This is a significant topic because the students are expected to be able to use the four English skills, something that is difficult for them to manage without an adequate knowledge of vocabulary.

So, the present research tries to use storytelling for vocabulary growth in the students of quintoaño de Educación General Básica at "11 de Noviembre" school.

A set of problems related to the acquisition of new vocabulary and storytelling has been found in the institution, and these are the following:

- Tales and stories are often considered extra activities or warm up and they are mostly used by teachers to relax the learners previous the beginning of a lesson, and nothing more.

- There is not an adequate selection of literature material for its use in the English vocabulary learning inside the classroom.

- Storytelling has been undervalued by English teachers.

- Students do not have the culture of reading, so they get bored when they hear something related to literature.

- Students lack vocabulary in their native language because they do not read, so it is more difficult for them to learn new vocabulary in a totally different language.

- Lexicon is the basis for learning a new language, so if students lack it, they won't be able to learn the L2.

- Due to the limited vocabulary that students own, they have a problem when they relate objects with vocabulary.

- Students learn vocabulary mechanically but they do not reason, which causes problems with meaning pronunciation and spelling.

- Students do not pronounce correctly the different words that they know.

- Students do not spell correctly the different words that they know.

- Students do not know the correct meaning of the different words that they hear.

1.2. FORMULATION OF THE PROBLEM

How does storytelling, as a teaching strategy, influence the English vocabulary growth, in students of quintoaño de Educación General Básica at Escuela de EducaciónBásica "11 de Noviembre" of Riobamba city, during the academic period 2013-2014?

1.3.   OBJECTIVES

1.3.1. GENERAL OBJECTIVE:

To demonstrate how storytelling, as a teaching strategy, influences the English vocabulary growth, in the students of quintoaño de Educación General Básica at Escuela de EducaciónBásica "11 de Noviembre" of Riobamba city, during the academic period 2013-2014.

1.3.2. SPECIFIC OBJECTIVES:

- To use storytelling to influence the spelling of English vocabulary, in the students of quintoaño de Educación General Básica at Escuela de EducaciónBásica "11 de Noviembre" of Riobamba city, during the academic period 2013-2014.

- To apply storytelling to influence the pronunciation of English vocabulary, in the students of quintoaño de Educación General Básica at Escuela de EducaciónBásica "11 de Noviembre" of Riobamba city, during the academic period 2013-2014.

- To employ storytelling to influence the meaning of English vocabulary, in the students of quintoaño de Educación General Básica at Escuela de EducaciónBásica "11 de Noviembre" of Riobamba city, during the academic period 2013-2014.

1.4.   JUSTIFICATION AND IMPORTANCE OF THE PROBLEM

This research is relevant because of the significance of vocabulary learning as a basis for learning the new language, maintaining with greater emphasis on the permanent growth of basic vocabulary that will enable students to implement and manage it from the elements and everyday family environment, establishing solid foundation for a continuous progress in its domain and learning.

The purpose is to make students feel interested to learn vocabulary and lose the fear to get a new language; a satisfactory knowledge of vocabulary will guarantee that they can continue their learning without mayor obstructions, preparing them for a better performance in the new globalized world.

In the current education system, storytelling has been slighted, and it has been taken as a tool for liven up classes or as a simple activity for entertaining students, for that reason the present work will try to re categorize it and give to it the merited importance. Storytelling is one of the best tools for learning new vocabulary especially for children, the reason is simple storytelling is fun, easy and interesting.

The students of "11 de Noviembre" School are totally benefited with the present research because they like stories and they need to learn as many vocabulary as possible. The present project combines both things so they will enjoy a lot and more than that, they will learn new vocabulary.

The use of storytelling as a teaching strategy to increase the English vocabulary is feasible because it is not necessary technological tools, a lot of money and time; it is only necessary a story, students, activities and willingness to learn.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. BACKGROUND

It has been found some researches about the problem, for example: (Malderez, 2010) declares that storytelling in EFL is a powerful and effective way to raising the level of vocabulary acquisition. (Gonzalez, 2010) found that stories used for teaching English as a foreign language to children in school develop students' motivation and increase their participation in different activities. Isbell, Sobol, Lindaur and Lowrance (2004) investigated the effect of storytelling and story reading in promoting young learners reading understanding, the results showed that both storytelling and reading stories improved reading comprehension skill in children aged three to five.

They came to the conclusion that the group who only heard the stories had greater reading comprehension than the group who just read the stories, even though the storytelling and the story reading had the same content. (Cameron, 2001) asserts that storytelling is an oral activity that is designed not only for listening but also for involvement; then it enhances class participation.

Cameron believes intense eye contact between the teacher and the students is a unique in storytelling because such behavior is a natural one in communication, then it increases the communication ability in the classroom (Setyarini, 2011). (Baker and Greene, 1977) suggest that, "telling a story is giving a gift, storytelling brings to the listener heightened awareness a sense of wonder, of mystery, of reverence for life" (Lenox, 2000). Also, they believe, storytelling is a gift of understanding of self and others, and understanding the story itself. (Kaderavek and Justice2002) believe that It is common for teachers to read story books to children in class; in fact Storybook reading is a valuable activity recommended in educational literature and they find its benefits for children's language learning (Al-Mansour, 2011).

(Alna,1999) believes that In addition to its entertainment value, storytelling may have considerable value as an educational tool. The role of storytelling in the foreign language classroom has been highlighted for many teachers and scholars(Al-Mansour et al, 2011). (Farrell and Nessel, 1982) mentioned classroom storytelling and its reputation among school teachers. The reason for this reputation is the practicality and usefulness of reading story in the classroom (Al-Mansour et al, 2011).

Storytelling to children is popular in Riobamba, in fact storytelling is a tradition in families of Riobamba, children are familiar with lots of stories, different types of characters and themes, and they also know a large amount of tales and anecdotes which they inherited from their families. In spite of such familiarities with various kinds of stories, unfortunately it is not popular to use them in English class.

The materials used in English classes are the commercial course books available in every book stores. Teaching vocabulary is usually based on rout learning method. There are mostly a series of listed words matched with their images, which usually remind us picture dictionary. Children actually learn through such pictures, out of text. The other way of teaching vocabulary in "11 de Noviembre" school is TPR, mostly used to teach action verbs. Singing song is also popular for teaching vocabulary especially among preschool and playschool students, but it is not a meaningful way of learning, since children most of the times are not aware of the complete meaning of verses; They usually repeat the rhythms without understanding the correct meaning, since the researcher decides to examine another way of teaching vocabulary to children, which is storytelling.

The present research wants to know whether story telling has positive effects or negative ones on children's vocabulary knowledge. But the research hypothesis is that the story telling has positive effect on children vocabulary learning.

2.2. STORYTELLING

2.2.1. WHAT IS STORYTELLING?

(Holyan, 2010) says that storytelling is an oral activity where language and gestures are used in a colorful way to create scenes in a sequence. However, storytelling consists of more than just telling stories. It may include not only making a story but also the use of pictures, acting, singing, story writing, etc. Stories are used as aninfluential and promising educational resource for teaching and learning English. Stories attract the learners' attention and thus can transfer certain messages more simply to them. In storytelling, the words are not memorized, but are reinvented through natural, active performance, assisted by student's participation and interaction.

Storytelling is the transmission of events in words and images, often by creativeness or exaggeration. Stories or tales have been shared in every culture as a means of entertainment, teaching, cultural conservation, and instilling moral values. Vital elements of stories and storytelling include plot, characters, and narrative point of view.

2.2.2. HISTORICAL PERSPECTIVE

A very fine par dated 1938 A.D. The epic of Pabuji is an oral epic in the Rajasthani language that tells of the deeds of the folk hero-deity Pabuji, who lived in the 14th century. Storytelling precedes writing, with the earliest forms of storytelling usually oral combined with gestures and expressions. In addition to being part of spiritual ritual, rock art may have served as a form of storytelling for many early cultures.

The Australian aboriginal people painted symbols from stories on cave walls as a means of helping the storyteller remember the story. The story was then told using a combination of oral narrative, music, rock art, and dance, which bring understanding and meaning of human existence through remembrance and presentation of stories. People have used the carved trunks of living trees and ephemeral media (such as sand and leaves) to record stories in pictures or with writing. Complex forms of tattooing may also represent stories, with information about genealogy, association, and social position.

With the introduction of writing and the use of stable, portable media, stories were recorded, copied, and shared over wide areas of the world. Stories have been carved, painted and printed onto wood, ivory and bones, pottery, stone, cloth, paper, silk, and other textiles, recorded on film, and stored electronically in digital form. Oral stories remain to be committed to memory and transmitted from generation to generation, even with the increasing popularity of televised and written media in much of the planet.

2.2.3. CONTEMPORARY STORYTELLING

Modern storytelling has a broad scope. In addition to its traditional forms (tales, fairytales, folktales, mythology, legends, fables, etc.), it has extended itself to representing history, personal narrative, political commentary, and evolving cultural norms. Contemporary storytelling is also widely used to address educational aims.

New forms of media are creating new ways for people to record, express, and consume stories. Tools for asynchronous group communication can provide an environment for individuals to reframe or reorganized individual stories into group stories. Games and other digital platforms, such as those used in interactive fiction or interactive storytelling, may be used to position the user as a character within a bigger world. Documentaries, including web documentaries, employ storytelling narrative techniques to communicate material about their theme.

2.2.4. ORAL TRADITIONS

Albert Bates Lord examined oral narratives from field transcripts of Yugoslav oral bards collected by (Parry, 1930), and the texts of epics such as the Odyssey and Beowulf. Lord found that a large part of the stories consisted of text which was improvised during the telling development.

The story was described by Reynolds Price, when he wrote:

A need to tell and hear stories is essential to the species Homo sapiens, second in necessity apparently after sustenance and before love and shelter. Millions survive without love or home, almost none in silence; the opposite of silence leads rapidly to narrative, and the sound of story is the dominant sound of our lives, from the small accounts of our day's events to the vast incommunicable constructs of psychopaths.

2.2.5 STORYTELLING IN LEARNING

Storytelling is a means for sharing and understanding experiences. Stories are universal in that they can connect cultural, linguistic, and age-related divides. Storytelling can be adaptive for all ages leaving out notion of age segregation. Storytelling can be used as a method to teach ethics, values, and cultural norms and transformations. Learning is most effective when it takes place in social environments that provide authentic social signs about how knowledge is to be applied. Stories provide a tool to transfer knowledge in a social environment.

Human knowledge is based on stories and the human brain contains the cognitive machinery essential to understand, remember, and tell stories. Humans are storytelling creatures that both individually and socially, lead storied lives.

Stories are effective didactic tools because listeners become involved and therefore remember. While the story listener is involved, they are able to imagine new viewpoints, inviting a transformative experience.

2.3. VOCABULARY

Vocabulary is a set of words within a language that are familiar to a person(Edwards, 2007). A vocabulary usually grows with age, and serves as a useful and fundamental instrument for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the main challenges in learning a second language.

2.3.1. DEFINITION AND USAGE

Set of words gathered according to criteria and ordered alphabetically or systematically(Barnhart, Lewis 1968).Set the terms of a language spoken by a community. Set of terms and expressions used by a writer, or that uses usually a speaker.

Vocabulary is commonly defined as "all the words known and used by a particular person". Knowing a word, however, is not as simple as simply being able to recognize or use it. There are several aspects of word knowledge which are used to measure word knowledge.

2.3.2 PRODUCTIVE AND RECEPTIVE

The first maindifference that must be made when evaluating word knowledge is whether the knowledge is productive (also called achieve) or receptive (also called receive) and even within those opposing categories, there is often times no clear distinction. Words that are generally understood when heard or read or seen constitute a person's receptive vocabulary.

These words may range from well-known to barely known. A person's receptive vocabulary is the larger of the two. For example, although a young child may not yet be able to speak, write, or sign, he or she may be able to follow simple commands and appear to understand a good portion of the language to which he or she is exposed. In this case, the child's receptive vocabulary is likely tens, if not hundreds of words but his or her active vocabulary is zero.

When that child learns to speak or sign, however, the child's active vocabulary begins to increase. It is possible for the productive vocabulary to be larger than the receptive vocabulary, for example in a second-language learner who has learned words through study rather than exposure, and can produce them, but has difficulty recognizing them in conversation.

Productive vocabulary, therefore, generally refers to words which can be produced within ansuitable context and match the intended meaning of the speaker or signer. As with receptive vocabulary, however, there are many degrees at which a particular word may be considered part of an active vocabulary. Knowing how to pronounce, sign, or write a word does not necessarily mean that the word has been used to correctly or accurately reflect the intended message of the utterance, but it does reflect a minimal amount of productive knowledge.

2.3.3. DEGREE OF KNOWLEDGE

Within the receptive and productive distinction lies a range of abilities which are often referred to as degree of knowledge. This simply indicates that a word gradually enters a person's vocabulary over a period of time as more aspects of word knowledge are learnt. Roughly, these stages could be described as:

Never encountered the word.

Heard the word, but cannot define it.

Recognize the word due to context or tone of voice.

Able to use the word and understand the general and/or intended meaning, but cannot clearly explain it.

Fluent with the word – its use and definition.

2.3.4. DEPTH OF KNOWLEDGE

The differing degrees of word knowledge imply a greater depth of knowledge, but the process is more complex than that. There are many facets to knowing a word, some of which are not hierarchical so their acquisition does not necessarily follow a linear progression suggested by degree of knowledge. Several frameworks of word knowledge have been proposed to better operationalize this concept. One such framework includes nine facets:

- orthography - written form
- phonology - spoken form
- reference - meaning

- semantics - concept and reference
- register - appropriacy of use
- collocation - lexical neighbors
- word associations
- syntax - grammatical function
- morphology - word parts

2.3.5. TYPES OF VOCABULARY

There four types of vocabulary, the first two constitute spoken vocabulary and the last two, written vocabulary. Children begin to acquire listening and speaking vocabularies many years before they start to build reading and writing vocabularies. Spoken language forms the basis for written language. Each type has a different purpose and, luckily, vocabulary development in one type facilitates growth in another.

a.Listening Vocabulary

A person's listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

The words we hear and understand. Starting in the womb, fetuses can detect sounds as early as 16 weeks. Furthermore, babies are listening during all their waking hours – and we continue to learn new words this way all of our lives. By the time we reach adulthood, most of us will recognize and understand close to 50,000 words. (Stahl, 1999)

Children who are completely deaf do not get exposed to a listening vocabulary. Instead, if they have signing models at home or school, they will be exposed to a "visual" listening vocabulary. The amount of words modeled is much less than a hearing child's incidental listening vocabulary.

b.Speaking Vocabulary

A person's speaking vocabulary is all the words he or she uses in speech. It is likely to be a subset of the listening vocabulary. Due to the spontaneous nature of speech, words are often misused. This misuse though slight and unintentional may be compensated by facial expressions, tone of voice, or hand gestures.

Our speaking vocabulary is relatively limited: Most adults use a mere 5,000 to 10,000 words for all their conversations and instructions. This number is much less than our listening vocabulary most likely due to ease of use.

c.Reading Vocabulary

A literate person's reading vocabulary is all the words he or she can recognize when reading. This is generally the largest type of vocabulary simply because a reader tends to be exposed to more words by reading than by listening.

We can read and understand many words that we do not use in our speaking vocabulary. This is the second largest vocabulary if you are a reader. If you are not a reader, you cannot "grow" your vocabulary.

d.Writing Vocabulary

Words used in various forms of writing from formal essays to Twitter feeds. Many written words do not commonly appear in speech.

The words we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influenced by the words we can spell.

2.3.6. VOCABULARY GROWTH

During its infancy, a child instinctively builds a vocabulary. Infants imitate words that they hear and then associate those words with objects and actions. This is the listening vocabulary. The speaking vocabulary follows, as a child's thoughts become more reliant on his/her ability to self-express without relying on gestures or babbling. Once the reading and writing vocabularies start to develop, through questions and education, the child starts to discover the anomalies and irregularities of language.

In first grade, a child who can read learns about twice as many words as one who cannot. Generally, this gap does not narrow later. This results in a wide range of vocabulary by age five or six, when an English-speaking child will have learned about 1500 words.

After leaving school, vocabulary growth reaches a plateau. People usually then expand their vocabularies by e.g. reading, playing word games, and by participating in vocabulary related programs. Exposure to traditional print media teaches correct spelling and vocabulary, while exposure to text messaging leads to more relaxed word acceptability constraints.

2.3.7. THE IMPORTANCE OF VOCABULARY

An extensive vocabulary aids expression and communication. Vocabulary size has been directly linked to reading comprehension. Linguistic vocabulary is synonymous with thinking vocabulary. A person may be judged by others based on his or her vocabulary. (Wilkins, 1972) once said," Without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed."

2.3.8. FOREIGN LANGUAGE VOCABULARY

a. Second Language Vocabulary Acquisition

Learning vocabulary is one of the first steps in learning a second language, but a learner never finishes vocabulary acquisition. Whether in one's native language or a second

language, the acquisition of new vocabulary is an ongoing process. There are many methods and techniques which help one acquire new vocabulary.

b.In Early Civilizations

The first schools, the Greek are the birthplace of the first methods, of the first forms of present knowledge of the time through communication, the exchange between people. The methods have been around since man has started to acquire knowledge to think and philosophize.

c. Early Teaching Methods

The method arises here what might be called traditional method and deductive method. The aim of this method is that students master reading comprehension of English text and translation, both direct and reverse, and somehow written expression. Oral skills receive less attention or no.

The vocabulary is presented in lists of fifteen or maybe twenty words. These words are recognized and translated in the text but do not know how to introduce them in a sentence when talking.

d. After The Renaissance

Appears Comenius's work advocating an active teaching method, it was a method of teaching vocabulary with pictures. It can be considered one of the first visual methods of teaching languages.

e.The Direct Method Or Natural Method

This method is natural because you try to learn the language not vernacular following the model of natural learning of the mother tongue.

Words indicating objects that can be displayed are taught first begin to compose short sentences in a question/ answer form. The rest of the vocabulary you will learn by

association of ideas. We easily review is about time that sometimes gets lost trying to make a student understand the meaning of a word.

f. The Linguistic Method

Audiovisual methods have enjoyed great popularity in recent years but you must know that illustrations in the teaching of languages are something very old.

g. Our Ancestors

Most often was that the learning of the language did not include the conversation. The object of learning was reading literature, not talking.

So, the vocabulary acquired was predominantly, literary and common to find even in elementary textbooks translations, according to the learned language.

h. The Audiovisual Method (AVM)

Learning vocabulary is based on: the use of language descriptions of structural nature, the importance of oral and communicative aspect of language learning from an instructional angle conceived as' creation of linguistic habits', use the type of exercises' drill 'and the use of dialogue about a situation.

Conduct a dialogue with structures, then allowing more freedom of speech and admitting expressions learned in other situations.

i. Communicative Language Teaching (CLT)

The mother tongue can create interferences that lead us to make mistakes but we can also make transfers. It is easy to give examples of functioning of structures of vocabulary. Teachers must realize if you know the situation in which we will work structures in their language and their reality, to perform after learning in another language, make comparisons and see the differences.

j.Task-Based Syllabus

Instead of proposing some specific topics and content, and to create activities to teach, you can design a motivating task that starts with the interests, needs and prior knowledge of the students and then identify the content and the topics under study, which is what makes this method.

k.Silent Way (SW).

It is based on the premise that the teacher should be silent as much as possible in class and students should be encouraged to produce language as they possibly could.
This method leads us to:

Learning is more effective if the student discovers or creates rather than remembers and repeats what is to be learned. Learning is facilitated when it is accompanied by physical objects.

Learning is more effective when we wrapping the problem to solve with the item you want to learn.

l.Community Language Learning (CLL).

The process consists of two phases: investment and reflection.

Investment: Six to eight people take a sit in a circle, the teacher walks to each in turn, stands behind and places a hand on his shoulder, and invited to say what they want in their mother tongue, the teacher repeats it in the target language, and then teacher recorded on a cassette the pronunciation in their native language and pronunciation in the new language to learn.

Reflection: We reflect about what happened in the class, make some comments, hear recordings, rewrite on the board and discussed. At the end they are encouraged to copy the phrases, their meaning and usage.

The practical application of this method is very limited because the teacher has to know the native language of their students and because there is not previous programming, the student is who is marking the contents to study each day, when he decides what to say in the new language that he is learning.

m.. Suggestopedia.

This method is based on: rest, absence of psychological stress and concentration. The atmosphere plays an important role in the development of the class. Contributing to a relaxed attitude that facilitates memorization and learning process. Also each student receives a fictitious name in a foreign language an imaginary profession and a new personality, so do not worry you can commit errors and is completely free of anxiety and fears.

n.The Vision, Natural Method.

It is called natural method because it is an attempt to learn a second language as the first did, aside grammar, exercises and grammatical theories.
Also it is known by the name of: natural, psychological, phonetic, new, reform, direct, analytical, and imitative.
This method is not called the natural method that after it would be the Direct Method.

o.Use Of The English Dictionary

A technique of great interest for the accuracy and vocabulary enrichment during school life is the successful use of dictionaries.
Lexicography develops scientific dictionaries. As you can imagine the slightest problem of lexicographic entail lexical problems and as lexicology cannot be separated from semantics, semantic problems will also occur.

p.Memorization

Although memorization can be seen as tedious or boring, associating one word in the native language with the corresponding word in the second language until memorized is

considered one of the best methods of vocabulary acquisition. By the time students reach adulthood, they generally have gathered a number of personalized memorization methods. Although many argue that memorization does not typically require the complex cognitive processing that increases retention (Sagarra& Alba, 2006), it does typically require a large amount of repetition, and spaced repetition with flashcards is an established method for memorization, particularly used for vocabulary acquisition in computer-assisted language learning. Other methods typically require more time and longer recalling.

Some words cannot be easily linked through association or other methods. When a word in the second language is phonologically or visually similar to a word in the native language, one often assumes they also share similar meanings. Though this is frequently the case, it is not always true. When faced with a false cognate, memorization and repetition are the keys to mastery. If a second language learner relies solely on word associations to learn new vocabulary, that person will have a very difficult time mastering false cognates. When large amounts of vocabulary must be acquired in a limited amount of time, when the learner needs to recall information quickly, when words represent abstract concepts or are difficult to picture in a mental image, or when discriminating between false cognates, rote memorization is the method to use. A neural network model of novel word learning across orthographies, accounting for L1-specific memorization abilities of L2-learners has recently been introduced (Hadzibeganovic& Cannas, 2009)

q.The Keyword Method

One useful method of building vocabulary in a second language is the keyword method. If time is available or one wants to emphasize a few key words, one can create mnemonic devices or word associations. Although these strategies tend to take longer to implement and may take longer in recollection, they create new or unusual connections that can increase retention. The keyword method requires deeper cognitive processing, thus increasing the likelihood of retention (Sagarra& Alba et al, 2006). This method uses fits within (Paivio, 1986) dual coding theory because it uses both verbal and image memory systems. However, this method is best for words that represent concrete and imaginable things. Abstract concepts or words that do not bring a distinct image to mind

are difficult to associate. In addition, studies have shown that associative vocabulary learning is more successful with younger students (Sagarra& Alba et al, 2006). Older students tend to rely less on creating word associations to remember vocabulary.

r.Word Lists

Several word lists have been developed to provide people with a limited vocabulary either for the purpose of rapid language proficiency or for effective communication. These include Basic English (850 words), Special English (1500 words) and Oxford 3000. The Swadesh list was made for investigation in Linguistics.

2.2.4. VOCABULARY SPELLING

Spelling is a developmental process. Most children write the sounds they hear when trying to spell words. By looking at a child's spelling, one can learn a great deal about what that child knows about phonics and the structure of the language. This may vary from one child to another. Second graders will be encouraged to write the sounds they hear when using words with unfamiliar spellings. This allows children to use a wide range of vocabulary in their writing. It helps encourage expression of ideas and build confidence in their writing ability. It is also a very appropriate expectation for second grade. However, correct spelling is not ignored. It will be taught each week along with phonics and word patterns. Using a word wall, there are certain words that second graders will be expected to spell and read correctly by the end of the year. (Arnholt, 2007).

a. Stages Of Spelling Development

Based on examinations of children's spellings, researchers have identified five stages that students move through on their way to becoming conventional spellers: emergent spelling, letter name-alphabetic spelling, within-word pattern spelling, syllables and affixes spelling, and derivational relations spelling (Bear, Invernizzi, Templeton, & Johnston, 2008). At each stage, students use different strategies and focus on particular aspects of spelling.

Stage 1: Emergent Spelling

Children string scribbles, letters, and letterlike forms together, but they don't associate the marks they make with any specific phonemes. Spelling at this stage represents a natural, early expression of the alphabet and other written-language concepts. Children may write from left to right, right to left, top to bottom, or randomly across the page, but by the end of the stage, they have an understanding of directionality. Some emergent spellers have a large repertoire of letterforms to use in writing, whereas others repeat a small number of letters over and over. They use both upper- and lowercase letters but show a distinct preference for uppercase letters. Toward the end of the stage, children are beginning to discover how spelling works and that letters represent sounds in words. This stage is typical of 3- to 5-year-olds. During the emergent stage, children learn these concepts:

- The distinction between drawing and writing
- Howtomakeletters
- The direction of writing on a page
- Someletter-soundmatches

Stage 2: Letter Name-Alphabetic Spelling

Children learn to represent phonemes in words with letters. They develop an understanding of the alphabetic principle that a link exists between letters and sounds. At first, the spellings are quite abbreviated and represent only the most prominent features in words. Children use only several letters of the alphabet to represent an entire word. Examples of early Stage 2 spelling are *D*(*dog*) and *KE* (*cookie*), and children may still be writing mainly with capital letters. Children slowly pronounce the word they want to spell, listening for familiar letter names and sounds.

In the middle of the letter name-alphabetic stage, children use most beginning and ending consonants and include a vowel in most syllables; they spell *like* as *lik* and *bed* as *bad*. By the end of the stage, they use consonant blends and digraphs and short-vowel patterns to spell hat, get, and win, but some still spell ship as sep. They can also spell some CVCe words such as name correctly. Spellers at this stage

are usually 5- to 7-year-olds. During the letter-name stage, children learn these concepts:

- Thealphabeticprinciple
- Consonantsounds
- Short vowelsounds
- Consonantblends and digraphs

Stage 3: Within-Word Pattern Spelling

Students begin the within-word pattern stage when they can spell most one-syllable short-vowel words, and during this stage, they learn to spell long-vowel patterns and r-controlled vowels. They experiment with long-vowel patterns and learn that words such as come and bread are exceptions that don't fit the vowel patterns. Students may confuse spelling patterns and spell *meet* as *mete*, and they reverse the order of letters, such as *form* for *from* and *gril* for *girl*. They also learn about complex consonant sounds, including *-tch* (*match*) and *-dge* (*judge*), and less frequent vowel patterns, such as *oi/oy* (*boy*), *au* (*caught*), *aw* (*saw*), *ew* (*sew, few*), *ou* (*house*), and *ow* (*cow*). Students also become aware of homophones and compare long-and short-vowel combinations (hope–hop) as they experiment with vowel patterns. Students at this stage are 7 to 9 yearolds, and they learn these spelling concepts:

- Long-vowelspellingpatterns
- r-controlledvowels
- More-complexconsonantpatterns
- Diphthongs and other less common vowel patterns

Stage 4: Syllables and Affixes Spelling

Students focus on syllables in this stage and apply what they've learned about one-syllable words to longer, multisyllabic words. They learn about inflectional endings (*-s, -es, -ed, and -ing*) and rules about consonant doubling, changing the final y to i, or dropping the final e before adding an inflectional suffix. They also learn about homophones and compound words and are introduced to some of the more-common prefixes and suffixes. Spellers in this stage are generally 9- to 11-year-olds. Students learn these concepts during the syllables and affixes stage of spelling development:

- Inflectional endings (*-s, -es, -ed, -ing*)
- Rules foraddinginflectionalendings
- Syllabication
- Homophones

Stage 5: DerivationalRelationsSpelling

Students explore the relationship between spelling and meaning during the derivational relations stage, and they learn that words with related meanings are often related in spelling despite changes in vowel and consonant sounds (e.g., *wise–wisdom, sign–signal, nation–national*). The focus in this stage is on morphemes, and students learn about Greek and Latin root words and affixes. They also begin to examine etymologies and the role of history in shaping how words are spelled. They learn about eponyms (words from people's names), such as maverick and sandwich. Spellers at this stage are 11 to 14 year olds. Students learn these concepts at this stage of spelling development:

- Consonant alternations (e.g., *soft–soften, magic–magician*)
- Vowel alternations (e.g., *please–pleasant, define–definition, explain–explanation*)
- Greek and Latin affixes and root words
- Etymologies

Children's spelling provides evidence of their growing understanding of English orthography. The words they spell correctly show which phonics concepts, spelling patterns, and other language features they've learned to apply, and the words they invent and misspell show what they're still learning to use and those features of spelling that they haven't noticed or learned about. Invented spelling is sometimes criticized because it appears that students are learning bad habits by misspelling words, but researchers have confirmed that students grow more quickly in phonemic awareness, phonics, and spelling when they use invented spelling as long as they are also receiving spelling instruction (Snow, Burns, & Griffin, 1998). As students learn more about spelling, their invented spellings become more sophisticated to reflect their new knowledge, even if the words are still spelled incorrectly, and increasingly students spell more and more words correctly as they move through the stages of spelling development.

2.3.9.1. TEACHING STRATEGIES OF SPELLING

"Word study" is an alternative to traditional spelling instruction. It is based on learning word patterns rather than memorizing unconnected words.

In word study, teachers encourage students to compare and contrast features in words. One common method for doing so is by having students sort words. When sorting, students use their word knowledge to separate examples that go together from those that don't.

In addition to sorting, students may search for words in reading and writing suitable to the pattern being studied, may build a word wall illustrating examples of the different patterns studied, may preserve a word study notebook to write the known patterns and their new understandings about words, or may play games and activities to apply their word knowledge.

A cycle of instruction for word study might include the following:
- introduce the spelling pattern by choosing words for students to sort
- encourage students to discover the pattern in their reading and writing
- use reinforcement activities to help students relate this pattern to previously acquired word knowledge

Teachers then test students' pattern knowledge rather than their ability to memorize single words. For example, a teacher might have students work with twenty words during a word study cycle and then randomly test students on ten of those words. For students studying the *-at* family, a teacher might include the word "*vat*" on the spelling test even though it wasn't on the initial spelling list – this allows the teacher to see if students are able to transfer their knowledge of the "at" chunk to a new word they haven't seen before.

2.2.10. VOCABULARY PRONUNCIATION

Pronunciation is the way a word or a language is spoken, or the manner in which someone utters a word. If one is said to have "correct pronunciation", then it refers to both within a particular dialect.

A word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the duration of the cultural exposure of their childhood, the location of their current residence, speech or voice disorders,their ethnic group, their social class, or their education (Joyce, 2011).

There are three keys for a good pronunciation lesson.

a. Imitation

The first step in any successful pronunciation lesson is to **give your students the opportunity to imitate**. Most often, you will be the model that your students will copy, but you can also **use other sources**. Use a recording from television, radio or **the internet** for variety. And you can always **bring in a guest speaker** to expose your students to a different style of speech. This can be especially helpful as English teachers tend to over pronounce rather than giving authentic samples of native speaker pronunciation. Someone not used to speaking with second language learners may be able to expose them to more realistic pronunciation.

When giving a model for your students, you should **focus on one pronunciation issue at a time**, and choose that based on the frequency of errors you see in your students. Trying to address too many problems concurrently will frustrate and discourage your students. By focusing on one pronunciation issue, you will see more pronounced improvement in your students in a shorter period of time(Joyceet al, 2011).

b. Explanation

After having your students imitate either you or your pronunciation source, you should explain to them the biological process of making that sound. This doesn't have to be as intimidating as it may seem. The first step is to give everyone the same foundation. **Reviewing the parts of the mouth** can help your students clearly understand how to

make appropriate English sounds. Print off and give your students a diagram of the mouth. Review the obvious terms for lips, teeth and tongue.

Then point out the alveolar ridge (the curved part between your teeth and your palate), the hard palate (the front most part of the palate) and the soft palate (the soft area on the roof of your mouth). This way, when you are trying to explain the difference between /*th*/ and /*s*/, you can simply tell your students that /*th*/ is pronounced with the tongue between the teeth and /*s*/ is pronounced with the tongue behind the teeth; /*d*/ is pronounced with the tip of the tongue against the alveolar ridge. This biological explanation of sound production will be especially helpful when **teaching adults**as they often like a clear and straightforward description when it comes to **pronunciation**. It may seem strange at first, but eventually you will think nothing of pointing out areas in your mouth where certain sounds should be made(Joyceet al, 2011).

c. Practice

After imitating the sound and learning the correct biology for producing it, now is the time to**practice the use of that sound or sound pattern**. You can use **minimal pairs** (pairs of words which differ in only one sound like mop and pop or pop and pep) to highlight one sound or phoneme that you are teaching. If you want to add a little fun to pronunciation class, **try tongue twisters**. There is no end to the tongue twisters you can find or write, and not even **native speakers** are good at them, so the pressure is off your students to perform flawlessly. For a real challenge try reading Dr. Seuss' Fox in Socks. (Joyceet al, 2011).

d. Teaching pronunciation

Pronunciation involves far more than individual sounds. Word stress, sentence stress, intonation, and word linking all influence the sound of spoken English, not to mention the way we often slur words and phrases together in casual speech. 'What are you going to do?' becomes 'Whaddayagonna do?' English pronunciation involves too many complexities for learners to strive for a complete elimination of accent, but improving pronunciation will boost self-esteem, facilitate communication, and possibly lead to a better job or a least more respect in the workplace. Effective communication is of

greatest importance, so choose first to work on problems that significantly hinder communication and let the rest go. Remember that your students also need to learn strategies for dealing with misunderstandings, since native pronunciation is for most an unrealistic goal. (Colostate, 2011).

Teaching English pronunciation is a challenging task with different objectives at each level. This guide on how to teach pronunciation provides a short overview of the main issues to be addressed at each level, as well as pointing to resources on the site, such as lesson plans and activities, that you can use in class to help your students improve their English pronunciation skills. Following each level are a few suggestions for level appropriate activities. Finally, the best way to help students improve their pronunciation skills is to encourage them to speak English as much as they possibly can. Introduce the idea that even when doing homework students should be reading aloud. Learning to pronounce English well takes muscle coordination, and that means practice - not just mental activity! (Beare, 2014).

A student's first language often interferes with English pronunciation. For example, /p/ is aspirated in English but not in Spanish, so when a Spanish speaker pronounces 'pig' without a puff of air on the /p/, an American may hear 'big' instead. Sometimes the students will be able to identify specific problem sounds and sometimes they won't. You can ask them for suggestions, but you will also need to observe them over time and make note of problem sounds. Another challenge resulting from differences in the first language is the inability to hear certain English sounds that the native language does not contain. Often these are vowels, as in 'ship' and 'sheep,' which many learners cannot distinguish. The Japanese are known for confusing /r/ and /l/, as their language contains neither of these but instead has one sound somewhere between the two. For problems such as these, listening is crucial because students can't produce a sound they can't hear. Descriptions of the sound and mouth position can help students increase their awareness of subtle sound differences. (Colostateet al, 2011).

Here are some ideas for focusing on specific pronunciation features.

- **Voicing**

Voiced sounds will make the throat vibrate. For example, /g/ is a voiced sound while /k/ is not, even though the mouth is in the same position for both sounds. Have your students touch their throats while pronouncing voiced and voiceless sounds. Theyshouldfeelvibrationwiththevoicedsoundsonly.

- **Aspiration**

Aspiration refers to a puff of air when a sound is produced. Many languages have far fewer aspirated sounds than English, and students may have trouble hearing the aspiration. The English /p/, /t/, /k/, and /ch/ are some of the more commonly aspirated sounds. Although these are not always aspirated, at the beginning of a word they usually are. To illustrate aspiration, have your students hold up a piece of facial tissue a few inches away from their mouths and push it with a puff of air while pronouncing a word containing the target sound.

- **Mouth Position**

Draw simple diagrams of tongue and lip positions. Make sure all students can clearly see your mouth while you model sounds. Have students use a mirror to see their mouth, lips, and tongue while they imitate you.

- **Intonation**

Word or sentence intonation can be mimicked with a kazoo, or alternatively by humming. This will take the students' attention off of the meaning of a word or sentence and help them focus on the intonation.

- **Linking**

We pronounce phrases and even whole sentences as one smooth sound instead of a series of separate words. 'Will Amy go away,' is rendered 'Willaymeegowaway.' To help learners link words, try starting at the end of a sentence and have them repeat a phrase,

adding more of the sentence as they can master it. For example, 'gowaway,' then 'aymeegowaway,' and finally 'Willaymeegowaway' without any pauses between words.

- **VowelLength**

You can demonstrate varying vowel lengths within a word by stretching rubber bands on the longer vowels and letting them contract on shorter ones. Then let the students try it. For example, the word 'fifteen' would have the rubber band stretched for the 'ee' vowel, but the word 'fifty' would not have the band stretched because both of its vowels are spoken quickly.

- **Syllables**

Have students count syllables in a word and hold up the correct number of fingers, or place objects on table to represent each syllable.

Illustrate syllable stress by clapping softly and loudly corresponding to the syllables of a word. For example, the word 'beautiful' would be loud-soft-soft. Practice with short lists of words with the same syllabic stress pattern ('beautiful,' 'telephone,' 'Florida') and then see if your learners can list other words with that pattern.

- **SpecificSounds**

Minimal pairs, or words such as 'bit/bat' that differ by only one sound, are useful for helping students distinguish similar sounds. They can be used to illustrate voicing ('curl/girl') or commonly confused sounds ('play/pray'). Remember that it's the sound and not the spelling you are focusing on.

Tongue twisters are useful for practicing specific target sounds, plus they're fun. Make sure the vocabulary isn't too difficult.

The *Sounds of English*, *American Accent Training*, and *EnglishClub.com* websites below offer guidelines for describing how to produce various English sounds. (Beare,et al 2014)

2.3.11. VOCABULARY MEANING

The most effective vocabulary instruction teaches word meanings as concepts; it connects the words being taught with their context and with the students' prior knowledge. Six techniques have proven especially effective: Concept Definition Maps, Semantic Mapping, Semantic Feature Mapping, Possible Sentences, Comparing and Contrasting, and Teaching Word Parts.

Although there is general agreement that effective vocabulary instruction should include the five components, there is no such agreement as to the most effective techniques for increasing students' knowledge of specific words. We do know, however, that the most effective instruction teaches word meanings as concepts, using a variety of techniques to help students establish connections among context, their prior knowledge, and the concepts or words being taught.

In this part of the booklet, we discuss specific techniques that have proven successful in teaching word meanings as concepts. These include Concept of Definition Maps, Semantic Mapping, Semantic Feature Mapping, Possible Sentences, Comparing and Contrasting, and Teaching Word Parts. (TEA, 2002)

a. Semantic Mapping

Semantic Mapping involves a web-like graphic display. To begin instruction, students are presented with a concept that is central to understanding a selection or subject. They then brainstorm or freely associate words that are related to that concept. As students brainstorm, the teacher writes their suggestions on the board, adding words they need to learn.

Semantic Mapping is helpful for developing students' understanding of almost any concept. It has been used to develop concepts as diverse as polygons and the Dewey decimal system. (TEA et al, 2002).

Discussion seems to be a crucial element in the effectiveness of Semantic Mapping.[4] For example, an individualized mapping procedure, in which students

studied maps on their own and did not engage in discussion, did not work as well as a group mapping procedure. As we pointed out earlier, discussion's value is that it seems to engage all students by making them rehearse possible answers to teacher questions. Discussion during Semantic Mapping may be especially important for students with more limited vocabularies. These students may not know many of the related words, and thus they may learn these words along with the targeted ones. Students with more developed vocabularies can also benefit from discussion. These students may know most of the related words; therefore, seeing them will reinforce the meaning of the targeted words.

b. Semantic Feature Analysis

Semantic Feature Analysis also draws on students' prior knowledge and uses discussion to elicit information about word meanings. Semantic Feature Analysis is similar to Semantic Mapping, with the exception that it uses a grid such as the one below rather than a map as a graphic display.

The left-side column of the Semantic Feature Analysis grid contains the names of members of the category to which the target concept belongs. The top row of the grid contains names of features of members of the category. Students should be encouraged to add terms either across the top or down the side during discussion. Groups of students or whole classes should discuss whether each item is an example of each concept, marking **+** for positive examples, **-** for negative examples, and **?** for items which might be examples under certain circumstances. The following grid was prepared for a unit on transportation.

As with Semantic Mapping, discussion is the key in this activity, because there are many ambiguities in determining the feature of a concept, and discussion of these ambiguities can help students clarify the concept they are learning.

c. Possible Sentences

The Possible Sentences technique uses both known words and new words that are related to key concepts in a reading selection. The teacher begins by choosing some six

to eight words from the text that might cause difficulty for the students. (In a content area text, these words are usually key concepts in the text, but they also may be more general words that relate to those key concepts.) Then, the teacher chooses an additional four to six words that are more likely to be known by the students. These familiar words are used to help generate sentences.

The teacher writes all of these words on the board, providing a short definition of each word if desired or if necessary. Most of the time at least one student in the class has knowledge of the word that can be shared. Students are directed to make up sentences that contain at least two of these words, and that might be in the selection they are about to read. The teacher writes these sentences on the board. Both accurate and inaccurate guesses are accepted, but are not discussed at this time. When the students are finished contributing sentences (and all words are included in at least one sentence), the teacher has them read the selection.

After reading, the class then returns to the sentences on the board, and discusses whether each sentence could or could not be true based on their reading. If a sentence could be true, it is left alone. If a sentence could not be true, then the class discusses how it could be modified to make it true. (TEA et al, 2002).

d. Comparing and Contrasting

Comparing and contrasting can help students extend their vocabularies by establishing relationships among concepts. A simple Venn diagram can be a good tool for comparing and contrasting such content-area concepts as *republic and democracy, organic* and *inorganic, symphony* and *concerto*, and so forth.

e. Teaching Word Parts

Teaching students to recognize and use information from word parts such as prefixes, suffixes, and roots can be an especially effective word-learning strategy for use with content area texts. These texts can contain many words that are derived from the same word parts. Although words such as *misread, interdependent,* and *substandard* can often be figured out from context, decomposing such words into known parts like *mis-,*

read, inter-, depend, and so forth, not only makes the words themselves more memorable, but, in combination with sentence context, may be a useful strategy in determining the meaning of unknown words.

Students can acquire the meaning of word parts by inference as they read. However, although such a strategy may be part and parcel of normal reading, many students — even high school students — are unaware that breaking words into their parts can be a way to determine their meanings. In addition, students often do not know the meanings of common word parts. (TEA,et al 2002).

f. Whatpartstoteach?

A number of lists are available that contain hundreds of prefixes, suffixes, and Greek and Latin roots. Although such lists may be useful, it is not possible or even fruitful to teach each element on each list. It seems more reasonable to teach students the most commonly used or important elements, and accompany this instruction with the teaching and modeling of a general strategy for breaking words into parts. One such strategy is to teach students to combine wordpart information with information from the sentence context.

Prefixes. Only twenty prefixes account for 97% of prefixed words that appear in printed school English. Teaching at least the most frequently occurring nine — if not all twenty — of these prefixes to middle school students can pay dividends in increased vocabulary learning.

Suffixes. The most frequently occurring suffixes in printed school English are inflectional endings such as noun endings (*-s, -es*), verb endings (*-ed, -ing, -en*), and adjective endings (*-er, -est*). In general, even young students use these endings in their oral language. Therefore, middle school and older students should have few problems learning and using them.

Derivational suffixes (such as *-y, -ly, -ial,* and *-ic*) appear in fewer than a quarter of all the words that contain suffixes, but they can also be useful to teach. Comprehension of

relatively infrequent words such as *exponential* and *unwieldy*can be aided by knowledge of meaning of the *-ial* and *-y* suffixes.

The length of some suffixed words can occasionally overwhelm students who are less able readers. Learning to recognize the letter patterns that make common suffixes can help these students to distinguish root from suffix, thus reducing the size of the word and allowing them to focus on relevant information within the word. Activities such as this are a natural extension to decoding instruction that teaches students to look at chunks of words.

Other suffixes, such as *-ful*, and *-less*, are meaningful components of words, contributing to words' meanings in much the same way as prefixes. Even suffixes without such stable meanings, such as *-tion* or *-ly*, might also help students identify words, if only to alert them to the grammatical function of words in sentences. For example, *-tion* indicates that a word is a noun; *-ly* at the end of a word indicates that it is an adverb.

2.4. STORYTELLING AND VOCABULARY LEARNING

Learning and recalling vocabulary items have always been problematic especially for learners in teaching and learning process. For that reason the teacher can use storytelling activities in classroom settings in order to foster the success of vocabulary learning and retrieving. Vocabulary learning can be classified into five steps as below:
- ✓ Having sources for encountering new words.
- ✓ Getting a clear image where visual or auditory or both, for the forms of new words.
- ✓ Learning the meaning of the words.
- ✓ Making a strong memory connection between the forms and meaning of the words.
- ✓ Using the words.

By this way new word is learnt or remembered.So storytelling activities have a regular repetition style while presentation of the story, retelling the story, and in all kinds of storytelling activities.

Storytelling gives an opportunity for students to expand their vocabulary as they decode the meaning of words, focused on the context of the story they hear or read. Also listening to stories improves students' understanding of grammar and literary devices as they see them within a story. There are basic techniques by which teachers can explain the meanings of new words, all of which can be used in classrooms by demonstration or pictures.

- Using an object
- Using a cut of figure
- Using gesture
- Performing an action
- Photographs
- Drawing or diagrams on the board
- Pictures from books

The list above seems to tell storyteller actions during a presentation. New word is put in a meaningful context by the storytelling activities. According to that, storytelling activities is useful for learning and retrieving the vocabulary items, and it is definitely an enjoyable teaching tool. In this case the students will have a sense of achievement which will develop motivation for further learning. So, this study implements storytelling activities and expect valuable contributions to vocabulary learning process and retention of young learners in EFL classes.

2.4.1 ELEMENTS OF STORYTELLING

a. Selection

Selection requires an ability to evaluate stories and to discriminate between those that meet your learners' needs and those that do not. Although learning stories directly from other storytellers is the traditional method, you will learn most stories from books.
Many publishers produce simplified storybooks especially for children learning English. However, there are many authentic storybooks written for English-speaking children which are also suitable for those learning English.

As they have not been written specifically for the teaching of English as a foreign language, the language is not selected or graded. Many, however, contain language traditionally found in most beginner syllabuses. The advantage of using authentic storybooks is that they provide examples of "real" language and help to bring the real world into the classroom. Very often simplified stories represent a watered–down version of the English language and can deceive both teacher and learners about the true nature of language. Authentic can also be very motivating for a child as they experience a strong sense of achievement at having worked with a "real" book. Furthermore, the quality of illustration is of a high standard, appealing to the young learner, and it plays an important role in aiding general comprehension.

Wide reading gives authority to your telling. Teachers can choose from a wide range of storybooks: those that children are already familiar with in their mother tongue, such as traditional stories and fairy–tales; picture stories with non-text, where the children build up the story together; rhyming stories; cumulative stories with predictable endings; humorous stories; stories with infectious rhythms; everyday stories; fantasy stories, animal stories, and so on.

When choosing a story, be careful to spend time thinking about:
• The ages of the children
• Their prior experience
• The level of language used in your story
• The children's conceptual understanding of the subject matter
• The length of the story
• Whether they've heard it before

b. **Preparation**

An adequate preparation will avoid Learn the story. Learning the story means to make the story your own. Read it from beginning to end several times. Read it out loud. Master the structure of the story: the beginning (introduction of characters), the body (building of conflict), and the climax (resolution of conflict). Visualize the succession

of scenes. Work on creating sensual setting and character descriptions. Note unusual expressions, word patterns, rhymes, and dialog.

Outline the story. Storytellers agree that memorizing word for word is not useful. Learn a story incident by incident, and prepare notes that will help you remember this structure. Typed skeleton outlines stick in the minds of visual learners. Cue card outlines are also useful in preparation and storage of tales, but should not be used in telling.

Control the story's length. Long stories can be simplified or serialized, but not excessively modified or censored. Time yourself during practice. A "story hour" should probably include a mixture of activities: reading storybooks, listening to story tapes, reciting poetry, singing songs, playing games, etc. besides the oral story itself.

Control the story's vocabulary. A rich vocabulary, with carefully chosen adjectives and adverbs, gives color and texture to the telling. However, you need to be comfortable with your use of language and not try too hard to get things "right" or the story will come out flat and nervous. Don't worry if the listeners don't already know every word; guessing is part of language learning.

Refine your storytelling style. Tell the story aloud to listen to your voice – your instrument - which you can exercise, train, and even change. A pause and dropped voice are often more effective than shouting. Take poetic passages slowly; report conversation at natural speed; tell narration more rapidly, building toward the climax.
Practice aloud to you, your family or friends.

You could practice on audio or even video tape. Practice in front of a mirror to eliminate poor gestures and facial expressions. Some say practice makes storytelling artificial and studied, but it is essential to the beginner.

Relax before telling. Warm up as the situation allows with breathing, stretching, and vocal exercises.

c. Delivery

Use facial expressions. One of the most powerful tools in your armory is your facial expression. Use it to indicate surprise, alarm, excitement or whatever mood you are trying to create. Hand in hand with facial expression is eye contact. Try to ensure that during the course of your story you make eye contact with every member of your audience at some point. Make use of props. Every good storyteller has a range of props at their fingertips so start to collect together gowns, hats, cloaks, wigs and other items that can be worn.

Collect artefacts that can be brought out at the right moment in a story. Start listening carefully to music which you may be able to use to create a sense of danger, fear, happiness or fun and prepare these for easy access during your storytelling sessions. Think about whether the story may better be told with puppets. Using sound effects can be great fun too.

Get a move on. Some tales are best told sitting in one place, others are better delivered moving about and 'engaging' with different children during the course of the story. You decide in advance, but as you develop your storytelling skills make sure there is variety in your approach. Whether seated or moving around, use bold hand, finger and whole body gestures to get the message across.

2.4.2. STORYTELLING RESOURCES

Stories can divided according to their content to: classical tales, animal tales or fables, repetitive and cumulative tales, adventures and romantic stories, poem, rhymes, songs and chants.

Children of different cultures are familiar with classical tales, they know the plot, characters and ending of these kinds of stories, so they can predict the unknown words. The problems which inhibit teachers from using such stories are: the length of the stories and the large amount of vocabulary.

Animal tales or fables are very popular among children; children like animals especially as the characters that can talk and behave like human being; in fact they identify themselves with them and then imitate their behaviors and repetitive and cumulative tales are really helpful for learning language, since these sorts of stories have short plot and repetitive rhythms which enable children to remember the plot and then reproduce words and structures in a short amount of time.

 These types of stories also answer the repetitive and confusing question of children which always make the parents and the teacher exhausted.

Adventures and romantic stories have also many fans among the children, since they contain archetypes such as: heroes and heroines who are good and kind and their enemies who are bad, ugly and nasty, and finally the victory of positive powers over negative ones.

Poems, rhymes, songs and chants are also great sources for listening because of the repetitive nature of rhymes, their plot and their imaginative nature; they can foster the motivation and language ability of children.

2.5. DEFINITION OF BASIC TERMS

Collocation: In linguistics, a collocation is a sequence of words or terms that co-occur more often than would be expected by chance. (Collins, 2014)

Fable: a brief story, which illustrates a moral lesson and which features animals, plants, inanimate objects, or forces of nature which are anthropomorphized. (Collins, 2014)

Orthography: it is a standardized system for using a particular writing system to write a particular language. It includes rules of spelling. Other elements of written language that are part of orthography include hyphenation, capitalization, word breaks, emphasis, and punctuation. (Collins, 2014)

Referent: In semantics a referent is a person or thing to which a linguistic expression refers, a discursive entity, the subject of speech.(Webster, 2009)

Syntax: it is the study of the principles and processes by which sentences are constructed in particular languages. (Webster, 2009)

Word Association: It is a common word game involving an exchange of words that are associated together (Webster, 2009)

2.6. HYPOTHESIS SYSTEM

2.6.1 GENERAL HYPOTHESIS

The "storytelling", "as a teaching strategy influences the English vocabulary growth, in the students of quintoaño de Educación General Básica at EscuelaBásica "11 de Noviembre" of Riobamba city, during the academic period 2013-2014.

2.7. VARIABLES

2.7.1. INDEPENDENT
- The storytelling

2.7.2. DEPENDENT
- Increase of English vocabulary

2.7.3. SPECIFIC HYPOTHESIS I
- The application of storytelling as a teaching strategy influences the spelling of English vocabulary.

2.7.3.1. INDEPENDENT VARIABLE
- The storytelling

2.7.3.2 DEPENDENT VARIABLE
- Spelling of English vocabulary

2.7.4. SPECIFIC HYPOTHESIS II
- The application of storytelling as a teaching strategy influences the pronunciation of English vocabulary.

2.7.4.1. INDEPENDENT VARIABLE
- The storytelling

2.7.4.2 DEPENDENT VARIABLE

- Pronunciation of English vocabulary

2.7.5. SPECIFIC HYPOTHESIS III

- The application of storytelling as a teaching strategy influences the meaning of English vocabulary.

2.7.5.1. INDEPENDENT VARIABLE

- The storytelling

2.7.5.2 DEPENDENT VARIABLE

- Meaning of English vocabulary

2.8. IMPLEMENTING THE VARIABLES

2.8.1. SPECIFIC HYPOTHESIS I

VARIABLES	CONCEPT	CATEGORY	INDICATOR	TECHNIQUES AND INSTRUMENTS
The storytelling	Oral activity where language is used to create scenes in sequence that has a degree of utility in the process of learning	- Oral activity - Create Scenes - Learning Process	- Read - Speak - Listen - Ideas - Sequence - Understand - Presentation - Practice - Use	**Technique:** Observation **Instrument:** Observation guide Notes
Spelling of English vocabulary	The process of writing a language by using the letters conventionally accepted for their formation; orthography.	- Process - Formation - Written Language	- Active methodologies - Practice - Production -Words -Sentences - Orthography - Syntax	**Technique:** Observation **Instrument:** Observation guide Notes

2.8.2. SPECIFIC HYPOTHESIS II

VARIABLES	CONCEPT	CATEGORY	INDICATOR	TECHNIQUES AND INSTRUMENTS
The storytelling	Oral activity where language is used to create scenes in sequence that has a degree of utility in the process of learning	- Oral activity - Create Scenes - Learning Process	- Read - Speak - Listen - Ideas - Sequence - Understand - Presentation - Practice - Use	**Technique:** Observation **Instrument:** Observation guide Notes
Pronunciation of English vocabulary	The learning process of producing the sounds of speech, which are used in oral interaction.	- Learning Process - Sound -Interaction	- Demonstration - Rehearsal - Use -Articulation - Stress - Intonation - Role plays - Dramatizations	**Technique:** Observation **Instrument:** Observation guide Notes

2.8.3. SPECIFIC HYPOTHESIS III

VARIABLES	CONCEPT	CATEGORY	INDICATOR	TECHNIQUES AND INSTRUMENTS
The storytelling	Oral activity where language is used to create scenes in sequence that has a degree of utility in the process of learning	- Oral activity - Create Scenes -Learning Process	- Read - Speak - Listen - Ideas - Sequence - Understand - Presentation - Practice - Use	**Technique:** Observation **Instrument:** Observation guide Notes
Meaning of English vocabulary	The learning process of inner significance of words.	-Learning Process - Inner significance	- Presentation - Practice - Use - Words in context - Words from its form	**Technique:** Observation **Instrument:** Observation guide Notes

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1. RESEARCH METHODS

a. **Scientific Method:** The scientific method was necessary to resume the different definitions related to the content, which made mention to each one of the variables, since some information is taken from some investigators, educators and experts who, conduced similar researches processes previously and those were presented with clear approaches to develop the theme proposed, it means, that the present research project is a real contribution to the development of the use of storytelling as a teaching strategy to increase the English vocabulary.

b. **Deductive Method:** The present research used the following stages: application, comparison, and demonstration, which contributed to start from a comprehensive analysis of the facts presented according to the research process observation guide applied to the students with the purpose of support the problem with activities focused on growing vocabulary.

c. **Inductive Method:** Through the following steps: observation, experimentation, comparison and generalization is started from particular to general facts focused to determinate the students' difficulties related to the application of storytelling in order to lead problems solution related to the growing of vocabulary.

3.2. TYPE OF RESEARCH

a. **Quasi-Experimental Research:** It is a quasi-experimental study because it has been used an evaluation which aim is to determine whether the storytelling has the intended effect on the growing of vocabulary of the students of "11 de Noviembre" school or not

b. **Descriptive Research:**The purpose of the descriptive research is describing in an explicit and concise manner the facts presented in the investigation according to the results obtained from the observation guide applied to the experimental group.

c. **Explicatory Research:** It was exactly used to explain by an analysis, the interpretation of the results obtained during the research process.

3.3. RESEARCH DESIGN

a. **Field:**Because it was accomplished in the same scene of the facts, that is to say in "11 de Noviembre" school among students at fifth grade of basic education in Riobamba city, Chimborazo province, in order to analyze and improve the application of storytelling to increase the English vocabulary.

b. **Bibliographical:**Depending on the time of occurrence of the facts and data records of the information is retrospective, because an analysis of specialized biography was achieved, special methodologies related to the application of storytelling leaded to develop growing of vocabulary among students at fifth grade of basic education.

3.4. POPULATION AND SAMPLE

3.4.1. Population: The population consists of 40 students from quintoaño de EducaciónBásicaof "11 de Noviembre" school.

3.4.2. Sample: Due to the population is smaller it was not necessary to applied a sample formula so; it worked with the whole universe.

3.5. TECHNICAL AND INSTRUMENT DATA COLLECTION

3.5.1. Techniques

a. **Observation:** The present technique was applied directly to the students at fifth grade of Basic Education in "11 de Noviembre" school in order to identify he

point of difficulties faced in the storytelling influence to increase the English vocabulary.

3.5.2. Instrument

b. Observation guide: It was conducted by items established for the students focused on the variables (dependent and independent), specific parameters which allowed to identify the level of difficulty related to the storytelling influence to increase the English vocabulary.

3.6 TECHNICAL PROCEDURES

In order to obtain relevant information from the research applied among students in "11 de Noviembre" School, the following procedure was performed:

This investigation was developed in two stages; the first one was useful to evaluate the level of knowledge about vocabulary and the second one to analyze the influence of storytelling in the growth of spelling pronunciation and meaning of vocabulary.

3.6.1 PRE-TECHNICAL PROCEDURES

- o Elaboration and reproduction of instruments for the data collection.
- o Application of a diagnostic test
- o Application of the respective observation guide.
- o Tabulation of Data.
- o Elaboration of statistical tables and graphics, using Excel.
- o Application of the storytelling to increase the English vocabulary

3.6.2 POST-TECHNICAL PROCEDURES

- o Application of an evaluation test
- o Application of the respective observation guide.
- o Tabulation of Data.
- o Elaboration of statistical tables and graphics, using Excel.

- o Review the information collected: select suitable information for the research, detect any mistakes, etc.
- o Analysis of the statistical results for establishing relationships in accordance with the objectives and hypotheses.
- o Interpretation of results supported by the theoretical framework.
- o Checking hypotheses.
- o Make conclusions and recommendations.

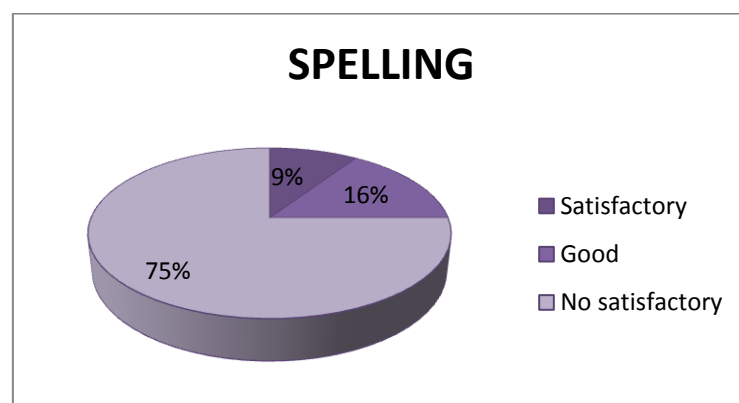## 4. ANALYSIS AND INTERPRETATION

4.1. Pre observation

TABLE N°1

a) **Spelling:** Formation of words from letters according to accepted usage.

SPELLING	FREQUENCY	PERCENTAGE
Satisfactory	3	9,38%
Good	5	15,63%
No satisfactory	24	75,00%
TOTAL	32	100,00%

Reference: Observation Guide
Made by: Angélica and Dennys

GRAPHIC N° 1

Reference: Table N° 1
Made by: Angélica and Dennys

Analysis and Interpretation:

After the diagnostic of the students' initial situation, the 75% of them don't have enough knowledge about letters, and so they cannot form transport words correctly. A 16% of them is able to write vocabulary about transports in an acceptable way, and only 9% can spell correctly. Thus, narration of the tale *"Charles, the car"* along with relate activities are proposed to help students to improve their spelling of English vocabulary.

TABLE N° 2

b) **Pronunciation:** Speaking of a word in a way that is generally understood.

PRONUNCIATION	FREQUENCY	PERCENTAGE
Saisfactory	5	15,63%
Good	5	15,63%
No satisfactory	22	68,75%
TOTAL	32	100,00%

Reference: Observation Guide
Made by: Angélica and Dennys

GRAPHICN° 2
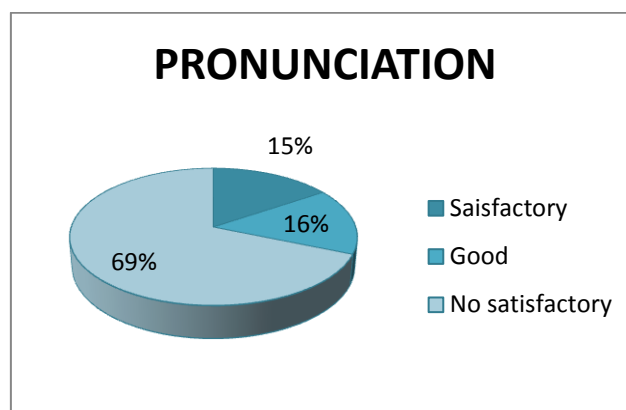
Reference: Table N° 2
Made by: Angélica and Dennys

Analysis and Interpretation:

After the diagnostic of the students' initial situation, the 69% of them don't have enough knowledge about the correct articulation of words, and so they cannot pronounce animal vocabulary precisely. While 16% of them are able to pronouncevocabulary about animals in a good way, and 15% can accurately pronounce the vocabulary. Thus, narration of the tale *"The little brave kangaroo"* alongwith relates activities are proposed to help students to improve their pronunciation of English vocabulary.

TABLE N° 3

c) **Meaning:**Innersignificance of words

MEANING	FREQUENCY	PERCENTAGE
Satisfactory	3	9,38%
Good	7	21,88%
No satisfactory	22	68,75%
TOTAL	32	100,00%

Reference: ObservationGuide
Madeby: Angélica and Dennys

GRAPHIC N° 3
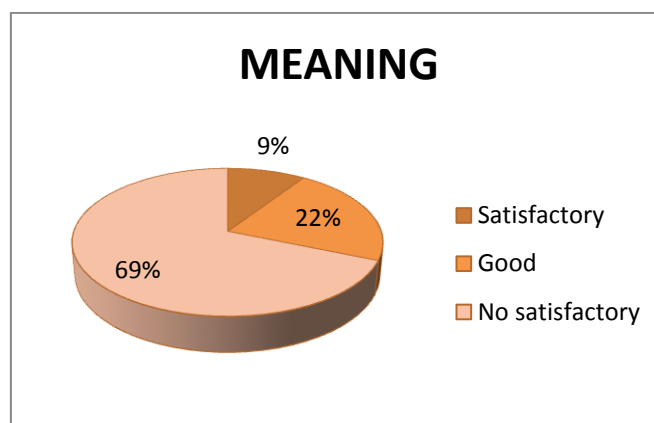
Reference: Table N° 3
Made by: Angélica and Dennys

Analysis and Interpretation:

After the diagnostic of the students' initial situation, the 69% of them don't have enough knowledge about the inner significance of words or phrases, and so they cannot understand the meaning of commands. While 22% of them are able to understand some commands, and 9% of them can correctly understand commands' vocabulary. Thus, narration of the tale *"The Hidden Treasure"* along with relate activities are proposed to help students to figure out what commands in English mean.

4.2. Post observation

TABLE N° 1

a) **Spelling:** Formation of words from letters according to accepted usage.

SPELLING	FREQUENCY	PERCENTAGE
Satisfactory	26	81,25%
Good	4	12,5%
No satisfactory	2	6,25%
TOTAL	32	100,00%

Reference: ObservationGuide
Madeby: Angélica and Dennys

GRAPHIC N° 1
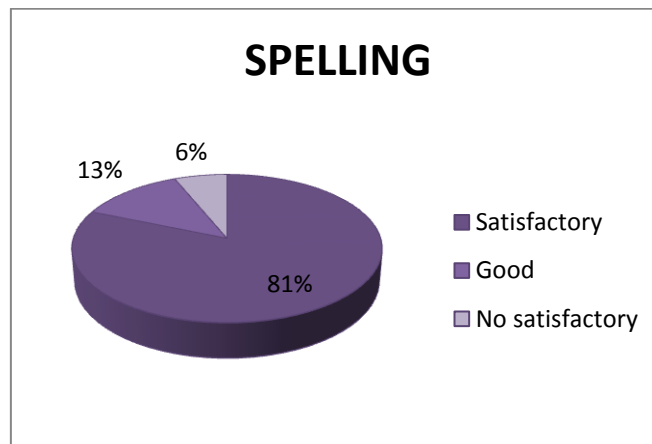
Reference: Table N° 1
Made by: Angélica and Dennys

Analysis and Interpretation:

The 81% of students spell precisely vocabulary about transports, after the tale and some activities have been applied previously while narrating *"Charles, the car"*. On the other hand the 13% of students have improved their spelling a little, and 6% haven't improved their writing in transport vocabulary. Therefore, use of storytelling, through the short tale along with the activities, have helped students to write vocabulary properly, besides they have learned a moral from each story.
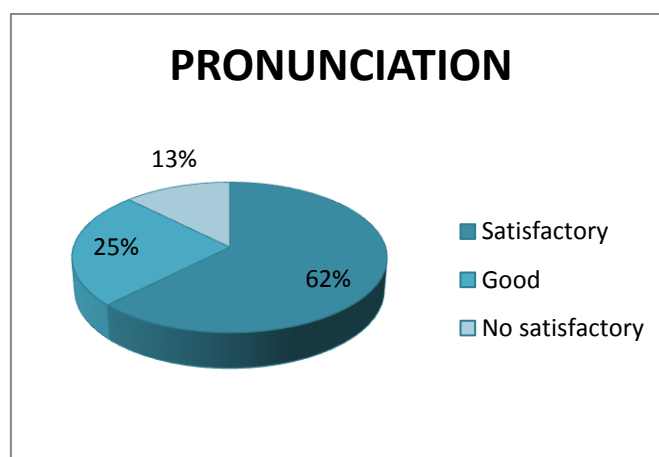
TABLE N° 2

b) **Pronunciation:** Speaking of words in a way that is generally understood.

PRONUNCIATION	FREQUENCY	PERCENTAGE
Satisfactory	20	62,50%
Good	8	25,00%
No satisfactory	4	12,50%
TOTAL	32	100,00%

Reference: ObservationGuide
Madeby: Angélica and Dennys

GRAPHIC N° 2

Reference: Table N° 2
Made by: Angélica and Dennys

Analysis and Interpretation:

The 62% of students pronounce accurately vocabulary about animals, after the tale and some activities have been applied previously while narrating *"The little brave kangaroo".* On the other hand the 25% of students have improved a little their articulation, and 13% haven't found help for their pronunciation in animals vocabulary. Therefore,theuse of storytelling, through the short tale and the activities, have helped students to pronounce vocabulary accurately, besides they have learned a moral from each story.
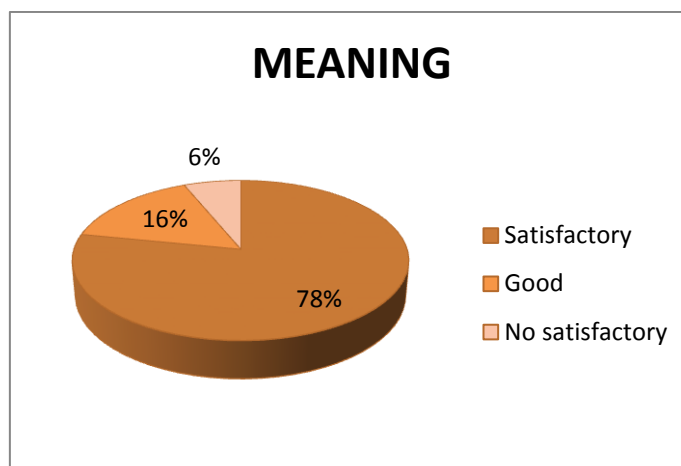
TABLE N° 3

c) **Meaning:** Inner significance of words.

MEANING	FREQUENCY	PERCENTAGE
Satisfactory	25	78,13%
Good	5	15,63%
No satisfactory	2	6,25%
TOTAL	32	100,00%

Reference: ObservationGuide
Madeby: Angélica and Dennys

GRAPHIC N° 3

Reference: Table N° 3
Made by: Angélica and Dennys

Analysis and Interpretation:

The 78% of students know the correct meaning of vocabulary about commands, after the tale and some activities have been applied previously while narrating *"The Hidden Treasure"*. On the other hand the 16% of students have improved a little their knowledge of significance of commands in English, and 6% of them haven't upgraded their understanding in vocabulary. Therefore, use of storytelling, through the short tale and the activities, have helped students to understand the meaning of commands properly, besides they have learned a moral from each story.
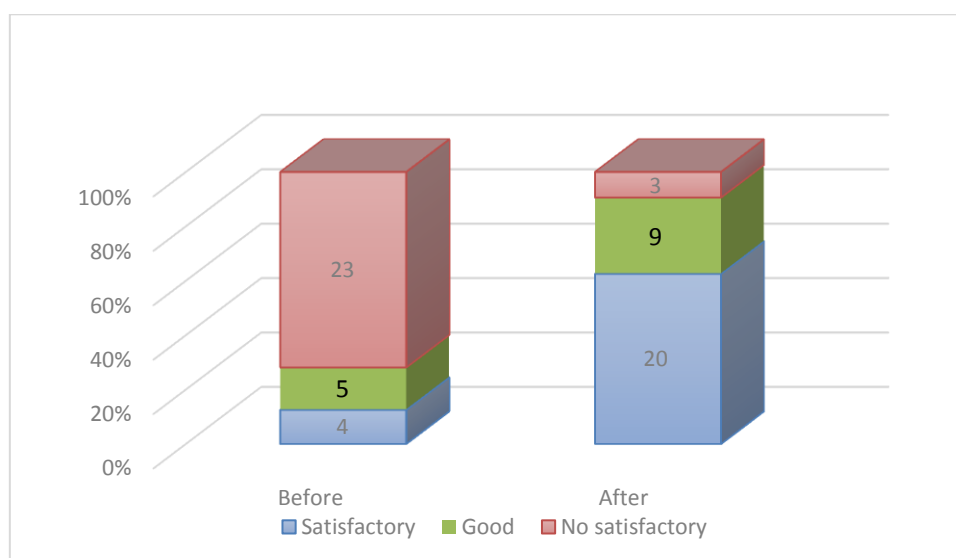
4.3. Evaluation and Analysis

TABLE N° 4

	Satisfactory	Good	No satisfactory	Total
	4	5	23	32
Before	12,5	15,6	71,9	100
	20	9	3	32
After	62,5	28,1	9,4	100

Reference: Observation Guide
Made by: Angélica and Dennys

GRAPHIC N° 4

Reference: Table N° 4
Made by: Angélica and Dennys

Analysis and Interpretation:

Concluding the process of tabulating and analyzing recollected data of vocabulary increase in students of fifth year, before the development of this project, it can be seen that only a 12,5% of them were able to do it properly. After the project was applied through storytelling and relate activities, the 62,5% of students are able to spell, pronounce and understand the meaning of new English vocabulary. Consequently, at the end of this study it can be said that Storytelling used as a teaching strategy through short tales and along with some activities, influence the English vocabulary growth in students.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1.Conclusions

At the end of the investigation, it can be concluded that the students increased noticeably their English vocabulary through the use of Storytelling, allowing to students a better understanding of English classes.

The application of the tale "Charles the Car" for spelling allowed students to form words and sentences in an acceptable way, with a correct use of orthography which refers to the study of letters and how they are used to express sounds and form words, and syntax which refers to the arrangement of words in a sentence.

The use of the tale "The little brave Kangaroo" for pronunciation allowed students to articulate words and sentences in clear way, with a right use of stress and intonation.

The application of the tale "The hidden treasure" for meaning allowed students to understand and compare words and sentences in a satisfactory way, with a correct use of the context and the form of the word.

5.2 Recommendations

It is important for teachers and students the use of storytelling, because it allows the increase of English vocabulary with a dynamic and fun way, especially with children. Therefore it is recommended use storytelling for a better understanding of English classes.

It is very important that teachers catch the attention of their students through the use ofthe creativity; creativity is an essential tool in teaching. Although the present research involved fifth grade, the following recommendations can be applied to any level:

- Students should be provided with age appropriated tools to help them to have a better understanding of English.
- The storytelling must be developed in three stages: presentation, practice and production (PPP approach). With this approach students can put in practice the knowledge learned.

- It is not necessary to buy material for the application of storytelling, teachers can create their own material (stories) with creativity and according to the students' needs

- Teacher should use a combination of techniques and activities in the stage of practice, storytelling is the better combination with storytelling, because it allow to students put in practice the new vocabulary.

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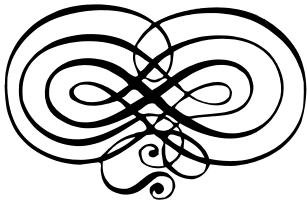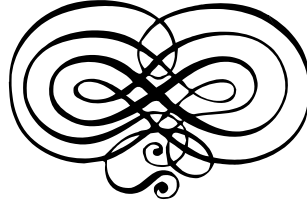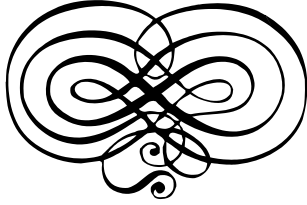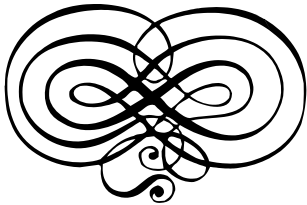
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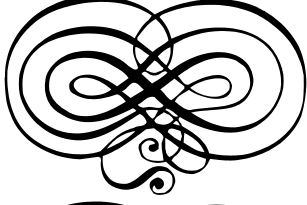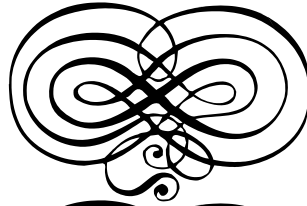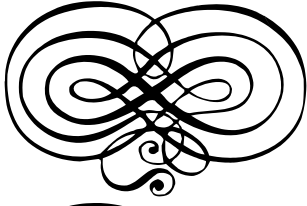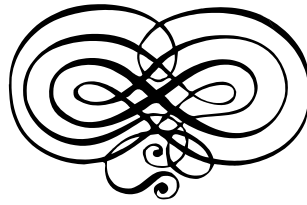
THE LITTLE BRAVE KANGAROO
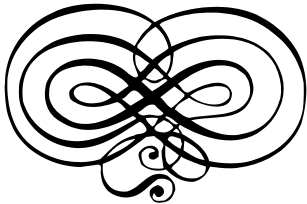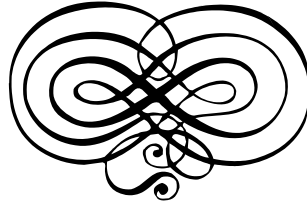
By: AngélicaCujano
DennysDaqui
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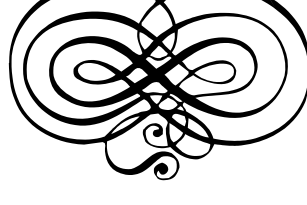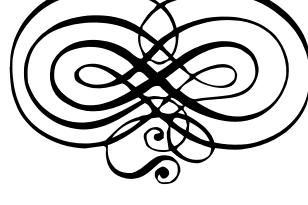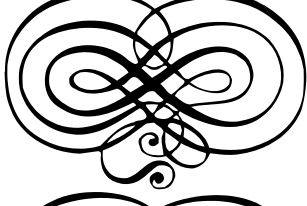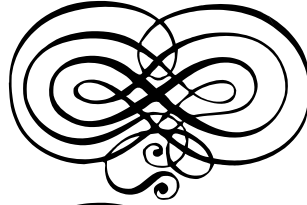
ATTACHMENT 2

PREOBSERVATION GUIDE N° 1

The observation guide is applied to know if, the students have the sufficient knowledge to write correctly transports in English; through the tale *"Charles, the car"*

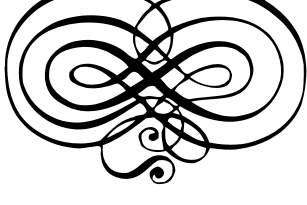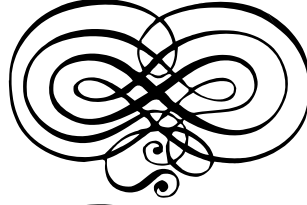| PARTS OF VOCABULARY / STUDENTS	SPELLING Formation of words from letters according to accepted usage.		
	Satisfactory	Good	No satisfactory
1 AlpusigJennyfer			✓
2 Anilema Janine			✓
3 Armas Jazmín			✓
4 Bermeo Jordana		✓	
5 Chango Lady		✓	
6 Chiquiza Camila			✓
7 Correa Génesis			✓
8 CujiBetzy	✓		
9 CutiopalaKerly			✓
10 CuviMajerly			✓
11 Díaz Nayelli			✓
12 Flores Claret			✓
13 García Johanna			✓
14 Guama Joselyn			✓
15 León Noemi			✓
16 LlanganateDoménica			✓
17 López Nuria			✓
18 Martínez Katheryn		✓	
19 Mora Shirley		✓	
20 Ñauñay Evelin		✓	
21 Orozco Katerin			✓
22 Peñafiel Jane			✓
23 Pucuna Vilma			✓
24 Quillay Sofia			✓
25 Rea Anais	✓		
26 Salazar Adamaris			✓
27 Sefla Alison			✓
28 Suárez Helen	✓		
29 Tayupanda Evelyn			✓
30 VizueteAngela			✓
31 Wila Rebeca			✓
32 Yaguachi Angie			✓
TOTAL	3	5	24

ATTACHMENT 3

POSTOBSERVATION GUIDE N° 1

PARTS OF VOCABULARY / STUDENTS	SPELLING Formation of words from letters according to accepted usage.		
	Satisfactory	Good	No satisfactory
1 AlpusigJennyfer	✓		
2 Anilema Janine	✓		
3 Armas Jazmín		✓	
4 Bermeo Jordana	✓		
5 Chango Lady	✓		
6 Chiquiza Camila	✓		
7 Correa Génesis			✓
8 CujiBetzy	✓		
9 CutiopalaKerly	✓		
10 CuviMajerly		✓	
11 Díaz Nayelli	✓		
12 Flores Claret	✓		
13 García Johanna			✓
14 Guama Joselyn	✓		
15 León Noemi	✓		
16 LlanganateDoménica		✓	
17 López Nuria		✓	
18 Martínez Katheryn	✓		
19 Mora Shirley	✓		
20 Ñauñay Evelin	✓		
21 Orozco Katerin	✓		
22 Peñafiel Jane	✓		
23 Pucuna Vilma	✓		
24 Quillay Sofia	✓		
25 Rea Anais	✓		
26 Salazar Adamaris	✓		
27 Sefla Alison	✓		
28 Suárez Helen	✓		
29 Tayupanda Evelyn	✓		
30 VizueteAngela	✓		
31 Wila Rebeca	✓		
32 Yaguachi Angie	✓		
TOTAL	26	4	2

ATTACHMENT 4

PREOBSERVATION GUIDE N° 2

The observation guide is applied to know if, the students have the sufficient knowledge to pronounce correctly aninals in English; through the tale *"The Little brave kangaroo"*

PARTS OF VOCABULARY / STUDENTS	PRONUNCIATION Speaking of a word, in a way that is generally understood.		
	Satisfactory	Good	No satisfactory
1 AlpusigJennyfer	✓		
2 Anilema Janine			✓
3 Armas Jazmín			✓
4 Bermeo Jordana	✓		
5 Chango Lady	✓		
6 Chiquiza Camila			✓
7 Correa Génesis			✓
8 CujiBetzy			✓
9 CutiopalaKerly			✓
10 CuviMajerly			✓
11 Díaz Nayelli			✓
12 Flores Claret			✓
13 García Johanna			✓
14 Guama Joselyn			✓
15 León Noemi		✓	
16 LlanganateDoménica			✓
17 López Nuria			✓
18 Martínez Katheryn			✓
19 Mora Shirley		✓	
20 Ñauñay Evelin			✓
21 Orozco Katerin			✓
22 Peñafiel Jane			✓
23 Pucuna Vilma			✓
24 Quillay Sofia			✓
25 Rea Anais		✓	
26 Salazar Adamaris	✓		
27 Sefla Alison		✓	
28 Suárez Helen	✓		
29 Tayupanda Evelyn		✓	✓
30 VizueteAngela			✓
31 Wila Rebeca			✓
32 Yaguachi Angie			✓
TOTAL	5	5	22

ATTACHMENT 5

POSTOBSERVATION GUIDE N° 2

PARTS OF VOCABULARY / STUDENTS	PRONUNCIATION Speaking of a word, in a way that is generally understood.		
	Satisfactory	**Good**	**No satisfactory**
1 AlpusigJennyfer	✓		
2 Anilema Janine	✓		
3 Armas Jazmín			✓
4 Bermeo Jordana	✓		
5 Chango Lady		✓	
6 Chiquiza Camila	✓		
7 Correa Génesis			✓
8 CujiBetzy	✓		
9 CutiopalaKerly	✓		
10 CuviMajerly		✓	
11 Díaz Nayelli	✓		
12 Flores Claret	✓		
13 García Johanna			✓
14 Guama Joselyn	✓		
15 León Noemi	✓		
16 LlanganateDoménica	✓		
17 López Nuria		✓	
18 Martínez Katheryn		✓	
19 Mora Shirley	✓		
20 Ñauñay Evelin	✓		
21 Orozco Katerin		✓	
22 Peñafiel Jane		✓	
23 Pucuna Vilma			✓
24 Quillay Sofia	✓		
25 Rea Anais	✓		
26 Salazar Adamaris		✓	
27 Sefla Alison	✓		
28 Suárez Helen		✓	
29 Tayupanda Evelyn	✓		
30 VizueteAngela	✓		
31 Wila Rebeca	✓		
32 Yaguachi Angie	✓		
TOTAL	**20**	**8**	**4**

ATTACHMENT 6

PREOBSERVATION GUIDE N° 3

The observation guide is applied to know if, the students have the sufficient knowledge about the meanings of commands in English; through the tale *"The Hidden Treasure"*

	PARTS OF VOCABULARY / STUDENTS	MEANING Innersignificance of words.		
		Satisfactory	Good	No satisfactory
1	AlpusigJennyfer			✓
2	Anilema Janine			✓
3	Armas Jazmín			✓
4	Bermeo Jordana			✓
5	Chango Lady			✓
6	Chiquiza Camila			✓
7	Correa Génesis			✓
8	CujiBetzy		✓	
9	CutiopalaKerly		✓	
10	CuviMajerly			✓
11	Díaz Nayelli			✓
12	Flores Claret		✓	
13	García Johanna			✓
14	Guama Joselyn			✓
15	León Noemi			✓
16	LlanganateDoménica			✓
17	López Nuria			✓
18	Martínez Katheryn			✓
19	Mora Shirley			✓
20	Ñauñay Evelin		✓	
21	Orozco Katerin		✓	
22	Peñafiel Jane	✓		
23	Pucuna Vilma			✓
24	Quillay Sofia		✓	
25	Rea Anais		✓	
26	Salazar Adamaris	✓		
27	Sefla Alison	✓		
28	Suárez Helen			✓
29	Tayupanda Evelyn			✓
30	VizueteAngela			✓
31	Wila Rebeca			✓
32	Yaguachi Angie			✓
	TOTAL	3	7	22

ATTACHMENT 7

POSTOBSERVATION GUIDE N° 3

| PARTS OF VOCABULARY / STUDENTS	MEANING Innersignificance of words.		
	Satisfactory	Good	No satisfactory
1 AlpusigJennyfer	✓		
2 Anilema Janine	✓		
3 Armas Jazmín	✓		
4 Bermeo Jordana	✓		
5 Chango Lady	✓		
6 Chiquiza Camila	✓		
7 Correa Génesis		✓	
8 CujiBetzy	✓		
9 CutiopalaKerly	✓		
10 CuviMajerly	✓		
11 Díaz Nayelli	✓		
12 Flores Claret		✓	
13 García Johanna		✓	
14 Guama Joselyn		✓	
15 León Noemi		✓	
16 LlanganateDoménica	✓		
17 López Nuria	✓		
18 Martínez Katheryn	✓		
19 Mora Shirley	✓		
20 Ñauñay Evelin	✓		
21 Orozco Katerin	✓		
22 Peñafiel Jane	✓		
23 Pucuna Vilma	✓		
24 Quillay Sofia	✓		
25 Rea Anais			✓
26 Salazar Adamaris	✓		
27 Sefla Alison	✓		
28 Suárez Helen	✓		
29 Tayupanda Evelyn	✓		
30 VizueteAngela	✓		
31 Wila Rebeca			✓
32 Yaguachi Angie	✓		
TOTAL	25	5	2

Presentation of the tale "The little brave Kangaroo" by Angelica Cujano

Practicing the pronunciation of the different animals of the tale "The little brave kangaroo"
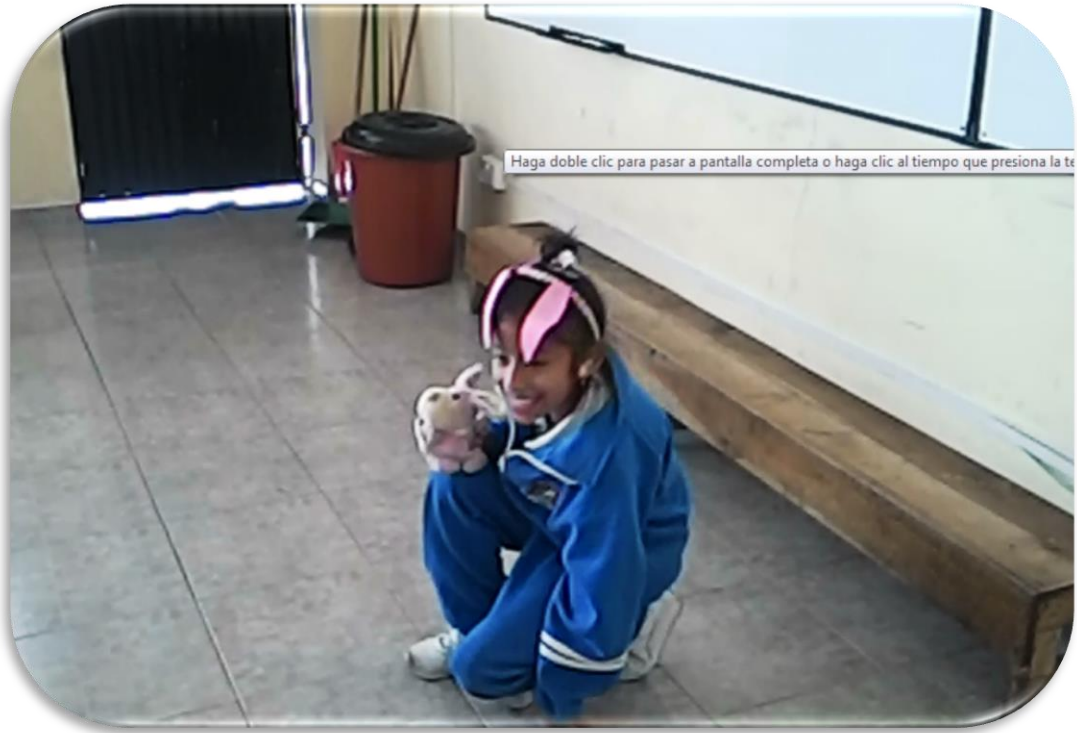
Production of role plays about "The little brave Kangaroo" by students.

Presentation of dialogues by students about animals.