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AUTÓNOMA DE
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UNAN - MANAGUA

Facultad Regional Multidisciplinaria FAREM – Estelí.

**Undergraduate Project to opt to the Bachelor of Arts Degree in Education, with Emphasis
in English Language Teaching**

**Title: *Storytelling as a Pedagogical Strategy to Teach English Vocabulary to
Children.***

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**“2021: Año del Bicentenario de la Independencia
de Centroamérica”**

Endorsement letter of approval

Hereby it is stated that the students: **MARGARITA DEL SOCORRO CENTENO CENTENO, MARLING DEL CARMEN RIVERA RUGAMA** , and **LANIER ROBERTO SIERRA HERRERA** in compliance with scientific, technical and methodological requirements have completed their undergraduate program in English Language. They have presented the work *Storytelling as a Pedagogical Strategy to Teach English Vocabulary to Children* in accordance with the stipulated guidelines for undergraduate studies at the National Autonomous University of Nicaragua, UNAN – MANAGUA; in order to qualify for the Bachelor of Arts Degree in Educational Sciences, with a minor in English Language Teaching.

Therefore, the aforementioned students are authorized to make the presentation and public defense of the undergraduate research project before any examining board that is deemed appropriate.

This letter is issued in the city of Estelí, on the eleventh day of the month of January of the year two thousand and twenty-one.

Sincerely,

Dr. Marjorie N. Gomez

Advisor

FAREM -Estelí

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Acknowledgments

Firstly, we thank God for giving us the opportunity to be alive, as well as the wisdom and strength to finish this project. We thank our family for the support and motivation they gave us during all this process. And finally, we thank our professors for the lessons and motivation to carry out this study.

Abstract

English teaching in elementary schools is a new project in Nicaragua; this project was implemented in 2018. Therefore, MINED (The Nicaragua Ministry of Education) is currently working on training of English language teachers for this area. Hence, it is vital to support elementary English education with more researches about the use of different resources to support English language teaching in this country. The purpose of implementing this project is to ensure elementary students obtain a significant base of knowledge of the English language when students finish the elementary school education. To achieve this goal, it is essential that the students have enough English vocabulary, since vocabulary will allow the students to understand better the activities being carried out in the English classes. In order for the students to learn vocabulary meaningfully; teachers should implement strategies according to the Nicaraguan classroom context. “Storytelling” is one of these strategies since this strategy has been effective in teaching children. This study has found there are some characteristics that teachers should take into account to incorporate storytelling in the English classes. Some of the characteristics are stories should be short, stories should have a few characters, and stories should have vocabulary according to children English level. This study used qualitative methodology, through documentary research, to analyze and propose “The use of storytelling as a pedagogical strategy for teaching English language vocabulary to children”.

Resumen

La enseñanza del idioma inglés en la educación primaria es un nuevo proyecto en Nicaragua; este proyecto fue implementado en el año 2018. Por lo tanto el MINED (Ministerio de Educación de Nicaragua) está constantemente capacitando a los profesores de inglés en esta área. Por consiguiente es vital apoyar la educación primaria en el área de inglés con investigaciones sobre el uso de diferentes recursos, para apoyar la enseñanza del idioma inglés en el país. El objetivo del lanzamiento de este proyecto es que los estudiantes de primaria obtengan una base significativa de conocimientos de este idioma. Para alcanzar este objetivo es fundamental que los estudiantes tengan una suficiente cantidad de vocabulario, puesto que el vocabulario les permitirá entender mejor las actividades que se realizan en la clase de inglés. Para lograr que los estudiantes aprendan significativamente vocabulario en la clase de inglés, los docentes pueden implementar estrategias de acuerdo al contexto. Una de las estrategias es “Contar Cuentos” en inglés conocida como “Storytelling” ya que esta estrategia ha resultado efectiva en la enseñanza a niños. En este estudio se ha encontrado aspectos que los profesores deberían tomar en cuenta para usar esta estrategia en la clase de inglés. Algunas de las características son que las historias o cuentos deberían ser cortas, tener pocos personajes, así como el vocabulario de estas debería adaptarse al nivel de inglés de los niños. Este estudio utilizó la metodología cualitativa, a través de la investigación documental para analizar y proponer “El uso de “Storytelling” como estrategia pedagógica para la enseñanza de vocabulario de inglés a niños”.

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I. Introduction

English teaching in elementary school is a new project in Nicaragua; this project was implemented in 2018¹. Therefore, the education community is currently working on the training of English language teachers of first, second and third grade. MINED (The Nicaragua Ministry of Education) is offering training about different strategies that teachers can use to facilitate the learning process since the objective is teaching English as a Foreign Language (EFL). The aim of MINED is that first and second grade students achieve an A1 English level based on the Common European Framework of References for Languages (CEFR). CEFR is an international standard framework for describing language ability.

This A1 level indicates that children placed in this level can understand simple sentences, follow very short stories in simple language, understand some very simple descriptions of everyday objects, spell her or his name and simple words, understand some very short conversations, respond to simple questions, understand and follow simple instructions, recognize and write the letters of the English alphabet, name some familiar people and things, copy words, phrases and short sentences, and understand simple stories with the help of pictures (Cambridge English Young Learners, 2016)

“Language teaching should be focused on children, and on the development of their communicative skills. That can enable them to communicate meanings and messages in real social context” (Porras, 2010) . In order to develop these communicative skills, children should learn

¹ <http://www.elnuevodiario.com.ni/nacionales/446056-nicaragua-promovera-ensenanza-idioma-ingles-primer/>

enough vocabulary to communicate in real social contexts. Therefore, firstly, teachers should implement input activities such as listening and reading. Subsequently, when teachers implement output activities such as speaking and writing, children should be able to understand and develop their self-expression, since children will have the chance to use the vocabulary learned. One of these strategies to develop self-expression is storytelling, which consists of the art of telling stories. This strategy can be combined with different resources that could be useful to teach English language vocabulary to children; some of these resources are flashcards, songs, videos, puppets and masks.

1.1 Problem Statement

The lack of vocabulary can generate that children have difficulties to understand some explanations in the English language classes. For example, if the teacher gives an instruction and the children do not know the vocabulary that the teacher used, consequently, they will not be able to do what the teacher asked.

Vocabulary is an essential factor to understand a second language, the author Wilkins cited by Andrade, Fletcher, Gutierrez, & Ruggeri (2017) states that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. For that reason, second language learners need to learn vocabulary in order to have successful communication. Young learners need to know vocabulary to understand what the teacher says, in that way they can feel motivated to share their thoughts in the English class. Additionally, children can understand better the English class and to be involved in it, and have a better communication with the teacher.

Understanding the value of teaching vocabulary in elementary education is important. *Puertas Abiertas* is a private school located in Estelí-Nicaragua where English classes are taught to all

elementary students. Through observation, it was found that in this school, English classes are generally developed with workbooks. Those workbooks offer a lot of exercises focusing on all the English language skills such as listening, reading, speaking (pronunciation), and writing (grammar). However, it is unclear how those workbooks can promote the learning of vocabulary in an engaging way; especially to young learners as those in first or second grade.

1.2 Significance of the Study

English teaching has been implemented in elementary public schools. Therefore, the Nicaragua Ministry of Education (MINED) is training English language teachers of elementary schools with strategies and activities that they can use in the classrooms. Therefore, this project proposes Storytelling as a pedagogical strategy, in order to assist teachers in their teaching of English vocabulary, in different activities. Since Storytelling is already used as a pedagogical strategy in Nicaragua in subjects such as: *Lengua y Literatura*² and *Creciendo en Valores*³, among others, it can have a significant impact in the teaching of English as a Foreign Language. Therefore, storytelling could be implemented effectively in the English language subject in elementary school.

The motivation for developing this project is mainly to create something practical for English language teachers to use with children. It is important to note, though, that this project was carried out because UNAN-Managua allows the option of choosing between completing a thesis or a project. The decision to complete a project was taken because in 2020 the virus of COVID-19 became a pandemic that affected our studies and ability to carry out a proper research thesis.

² Spanish Literature

³ Growing in values

1.3 Objectives

The objectives for this project are:

- To analyze how storytelling can be combined with some instruments in order to encourage children to learn English language vocabulary.
- To propose storytelling as a strategy for learning vocabulary to children

1.4 Justification

The use of storytelling as a strategy for the learning of English vocabulary is vital since children like to listen to stories. Storytelling could be a good strategy to teach vocabulary about different topics which can be suitable to different content. Children of second grade have to develop different skills of the English language. In *Puertas Abiertas* School is important that the English teachers use strategies that can help the students to learn vocabulary. It is important to note that even though the English teacher of second grade at *Puertas Abiertas* School has didactic material (book) which is rich in exercises learning, the children need to know vocabulary in context to understand these exercises. Therefore, English teachers need to apply strategies that help the students to learn vocabulary. As stated previously, developing this project can assist elementary English language teachers to apply strategies that can help young students learn different vocabulary through storytelling.

1.5 Organization of the text

This project is divided into three large parts: Literature Review, Body of the Project, and Pedagogical Proposal Module. The first part “Literature Review”, presents information about English learning in elementary schools in Nicaragua, teaching English to children, learning vocabulary in a foreign language, and Storytelling and its use with different instruments or resources, as well as, characteristics to choose stories. The second part “Body of the Project”, presents methodology, objectives of the project, context and participants, presentation of data collection, organization of information, analysis of data collection, and discussion of the analyzed studies. The third and final part “Pedagogical Proposal Module”, presents how teachers can use storytelling with flashcards, songs, videos, puppets and masks in order to teach English language vocabulary to children.

II. Literature Review

This section is a literature review of the main concepts investigated in the present project. This section will also discuss theoretical information about English learning in elementary schools in Nicaragua, implications to teach English to children, the role of vocabulary in the learning of a second language, and how storytelling combined with some instruments such as: flashcards, songs, videos, puppets, and masks could encourage students to learn vocabulary.

2.1 English Learning in Elementary Schools in Nicaragua

“In Nicaragua English language has been taught in public high schools, in a compulsory way, after the 1979 revolution from the Frente Sandinista de Liberacion Nacional (FSLN). Before this date, English language was taught only in private high schools” (Walberg, 2018). Similarly, English language in elementary school was taught only in private elementary schools. However, in 2018⁴, English language started to be implemented in public elementary schools during the period of FSLN president. The English language learning was implemented in first grade in 2018, in second grade in 2019, in third grade in 2020, and this will be the sequence for fourth, fifth, and sixth grade in next years.

Therefore, the mission of the MINED is to prepare teachers to teach children in this subject. Since according to the MINED learning English in elementary school will contribute to the integral development of the students. Besides, learning English will help students to get basic competences according to the needs and demands of the country. To achieve this goal the MINED is focused on the communicative approach.

⁴ <http://www.elnuevodiario.com.ni/nacionales/446056-nicaragua-promovera-ensenanza-idioma-ingles-primer/>

The communicative approach in language teaching sees language as a means of communication rather than as a set of words, or structures. The goal of the language course, therefore, is for the learner to achieve “Communicative competence”, rather than mastery of the correct form of the language (Ur, 2010) .

In order to work with English learners of elementary schools, the MINED is following the Common European Framework of References for Languages. In the book Cambridge English Young Learners (2016) “CEFR is defined as an international standard framework for describing language ability”. Following CEFR the goal established by the MINED is that sixth grades students can achieve A2 level of English proficiency, and first and second grades students can achieve A1 level of English proficiency.

Starters: 1st -2nd Graders

Movers: 3rd – 4th Graders

Flyers: 5th – 6th Graders

Table 1: Illustration of A1 framework for young learners

A1 Starters	A1 Movers	A2 Flyers
<ul style="list-style-type: none"> Understand simple sentences Follow very short stories in simple language. Understand some very simple descriptions of everyday objects. 	<ul style="list-style-type: none"> Agree and disagree with someone. Give simple descriptions of objects, pictures and actions. Understand simple written sentences. 	<ul style="list-style-type: none"> Understand instructions given in more than one sentence. Ask basic questions about everyday topics.

<ul style="list-style-type: none"> • Spell her or his name and simple words. • Understand some very short conversations. • Respond to simple questions. • Understand and follow simple instructions. • Recognize and write the letters of the English alphabet. • Name some familiar people and things. • Copy words, phrases and short sentences. 	<ul style="list-style-type: none"> • Understand simple stories with the help of pictures. • Understand simple signs and notices. • Ask someone how they are and what they like doing and answer similar questions. • Answer questions about school activities. • Write simple sentences giving personal details. • Write short sentences about what they like or dislike. • Tell a very simple story with the help of pictures. 	<ul style="list-style-type: none"> • Understand short texts, even if they do not know every word. • Write simple descriptions of objects and people. • Write short simple stories using pictures. • Understand simple conversations on everyday topics. • Told briefly about things they have done. • Understand simple written descriptions. • Link sentences with connectors (and, because, then) • Tell a story using pictures or their own ideas.
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Source: Cambridge (2016): English Qualifications. Young Learners Can Do statements

2.2 Teaching English to Children

In order to teach a foreign language to children, teachers in this area need to know how children learn and how they learn a foreign language. In other words, English teachers need to immerse themselves in the children's world. In Nicaragua, students of second grade are generally seven years old. The book Teaching English to children (1990) mentions some characteristics that five to seven years old children can do at their own level. Some of the characteristics are follows:

Children can talk about what they are doing, can tell you about what they have done or heard, playing activities by using logical reasoning, using their vivid imagination to understand direct human interactions. Their own understanding comes through hands, eyes and ears. The physical world is dominant, therefore, young children love and learn best when they are enjoying (Scott & Ytreberg, 1990).

These characteristics are essential to know in order to use appropriate strategies to teach English vocabulary to children.

According to Mutianari & Izzah (2012) another point to know of English teaching is that “There are three very important sources of interest for children in the classroom; they are pictures, stories, and games”. In Nicaragua, pictures and games are used in English elementary teaching, however, stories are barely used, and this could be due to the fact that some teachers do not know how to implement stories in teaching, In other words: storytelling.

2.3 Learning Vocabulary in a Foreign Language

In order to speak English or any other foreign language, it is essential to learn words. Without vocabulary, English language learners will not be able to understand what other people say, as well as to express their thoughts or feelings.

Vocabulary is a key element in learning a language. It is supposed to be the basis of communication itself. We do not only think with words, but also we communicate and express what we think, feel, and desire with language (Moreno, 2013).

Learning vocabulary in a second language involves developing speaking, listening, writing and reading vocabulary. For that reason in the learning of vocabulary in a foreign language is important to learn how to write and pronounce the words in order to have a good command of the language.

It is important to note, some words tend to have more than one meaning can be challenging for kids. For example, the word “Play” which has two meanings. For that, it is important to use strategies which help students to learn vocabulary in context.

It is important to note that to develop speaking and listening skills, writing and reading skills it is necessary to have knowledge about English language vocabulary previously, as the authors Martínez & Belkys (2016) and Bellorin (2016) argue that in their researches “In order to develop and enhance listening and speaking skills, students mainly need to know vocabulary to understand and convey messages in the English class”.

2.3.1 Importance of Vocabulary Vocabulary plays an important role when children are learning a foreign language. If children know a variety of vocabulary, this will help them to develop their English communicative skills.

Alqahtani (2015) States that researchers such as Laufer and Nation (1999), Maximo (2000), Read (2000), Gu (2003), Marion (2008) and Nation (2011) and others have realized that the acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts. In English as a foreign language (EFL) learning vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading, and writing).

Even though the grammar is important in learning a foreign language, it may not be as important as vocabulary in the communication skill since, as the author Wilkins cited by the authors Andrade, Fletcher, Gutierrez, & Ruggeri (2017) states “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. An example of this can be children learning to talk; they sometimes use only words, not complete sentences. However, we can understand what

they say. For instance, they sometimes say “pacha”⁵ not I want pacha. That means vocabulary is very important in the communication skill in the tongue language and foreign language.

2.4 Storytelling

According to Pedersen (1995) cited by Gomez, Parra, & Parra (2016) “Storytelling is a pedagogical strategy especially when working with EFL children, due to the fact that stories can help transmit heritage in terms of literature and culture”. Stories have been used for years. Children usually ask their parents for stories, and parents are excited to tell stories about their childhood or stories that their parents told them. This act is called “Storytelling”.

Several countries have used storytelling in education, since this strategy allows students to have fun, be entertained, as well as to gain knowledge. In Nicaragua, this strategy is popularly used in the subject “Lengua y Literatura” teachers in elementary school often tell stories and some stories are implemented in workbooks as well. Stories are used for developing reading, listening, and writing skills, as well as for developing values and feelings of growth. Some of the popular stories taught in “Lengua y Literatura” in Nicaragua are “Caperucita Roja”, “El sombrero de Tío Nacho”, “La liebre y La Tortuga”, among others. Another subject is “Creciendo en Valores” in this subject, students learn about some famous and traditional stories or legends of Nicaragua such as Aguizotes in which “La Carretanagua”, “La Cegua”, “La Mocuana”, “El Cadejo”, “El Hombre sin Cabeza” are stories that children and teenagers know about Nicaragua. These stories allow students to acquire new knowledge about our country, and at the same time, students are developing different skills in each subject alongside the teachers.

⁵ Pacha can mean sippy cup or bottle milk.

Since in Nicaragua English language has been implemented as a new subject in elementary school, it is essential to develop new strategies for teaching, as well as to adopt strategies that have shown effectiveness in students' learning. Learning a new language can be easy if teachers and learners have effective strategies to use. One of these strategies could be storytelling since children can learn English language vocabulary in a natural, fun, and motivated way.

Morgan and Rinvolutri (1983) cited by Gomez, Parra, & Parra (2016) found that storytelling helps to develop listening comprehension and encourages oral production through the process of retelling the story to practice speaking or recall details following a sequence; and this will provide a space for interacting with children as it is possible to ask for details or check understanding while the story is being told.

Storytelling is a strategy that can be combined with different resources, as much as you can imagine. Actually, storytelling can be combined with different resources in order to develop different English skills. In the following, it will be presented different resources and how teachers can use them and in combination with storytelling in a Nicaraguan context.

2.4.1 Storytelling with flashcards Firstly, the use of flashcards occupies an important place in education and can be the first tool for learning vocabulary. Flashcards are used in games and apps, like Duolingo, Simpler, Bilinguae and English for kids, for learning vocabulary in different languages including English language. According to Cardoza, Martinez, & Martinez (2015) "The using of the pictures stories is believed can gain the language elicitation from the language learners and enhance their communication strategies, fluency, pronunciation, and vocabulary development". Flashcards and storytelling are huge together, since in storytelling the storyteller (in this case the teacher) needs to catch the attention of the listeners (in this case the students), in

order to motivate the listeners. Since flashcards in Nicaragua are used by teachers in different subjects and with different topics, the use of them can be easy to implement with storytelling.

Besides children like illustrations and that help them to understand the stories at this age, they can understand the illustration more than words. Furthermore, they can draw their own understanding of the story and talk about it through the images. In addition to these images, storytelling will help to explain the meaning of the words to the children in an easy way. English teachers can combine stories with images to teach vocabulary in different activities. It does not mean that every single word from the stories can be taught with images. Those words may be only keywords from the story.

2.4.2 *Storytelling with songs* Secondly, songs are proven instruments to teach English to children According to Herrera & Herrera (2016) “Songs can be useful tools in the learning of vocabulary, words, sentence structures, and sequence patterns”. Furthermore, “Stories along with songs, allow children to hear and understand far more English than any other method” (Mutianari & Izzah, 2012) . Its influence is positive in the learning of a foreign language. In this case, songs could form part of storytelling to be more empathetic, help the vocabulary learning, and to make the story a little more interesting. English teachers in Nicaragua frequently use a tape recorder, or any device that can be used to reproduce audio or songs. For this reason, to implement storytelling with songs is practically possible.

Additionally, children enjoy singing and making movements while they sing. They tend to repeat the movements the teacher makes, which is important to make an interactive environment in the English class. Songs usually have chorus or phrases repeated more than once. For that, it is very important to sing the stories since that helps children to learn the words through repetition.

2.4.3 *Storytelling with videos* Thirdly, videos are resources used for diverse purposes, entertainment, to save memories, marketing, education, etc. In education, videos are implemented in schools where there is a device to play them. However, in some places in Nicaragua teachers use videos to teach some subjects, if teachers do not have a projector, teacher can use their cellphone to play videos.

In elementary school, videos could be a great option, since children often watch cartoons, series, or animated movies at home. Furthermore, children understand videos and they enjoy watching videos with attractive characters, sounds and colors. Storytelling can be combined with videos in a concept called “Digital Storytelling”. “Digital Storytelling is a form of performance art that combines various types of multimedia, and includes moving images, speech, sound, narration, and music so that display of short stories about a particular topic or theme can be more interesting” (Tridinanti, 2017). In Nicaragua, for instance, teachers can use digital storytelling, as long as they have a cellphone. Teachers can download some stories in order to develop the learning of different vocabulary.

2.4.4 *Storytelling with puppets* Fourthly, Howe (2000) cited by Rosita, Apriliawati, & Sumarni (2012) defines “Puppetry is the art of bringing inanimate objects alive”. Puppets have been incorporated with theatre. Theatre is a beautiful experience for actors, as well as the people who watch the show. The objective of theatre is to tell a story, and to attract the public. Actors manipulate their voices in order to get laughs and empathy with the story. Even though puppets in Nicaragua are not usually in the classrooms, why not add theatre in education? This could be more than useful for teaching children since this can be a different and creative experience for young learners.

2.4.5 *Storytelling with masks* Finally, added to the use of puppets could be face animated masks. In Nicaragua face animated masks are not used in English language teaching, however, masks are used in other subjects occasionally. For instance, in “Expresión Artística” students use masks in some dancing, and “Creciendo en Valores” students use masks in some dramatizations. Masks are sometimes worn on birthdays; children choose from their favorite cartoon, characters to talk, play, or to act as, and this strategy has shown great results with children. For this reason, it can be an effective strategy to combine mask with storytelling. If students learn how the teacher did the activity using puppets, it is now time for the students do the activity as well.

2.5 Characteristics to Choose Stories

In order to obtain a meaningful knowledge of English vocabulary using storytelling, stories should contain some characteristics that some authors have suggested.

For instance the authors Gomez, Parra, & Parra (2016) suggest that “Stories should be short, stories should have a few characters, and stories should have vocabulary according to children English level”. In addition to this there are activities which can be implemented before and after to tell the story; activities of drawing, coloring, matching and other activities such as using some instruments like flashcards, songs and games among others.

It is important that stories are short, in this way students can pay attention while the teacher is telling stories or another activity. Also, stories should have a few characters as students can identify the characters in the stories easily. The use of stories according to the children’s English level is also essential. For example, if second grade students in Nicaragua are placed in the A1 level based on the Common European Framework, teachers should be focused on the vocabulary and skills at

that level to develop. Another important point that Nicaraguan teachers should know is that teachers should tell stories that students already know in their native language, in this case, Spanish. This will allow the students to link the famous or traditional stories in Nicaragua in their target language.

III. Body of the project

This section presents the methodology used, data collection and analysis of data collection to complete this project.

3.1 Methodology

This research is designed by adopting the qualitative approach. In the book *Metodología de la Investigación* “Qualitative approach consists of data collection without numerical measurement to discover or refine research inquiries in an interpretation process” (Hernández, Fernández, & Baptista, 2006). This research will not present numerical measurement about the information found through documentary research. Scott and Marshall (2015) define that documentary research is “research that uses personal and official documents. Documents may include such things as books, newspapers, journal, stamps, directories, handbills, maps, governments statistical publications, photographs, paintings, gramophone records, tapes, and computer files⁶”.

3.2 Objectives of the project

This didactic proposal has two objectives, firstly, to analyze how storytelling can be combined with some instruments in order to encourage children to learn English language vocabulary. Secondly, to propose storytelling as a strategy for learning vocabulary to children.

⁶ <https://instr.iastate.libguides.com/c.php?g=49332&p=318070>

3.3 Context and Participants

This project was conducted at the *Puertas Abiertas* School, located in the Jose Benito neighborhood of the Estelí city. This is a private school, where English language is taught in all the grades in the elementary school. This project observed a class of 15 students enrolled in second grade, including females and males. Therefore, the project serves to assist the second-grade English language teacher, in this school, in the development of this class of students.

3.4 Presentation of Data Collection

Data was collected about the effectiveness of the use of storytelling as well some challenges faced during application of this strategy to teach English to children in other contexts. In addition to this, other studies showing how to work with storytelling step by step in order to obtain positive results in teaching vocabulary to children. Therefore, it is important that teachers who want to use this strategy to teach vocabulary remember these information clues in order to use this type of strategy using storytelling.

Data was also collected about teaching English in different contexts and some children stories in education. This was a fundamental part to developing our proposal. Furthermore, information collected about Nicaragua and other contexts about Storytelling were the basis to develop the proposal.

To achieve this goal, the information was organized in the following manner.

Table 2: Organization of information (studies)

Study	Focus	Context	Results
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Use of storytelling in developing speaking skills in 10 th grade.	To investigate the effectiveness of Storytelling.	<i>“Instituto Nacional Francisco Luis Espinoza (INFLE)”</i> Estelí - Nicaragua.	This study suggests that teachers and students need sufficient qualification and preparation before using storytelling in their learning process.
Use of storytelling in developing listening skills in 9 th grade.	To examine the effectiveness of the use of storytelling in enhancing the listening comprehension skills.	<i>“Cristo Rey”</i> school in San Juan – Nicaragua.	Storytelling is effective, as long as, students have previous vocabulary knowledge used in the story.
“Storytelling” as a technique for initial English education in EFL students from 3 to 5 years old.	To begin stimulating and building students’ vocabulary at this age range.	This study was conducted in <i>“Cosechando Sueños”</i> school from Puerto Caldas, Risaralda-Colombia.	Storytelling is more effective when used with other activities such as flashcards, songs,

			videos, drawing, coloring and games.
Storytelling, effective teaching strategy especially for teaching young learners.	Storytelling can stimulate children knowledge, their imagination, creativity and critical thinking.	Jakarta-Indonesia	Storytelling is an effective tool as long as it is adapted to the pupils' proficiency levels, interests, ages and needs.
The use of tales in Primary Education English classes.	To examine and justify the use of tales, taking into account the students' characteristics in the ages they have in primary education and in the formal context of the classroom.	Spain	Stories allow children to show their understanding by performing an action or by showing a flashcard of the character that is speaking at that moment, school

			children choose different pictures of characters or of the story itself, for instance, depending on what the teacher is narrating.
Utilizing stories for teaching English as a Foreign Language in first, second and third grades.	To create stories according to the children's interest and likes.	Bucaramanga-Colombia	Stories made the children learning the foreign language more interesting amusing and memorable.
Children's vocabulary acquisition by using digital Storytelling	To determine the enhancement children's vocabulary acquisition by using digital storytelling.	Palembang-Indonesia	Digital storytelling, learning activities enhance the children's English vocabulary acquisition

Storytelling with puppets in English Language Learning.	To investigate the implementation of storytelling with puppets in introducing English to kindergarten.	Al-Azhar school Pontianak-Indonesia.	The implementation of storytelling with puppets revealed the students' English ability on understanding the meaning of words. Storytelling with puppets also encourages children to speak a lot during the activity.
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Source: The Authors of this project.

3.5 Analysis of Data Collection

This project was undertaken with the purpose of obtaining information on physical and digital documents. The studies were categorized in four aspects which are 'study', 'focus', 'context' and 'results'. We focused our attention on gathering information relevant to the objectives of this project. Since teaching English in elementary school has been recently implemented in Nicaragua, there wasn't enough research on this area. We believe it is necessary to support elementary school

with more research about the use of different resources to support English language teaching in this country.

Another important point to consider is context, since to find specific studies in our country is not easy. For that reason it was necessary to seek other studies from other countries. Studies which had similar characteristics to our project, such as teaching English in elementary school, English as a Foreign Language, teaching English language vocabulary and studies about storytelling.

3.6 Discussion of Analyzed Studies

This study is aimed at how to teach English language vocabulary to children, how Storytelling helps students to learn vocabulary developing the four skills; listening speaking, reading and writing. Additionally, how implementing Storytelling with other tools encourages children to learn vocabulary. In order to teach English vocabulary to children, it was found that when a person is learning a foreign language, learning vocabulary is essential since, vocabulary plays a crucial role in developing a foreign language, research has shown that when students do not know the vocabulary in their English class, students will not be able to participate in English activities.

In addition to this, it was found that teaching children required that the teachers use attractive and effective strategies since children tend to get bored when they do not like the activities used in the English class. Therefore, the strategies used with children should be short and appealing, as well as activities which allow the students to engage in movements, focused and motivated. Likewise, strategies which permit students to interact with their classmates and the teacher.

One of these strategies is Storytelling, this strategy allows the students to learn vocabulary since to tell stories involves using new vocabulary. The stories also result attractive since the stories are used in our daily lives; with this strategy students have the opportunity to listen to stories in the

target language, since stories are already used in Nicaragua in other subjects. Some findings have shown that in order to learn meaningful vocabulary, storytelling should be combined with some instruments or resources such as flashcards, songs, videos, puppets and masks.

3.7 Pedagogical Proposal

This pedagogical proposal is designed to assist second grade teachers with their work. This proposal is designed for a month, including three meetings per week, forty-five minutes each meeting.

This module is aimed at the use of storytelling with different educational instruments such as flashcards, songs, videos, puppets and masks. Around the world, Storytelling is used with diverse purposes. The use of Storytelling in Nicaragua's education system has been implemented in other subjects with positive effects. Therefore, it is an opportunity to implement this attractive strategy to teach English vocabulary, since stories are more enjoyed by children, the emphasis will be on selecting stories that the children can learn, understand and enjoy, as well as to use it in the classroom with the teacher and the classmates.

In order to improve or add another option/application to this strategy, this study will explain how teachers can use storytelling, and how storytelling can be combined with instruments such as Flashcards, Songs, Videos, Puppets and Masks. Since, these instruments implemented independently have already shown effective outcomes. It can be assumed that storytelling as a pedagogical strategy combined with these educational instruments will be meaningful to teaching English language vocabulary, and encourage students to learn this foreign language especially in early age.

Storytelling and flashcards One of the ways that teachers can combine storytelling and flashcards is for instance: the teacher can present the characters with flashcards, verbs, as well as vocabulary about fruit, animals, color, among others. In this way, students can learn vocabulary and associate flashcards with people, animals, and objects in the real-world, the teacher can also tell the story at the same time he or she presents the flashcard with the vocabulary used.

Storytelling with songs Teachers can use storytelling with songs, for instance, to tell a story and as well as on any cartoon movie to introduce part of a song. In this way, students can sing the song, at the same time that they are learning vocabulary. Moreover, there are songs which tell a story; songs, especially for children, with values and habits to implement in their lives.

Storytelling with videos Most commonly known as Digital storytelling is another option available to use in elementary school. Teachers can search on YouTube for Digital Storytelling channels, and it is awesome the array of the beautiful stories that can be found. Teachers can download videos with stories appropriate for the vocabulary that he or she can teach. Teachers can play the video introducing the vocabulary, and developing activities around the vocabulary being learned such as retelling, which is a great alternative to learning meaningful vocabulary.

Storytelling with puppets Another way to use storytelling is, for instance, teachers can create an attractive environment in the classroom for a small theatre and puppets. This does not have to be anything expensive or elaborate - just something that can create a good opportunity for learning since children may feel they are living the story. At the same time, this will be a memorable experience in their lives, including the vocabulary that they learn from the story.

Storytelling with masks Similar to using puppets, the masks do not have to be expensive. As part of this study, it will be explained how to make changes to English language class at an inexpensive cost. One example of implementing storytelling and masks in Nicaragua is, the teachers can be telling the story while students respond with action to instructions. The teacher may say “the rabbit jumps, the student with a rabbit face mask has to jump, or if the teacher may say “Cat” and the student with the cat face mask can make the sound like a cat.

IV. Conclusions

This project was conducted with the aim of analyzing the use of storytelling to teach English language vocabulary at an early age. Through this process, it was found studies that have proven the effectiveness that storytelling has in the teaching English language vocabulary to children. Since learning vocabulary is essential to understand the assignments in the English classes that the teacher gives or the activities on the workbooks.

Additionally, Storytelling allows to the students learn English language vocabulary in a fun, attractive and natural way. It was discovered how to use storytelling in elementary school, what characteristics should be noted to make storytelling an effective pedagogical strategy. Based on our discoveries, storytelling could be implemented with some instruments or resources that teachers in Nicaragua are already using, and these instruments are effective in teaching in elementary school. Some of these instruments are flashcards, songs, videos, puppets and masks.

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Annexes

1. Pedagogical Module

Puertas Abiertas School – Estelí

Week	Topic	Performance Indicator	Competence	Vocabulary	Instruments
1 st	Family members	The student familiarizes with the family members vocabulary. The student listens to short stories with the help of puppets.	Develop values, attitudes of solidarity, honesty, responsibility, and peace towards others.	Mom, dad, brother, sister, grandma, grandpa.	Physical stories Flashcards Puppets
2 nd	Actions verbs	The student demonstrates understanding of basic action	Develop respectful interpersonal relationship in family, school	To walk, run, jump, dance, and eat.	Digital stories (Videos) Flashcards

		verbs vocabulary. The student uses 3-5 words related to action verbs to participate in class.	and community.		
3 rd	Animals	The student recognizes the animal names through activities. The student names the animals that they like about the story.	Show a positive attitude when dealing with feelings and emotions in different sceneries.	Cow, dog, cat, duck, sheep.	Digital stories (Videos) Songs Face masks
4 th	Fruits	The student pronounces words properly when	Employ appropriate knowledge attitude and	Apple, pear, cherry, grape, peach.	Physical stories Puppets

		<p>practicing with the teacher.</p> <p>The student identifies fruit vocabulary through a digital story.</p>	<p>behaviors, which will allow them to travel correctly and safely on the public road.</p>		
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Lesson Plan N° 1

(1st week 1st Meeting)

Level: second

Date:

Time: 45 minutes

Performance Indicator: The student listens, repeats and practices the vocabulary about family members through the story called “Mary’s party birthday”

Topic: Family members.

Target vocabulary: grandma, grandpa, mom, dad, brother, and sister.

Initial Activities: (10 minutes)

- Greetings to say “Hello” and “Good morning”
- To pass attendance.
- General instructions.

Development Activities (20 minutes)

- Teacher explains that the activity consists on to listen to the story to learn English words about family.
- To introduce the vocabulary about family members through the following story.
Teacher tells the story “Mary’s Party Birthday” highlighting the target vocabulary in the story (Grandma, grandpa, mom, dad, brother and sister).

“Mary’s party birthday”

One day before Mary’s birthday, all the Mary’s family were happy preparing the cake and food for the Mary’s birthday. While all Mary’s family members were very happy Mary was sadly saying “In my birthday will be my grandma, grandpa, mom, sister and brother but my father will not be here”. So, she begs a wish to God. She begged that her father came to her birthday and God fulfill her will. Finally, she celebrated her birthday with all her family: Grandpa, grandma, mom, dad, sister and brother

Procedure: After to tell the story the teacher will present the characters of it using flashcards, after that, the teacher will ask to the student simple questions. For instance what do you look at here? Who is she? Who is he? (Teacher asks these questions doing mimics for better understanding of the questions) That is to know their thinking about Mary’s birthday story, after that the teacher will explain the meaning of the vocabulary and will practice the pronunciation with all the students. (Annex 1 Flashcards about the story characters)

- Warm up activity to practice vocabulary that students listened from the story.

Procedure: The teacher will say the family member’s vocabulary one by one and the students will do the actions. For example, when the teacher says dad, the students will walk one step back and so on.

Mom	One step forward
Dad	One step back
Grandma	One step on the right

Grandpa	One step on the left
Sister	Crouch
Brother	Stand up

Ending Activities: (10 minutes)

- The teacher delivers the flashcards of the story characters (mom, dad, grandma, grandpa, sister, brother) to six students, then these students pass in front of all the group and they tell the name of the character each one of them has.

Homework: (5 minutes)

Draw the part of the story that you liked the most.

Lesson Plan N° 2

(1st week 2nd meeting)

Level: Second

Date:

Time: 45 minutes

Achievement Indicator: The student listens to short stories with the help of puppets.

Topic: Family members.

Target vocabulary: grandma, grandpa, mom, dad, brother, sister.

Initial Activities: (15 minutes)

- To check the homework
- To pass attendance
- To remember the topic using a photo about Mary's family.

Procedure. Teacher uses a puppet of Mary and a photo of her family. Firstly, teacher presents the Mary character, and presents her family. For instance, teacher says "Hi students this is Mary, and she wants to present you her family". With the puppet of Mary teacher says "Hello children this is my family, this is my mom, this is my dad", and so on.

(Annex number 2_ the Mary's family photo) (Annex number 3 the Mary's puppet)

Development Activity: (20 minutes)

- Retell the story "Mary's Birthday Party".

The teacher tells the story using the puppet that the story mention, for instance the teacher says "In my birthday will be my grandma" at the same time the teacher presents the grandma puppet. (Annex number 4 Family member puppets)

"Mary's Birthday Party"

One day before Mary's birthday, all the Mary's family were happy preparing the cake and food for the Mary's birthday. While all Mary's family members were very happy Mary was sadly saying "In my birthday will be my grandma, grandpa, mom, sister and brother but my father will not be here. So, she begs a wish to God. She begged that her father came to her birthday and God fulfill her will. Finally, she celebrated her birthday with all her family: Grandpa, grandma, mom, dad, sister and brother.

Ending Activities: (5 minutes)

- Ask to the students their understanding about the story.

Homework: (5 minutes)

Fill the gaps with the name of your family member names, for instance my mother is *Ana*.

My mother is _____.

My father is _____.

Lesson Plan N° 3

(1ST week 3rd meeting)

Level: second

Date:

Time: 45 minutes

Achievement Indicator: The student utilizes the family member's vocabulary in the activities.

Topic: Family members.

Target vocabulary: grandma, grandpa, mom, dad, brother, sister.

Initial Activities: (8 minutes)

- To check the homework
- To pass attendance

Development Activities: (20 minutes)

- Draw and color the story ‘Mary’s Birthday Party’
- Matching the word with the image. (Annex 5)

Ending Activities: (12 minutes)

- The teacher places each character of the story in different places of the classroom. The teacher chooses 8 students and give the Mary puppet to the chosen students one by one with some of the following instructions: say “Hello” to your dad, say “Good bye” to your mom, say “Thank you” to your sister. For instance, teacher gives the Mary puppet to a student and assign “Say thank you to your sister” The student goes to the sister flashcard and say “Thank you”.

Homework: (5 minutes)

Write your family member names under the family member drawings.

Lesson Plan N° 4

(2St week 1st meeting)

Level: Second

Date:

Time: 45 minutes

Performance Indicator: The student demonstrates understanding of basic action verbs vocabulary.

Topic: Action verbs.

Target vocabulary: drink, sing, jump, dance, and eat.

Initial Activities: (12 minutes)

- Greetings: Hi, Hello and good morning.
- To check the homework.
- To sing the song Hello, how are you? <https://www.youtube.com/watch?v=tVlcKp3bWH8>
- To pass the attendance.

Development Activities: (15 minutes)

- The teacher assigns the students to sit on the floor making a circle to watch a digital story.
- The teacher presents the digital story called “Jack’s Birthday Party”
https://www.youtube.com/watch?v=kbNZ_C_rdUk
- The teacher copies the vocabulary about action verbs on the board and students write the vocabulary names in their notebooks.

Ending Activities: (15 minutes)

Students draw Jack’s character doing the action that Jack did in the story. For instance, if a student liked when Jack cut the cake, the student will draw Jack cutting the cake.

Homework (3 minutes)

Bring a picture or image that you find in your house, where a person or an animal is doing an action, an action that Jack did in his birthday.

Lesson Plan N° 5

(2nd week 2nd meeting)

Level: Second

Date:

Time: 45 minutes

Performance Indicator: The student uses 3-5 words related to action verbs to participate in class.

Topic: Action verbs

Target vocabulary: drink, sing, jump, dance, and eat.

I like to / I do not like.

Initial Activities: (20 minutes)

- Greetings
- To sing the song Hello, how are you? <https://www.youtube.com/watch?v=tVlcKp3bWH8>
- To pass the attendance
- To review the homework.
- To explain the use of like and do not like with examples. I like dancing/ I like singing I do not like jumping/ I do not like yawning.

Development Activities: (10 minutes)

- Teacher tells the story “Jack’s Birthday Party”, while teacher is telling the story the students do the actions that they hear. For instance, the student hears “Jack is jumping” the students jump.

Ending Activities: (12 minutes)

The teacher chooses 5 students and these students choose action verbs and say two verbs that they like and two verbs that they do not like orally.

Homework (3 minutes)

Answer the question, circle yes or not.

Do you like to celebrate your birthdays?

Yes

No

Lesson Plan N° 6

(2nd week 3rd meeting)

Level: Second

Date:

Time: 45 minutes

Performance Indicator: The student uses vocabulary about action verbs to express writing sentences coherently.

Topic: Continuation of Action Verbs.

Target vocabulary: drink, sing, jump, dance, and eat.

Initial Activities: (10 minutes)

- Greetings
- To sing the song Hello, how are you? <https://www.youtube.com/watch?v=tVlcKp3bWH8>
- To pass the attendance
- To check the homework.
- Practice the pronunciation of the action verbs the last time.

Development Activities: (20 minutes)

- The teacher uses flashcards about Jack's actions; teacher gives one different flashcard to 5 students. The teacher explains the activity. The activity consists on that the teacher tells the story and the students create the story on the whiteboard. (Annex number 6 Jack's actions)
- The teacher plays the digital story "Jack's birthday party" and the students do the assignment. For instance, if the story says that Jack cuts the cake first and after that Jack drinks juice. The flashcard where Jack is cutting the cake should be first that the flashcard where Jack is drinking the juice on the whiteboard.

Ending Activities: (10 minutes)

- The teacher explains an activity of True or false with statements listened in the story. If the sentence is true the students say “Yes”, if the sentence is false the students say “No”.

These are some examples of the possible questions.

Jack cuts the pizza. (Yes/No)

Jack cuts the cake. (Yes/No)

Did Jack cut the cake or the pizza?

Jack drinks juice. (Yes/No)

Jack drinks coffee. (Yes/No)

Did Jack drink coffee or juice?

Homework (5 minutes)

To bring modeling clay for next English class

Lesson Plan N° 7

(3rd week 1st meeting)

Level: Second

Date:

Time: 45 minutes

Performance Indicator: The student demonstrates understanding of animal vocabulary.

Topic: Animals

Target Vocabulary: Elephant, monkey, rabbit, frog, fox, and lion

Initial Activities: (15 minutes)

- Greetings
- To pass the attendance
- The teacher plays a digital story called Elephant and Friends story for kids.
<https://www.youtube.com/watch?v=ZClqVZiGzXk>
- Meanwhile the teacher is playing the Elephant and friends story, the teacher can pause the moment when the elephant meets a new animal.
- Teacher and students practice the pronunciation for each animal.

Development Activities: (15 minutes)

- To introduce the new vocabulary using an activity, in a plastic bag there are flashcards about animals, teacher choose 7 students, each student picks a flashcard and say what animal is, if they do not know, they ask their classmates, after that teacher present the animal vocabulary and practice the pronunciation with them. (Annex number 7 Flashcards about animals)
- The teacher places the flashcards on the board with animal names and students draw the drawings with the animal names.

Ending Activities: (12 minutes)

- Students make the animal figures using modeling clay, and students can present their animal figures with their respective names.

Homework (3 minutes)

To write your pet's name in your notebook, for instance if your dog's name is "Princesa", you should write "Princesa"

Lesson Plan N° 8

(3rd week 2nd meeting)

Level: Second

Date:

Time: 45 minutes

Performance Indicator: The student recognizes the animal names through activities.

Topic: Animals

Target Vocabulary: Elephant, monkey, rabbit, frog, fox, and lion

Initial Activities: (10 minutes)

- Greetings
- To pass the attendance
- To check the homework

Development Activities: (20 minutes)

- The teacher plays the digital story called Elephant and friends once again.
- The teacher asks for the animals that students listened on the story.
- Students talk about what animals from the story they have seen in their real lives.

Ending Activities: (10 minutes)

The teacher presents “The Animal Sounds Song” for practicing the animal sounds that students listened to the story. <https://www.youtube.com/watch?v=t99ULjCsaM>

Homework (5 minutes)

Answer the following question:

How many animals are there in your house?

Lesson Plan N° 9

(3rd week 3rd meeting)

Level: Second

Date:

Time: 45 minutes

Performance Indicator: The student names the animals that they like about the story.

Topic: Animals

Target Vocabulary: Elephant, monkey, rabbit, frog, fox, and lion

Initial Activities: (15 minutes)

- Greetings

- To pass the attendance
- To check the homework
- The students listen to “The Animal Sounds Song” and practice the pronunciation of the animal names and the sounds.

Development Activities (20 minutes)

- The teacher uses face masks about the different animal vocabulary and the teacher makes the sound for each animal, and the students say the correct animal name. (Annex number 8 Animal face masks)
- The teacher plays “The Elephant and friends” digital story, and ask the students for their favorite animal in the story.

Ending Activities: (12 minutes)

- The teacher chooses 6 students and gives a mask to each one with different animal masks and the teacher uses the elephant face mask. The teacher tells the story of the video, and the students when the teacher asks “Will you be my friend?” the student who is representing the character that the teacher is asking answer “No, you are too big”.

Homework (3 minutes)

Complete the following words about animals.

L e _ n

R a b _ i _

E l e _ h a n _

Lesson Plan N° 10

(4th week 1st meeting)

Level: Second

Date:

Time: 45 minutes

Performance Indicator: The student pronounces words properly when practicing with the teacher.

Topic: Fruits.

Target vocabulary: apple, pineapple, pear, and banana.

Initial Activities: (15 minutes)

- Greetings
- To sing the song “Good morning” <https://www.youtube.com/watch?v=n6Fyg0BrFSw>
- To pass the attendance
- To introduce the topic with the vocabulary about fruits, teacher will read the “story the fruit salad”

https://www.google.com/search?q=story+about+fruits&rlz=1C1SQJL_esNI893NI893&source=lnms&tbm=isch&sa=X&ved=2ahUKEwif4f6W4enuAhWERDABHSLxAKoQAUoAXoECAMQAw&biw=1093&bih=500#imgrc=6rStRb_g6_YS5M

Development Activities: (15 minutes)

- The teacher introduces the vocabulary about fruits students listened from the story making used of puppets and the students practice the pronunciation.
- Play the activity “The lost fruit”. This activity consists on that the teacher circulates the puppets with the fruits mentioned on the story (Except 1 of them) and the students pronounce one by one, at the end of the activity the students identify what is the lost fruit (The fruit missed).

Ending Activities: (10 minutes)

The students draw the fruits of the story in their notebooks.

Homework (5 minutes)

To circle and color the fruit you think is the most delicious.

Lesson Plan N° 11

(4th week 2nd meeting)

Level: Second

Date:

Time: 45 minutes

Performance Indicator: The student identifies fruit vocabulary through a story.

Topic: Fruits

Target vocabulary: apple, pineapple, pear, and banana.

Initial Activities: (15 minutes)

- Greetings
- To sing the song “Good morning” <https://www.youtube.com/watch?v=n6Fyg0BrFSw>
- To pass the attendance
- To check the homework through the question What is your favorite fruit? My favorite fruit is ____

Development Activities: (15 minutes)

- The teacher tells the story the fruit salad using puppets. (Annex number 10 Fruit salad puppets)
- The teacher draws the fruits and the fruit names on the board and students write the fruit names in their notebooks next to the drawings that the students did the last meeting.

Ending Activities: (10 minutes)

Using the drawings on board the teacher chooses eight students and using a ball each student throws the ball to the fruit that the teacher says.

Homework (5 minutes)

Answer the question

How many fruits do you hear from the story?

Lesson Plan N° 12

(4th week 3rd meeting)

Level: Second

Date:

Time: 45 minutes

Performance Indicator: The student identifies fruit vocabulary through the story The Yellow banana.

Topic: Fruits

Target vocabulary: apple, pineapple, pear, and banana.

Initial Activities: (12 minutes)

- Greetings
- To sing the song Good morning. <https://www.youtube.com/watch?v=n6Fyg0BrFSw>
- To pass the attendance.
- To review the topic through the activity “The revolt basket”. This activity consists that when the teacher says “The revolt basket” all the students have to change chair with others, and teacher sits on a student chair, and the student stand say “My favorite fruit is _____”

Development Activities: (20 minutes)

- The teacher assigns that the students make a circle, and then the teacher chooses 4 students to represent each fruit of The Fruit Salad Story. These four students and the teacher have to be outside of the circle. The teacher starts to tell the story, meanwhile the teacher is telling the story, and the teacher chooses a student to follow the instruction. For instance, the teacher says “Then Alex puts an apple in the bowl”, the teacher chooses the student in the circle, and this student has to carry into the circle the student who is representing the apple.

Ending Activities: (10 minutes)

- Complete the exercise according to the vocabulary mentioned on the story.

A p _ _ e

B _ n a _ a

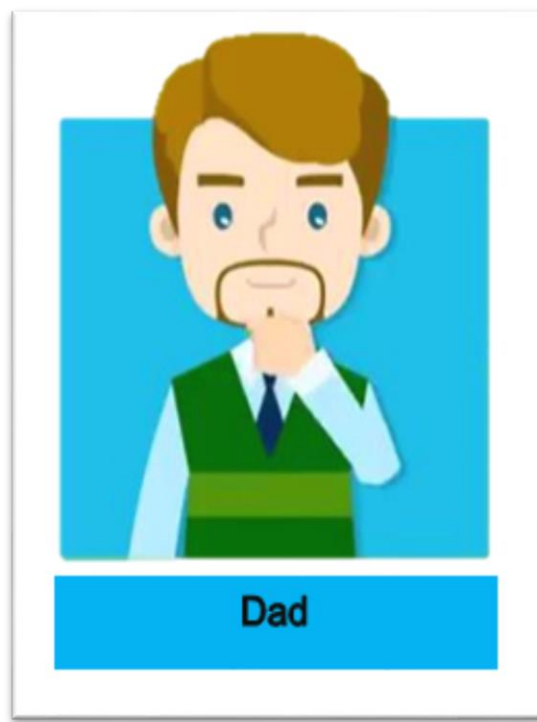
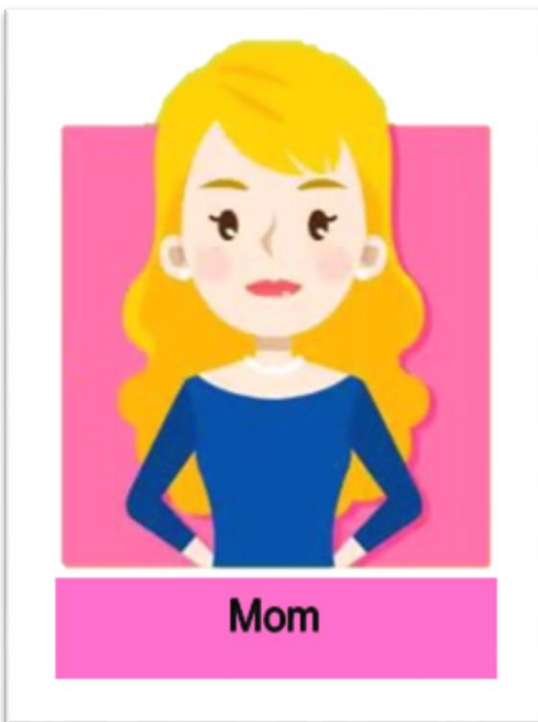
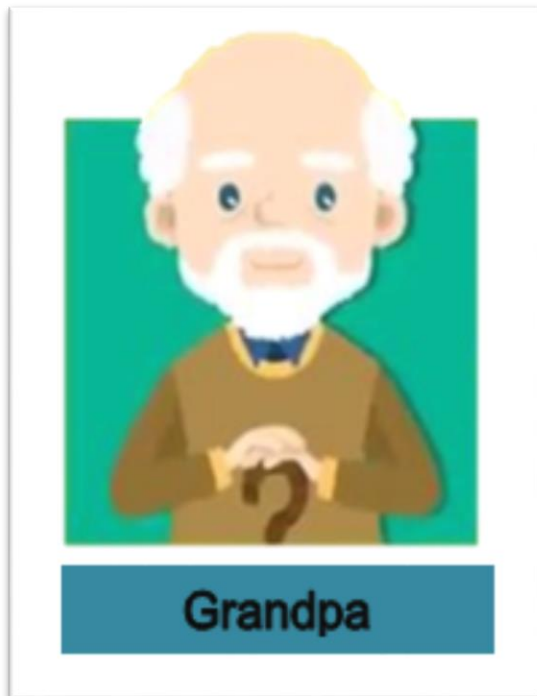
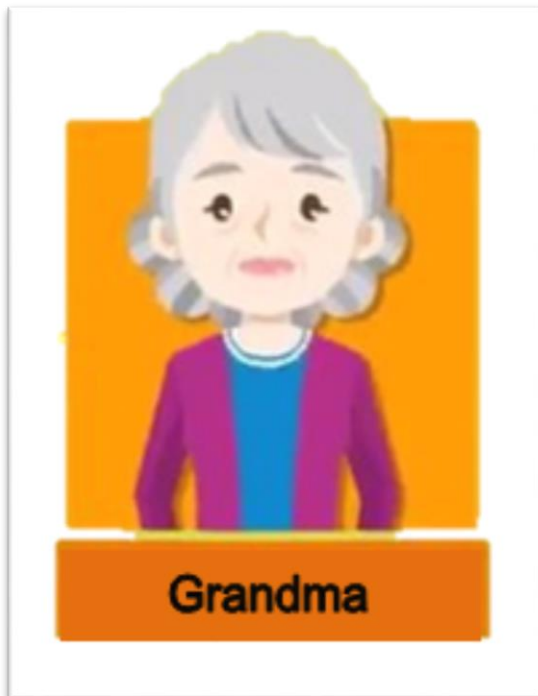
P _ a _

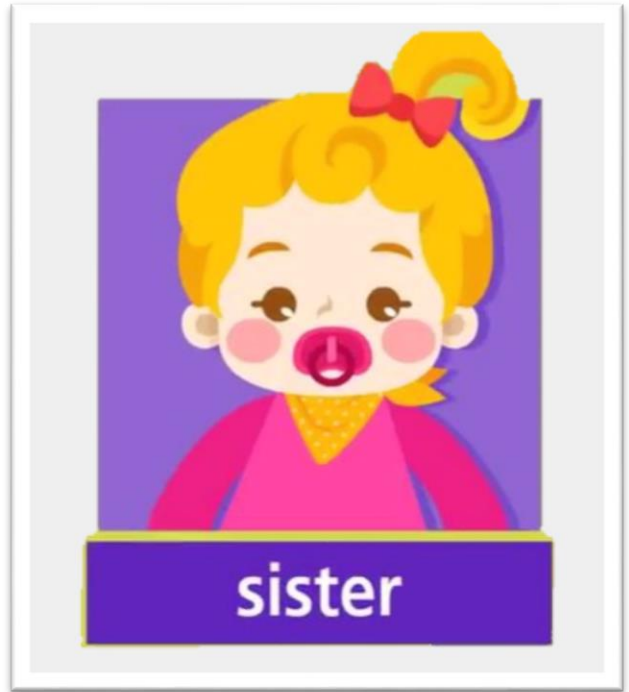
P i n _ a p _ l e

Homework (3 minutes)

To bring your favorite fruit for your next English class

Annex 2: Flashcards about story characters family.





Note: Flashcards about story characters family adapted from

<https://www.youtube.com/watch?v=FHaObkHEkHQ>

Annex 2: Mary's Family Photo

Figure 1

Mary's Family flashcard



Note: Adapted from <https://www.youtube.com/watch?v=FHaObkHEkHQ>

Annex 3: The Mary's Puppet.

Figure 1

Mary puppet



Note: Taken from

https://www.google.com/search?q=puppet+about+agirl+&tbm=isch&ved=2ahUKEwjv9JWbxun uAhUHVFMKHWtZBx8Q2-cCegQIABAA&oq=puppet+about+agirl+&gs_lcp=CgNpbWcQAzoECAAQQzoICAAQsQMog wE6BQgAELEDOgIIADoECAAQEzoICAAQBRAeEBM6CAgAEAgQHhATogYIABAIEB5 QyYwBWIm_BGD_wgRoBHAAeASAAZQCiAGTJZIBBjAuMzEuM5gBAKABAaoBC2d3cy 13aXotaW1nsAEAwAEB&sclient=img&ei=my4pYK- 7A4eozQLksp_4AQ&bih=500&biw=1093&rlz=1C1SQJL_esNI893NI893#imgsrc=inCbxgzY1S XJSM

Annex 4: The Mary's family Puppets

Figure 1

Mary's family puppets



Note: Adapted from

https://www.google.com/search?rlz=1C1SQJL_esNI893NI893&source=univ&tbm=isch&q=family+members+puppets&sa=X&ved=2ahUKEwinpaXNx-nuAhXbQzABHTRjAKkQ7Al6BAgBEEQ&biw=1093&bih=500#imgrc=pWrfKfY3EO-dmM&imgdii=w9PX1jaE1Gf35M

Annex 5: Matching the images of Mary's family with the words

Figure 1

Worksheet about family members' vocabulary



Note: Adapted from

https://www.google.com/search?q=worksheet+about+family+members+matching&tbm=isch&ved=2ahUKEwjWjpKKz-nuAhUFcjABHbxQCbEQ2-cCegQIABAA&oq=worksheet+about+family+members+matching&gs_lcp=CgNpbWcQAzoCCAA6BAgAEB5QzSNYpz1gpkBoAHAAeACAACgBiAG5CpIBBTauOC4xmAEAoAEBqgELZ3dzLXdpei1pbWfAAQE&sclient=img&ei=5zcpYJb_D4XkwbkPvKGliAs&bih=500&biw=1093&rlz=1C1SQJL_esNI893NI893#imgsrc=aRDz4JqOoTegVM

Annex 6: Flashcards about Jack actions

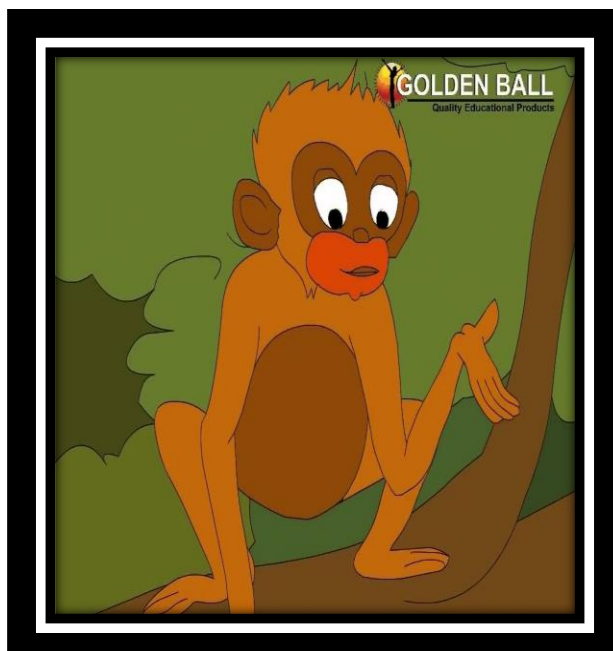




Note: Flashcards about Jack actions adapted from
https://www.youtube.com/watch?v=kbNZ_C_rdUk

Annex 7: Flashcards about animals





Note: Flashcards about animals adapted from
<https://www.youtube.com/watch?v=ZClqVZiGzXk>

Annex 8: Animal face masks

Figure 1

Elephant face mask

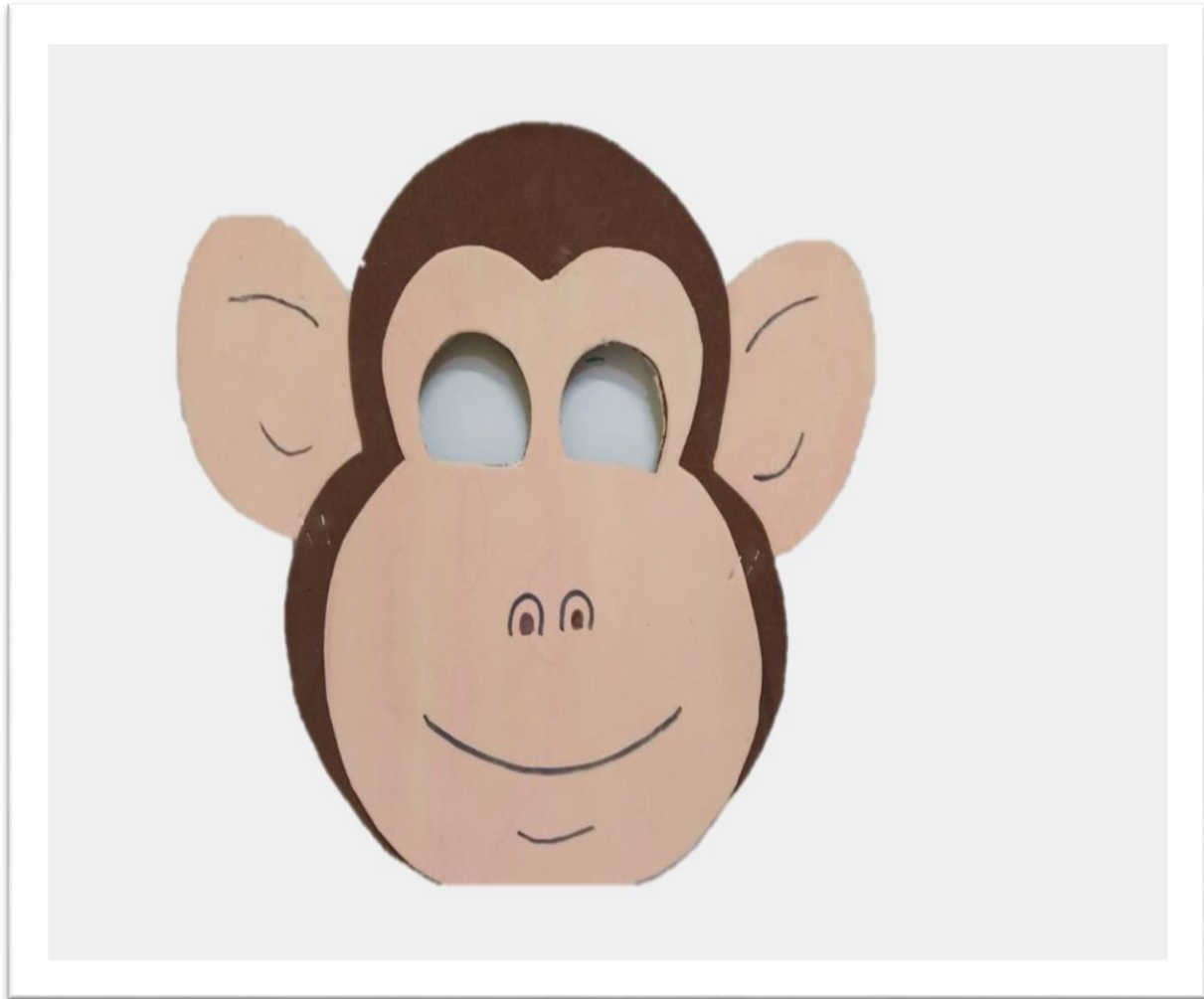


Note: Taken from

https://www.google.com/search?q=elephant+face+mask&rlz=1C1SQJL_esNI893NI893&tbm=isch&source=iu&ictx=1&fir=YkH5aV-Gn9EbM%252C46mwW_mHipch4M%252C_&vet=1&usg=AI4-kQZn7S1Mrt1KdUyaVudMW6-2F3_OQ&sa=X&ved=2ahUKEwjDw9m01-nuAhUATTABHfQAAqYQ9QF6BAgMEAE&biw=1093&bih=500#imgsrc=YkH5aV-Gn9EbM

Figure 2

Monkey face masdk



Note: Taken from

https://www.google.com/search?q=monkey+face+mask&rlz=1C1SOJL_esNI893NI893&tbm=isch&source=iu&ictx=1&fir=FNBt7-dsT3XOJM%252CmCtlicYLSj2jM%252C_&vet=1&usg=AI4_-kSdNMNlu-SoAuNJBu-80lxQfkM71A&sa=X&ved=2ahUKEwi89M732OnuAhVrQTABHWShA00Q9QF6BAgKEAE&biw=1093&bih=500#imgrec=FNBt7-dsT3XOJM

Figure 3

Rabbit face mask

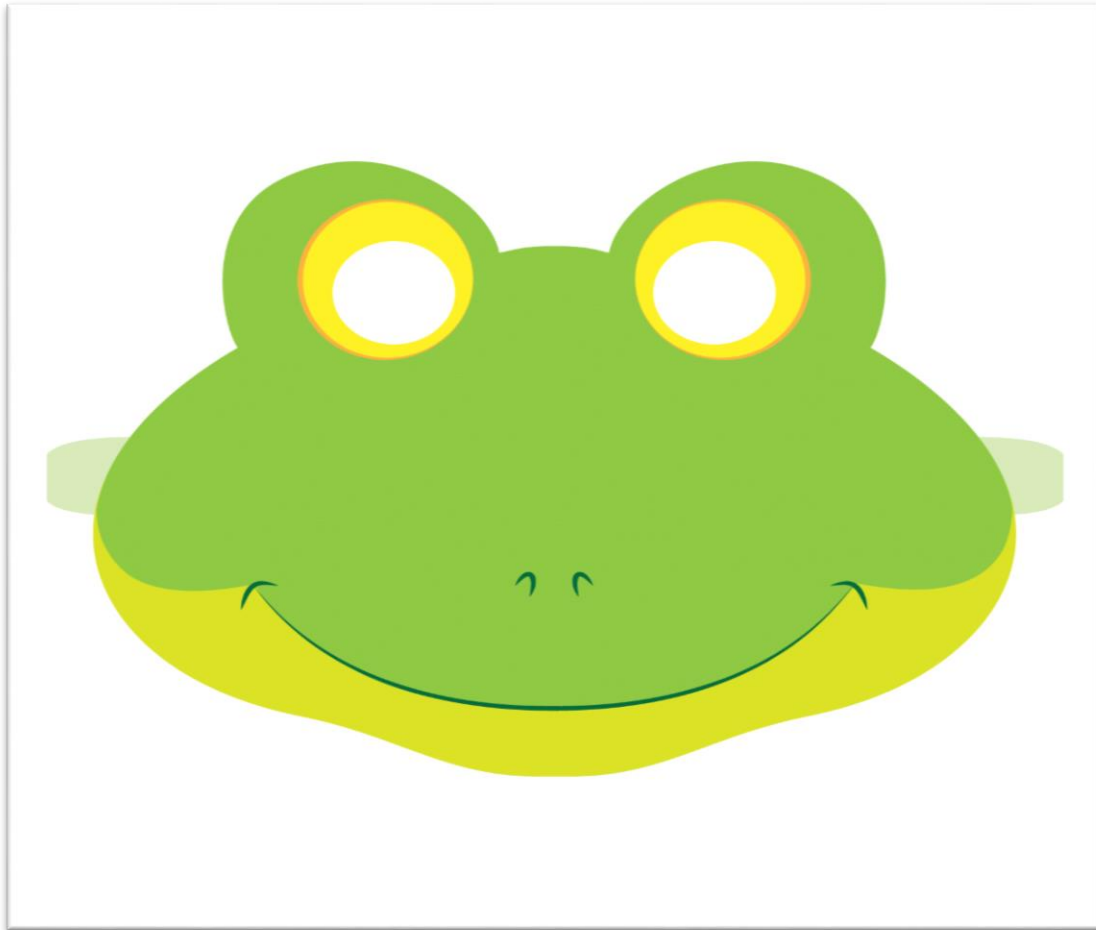


Note: Taken from

https://www.google.com/search?rlz=1C1SQJL_esNI893NI893&source=univ&tbm=isch&q=rabbit+face+mask&sa=X&ved=2ahUKEwjwePs2enuAhUJTDABHVT1DqkQ7A16BAgBEDI&biw=1093&bih=500#imgsrc=iTtjVnk4-9hpiM

Figure 4

Frog face mask



Note: Taken from

https://www.google.com/search?q=frog+face+mask&rlz=1C1SQJL_esNI893NI893&tbm=isch&source=iu&ictx=1&fir=uJimRsnYETvHPM%252CYN2tLirEaw_IOM%252C_&vet=1&usg=AI4_-kRIKvkBChR1M9s2rc8J_RoIIklSJw&sa=X&ved=2ahUKEwiL1NHh2-nuAhVzVTABHR3CAqgQ9QF6BAgKEAE&biw=1093&bih=500#imgsrc=uJimRsnYETvHPM

Figure 5

Fox face mask

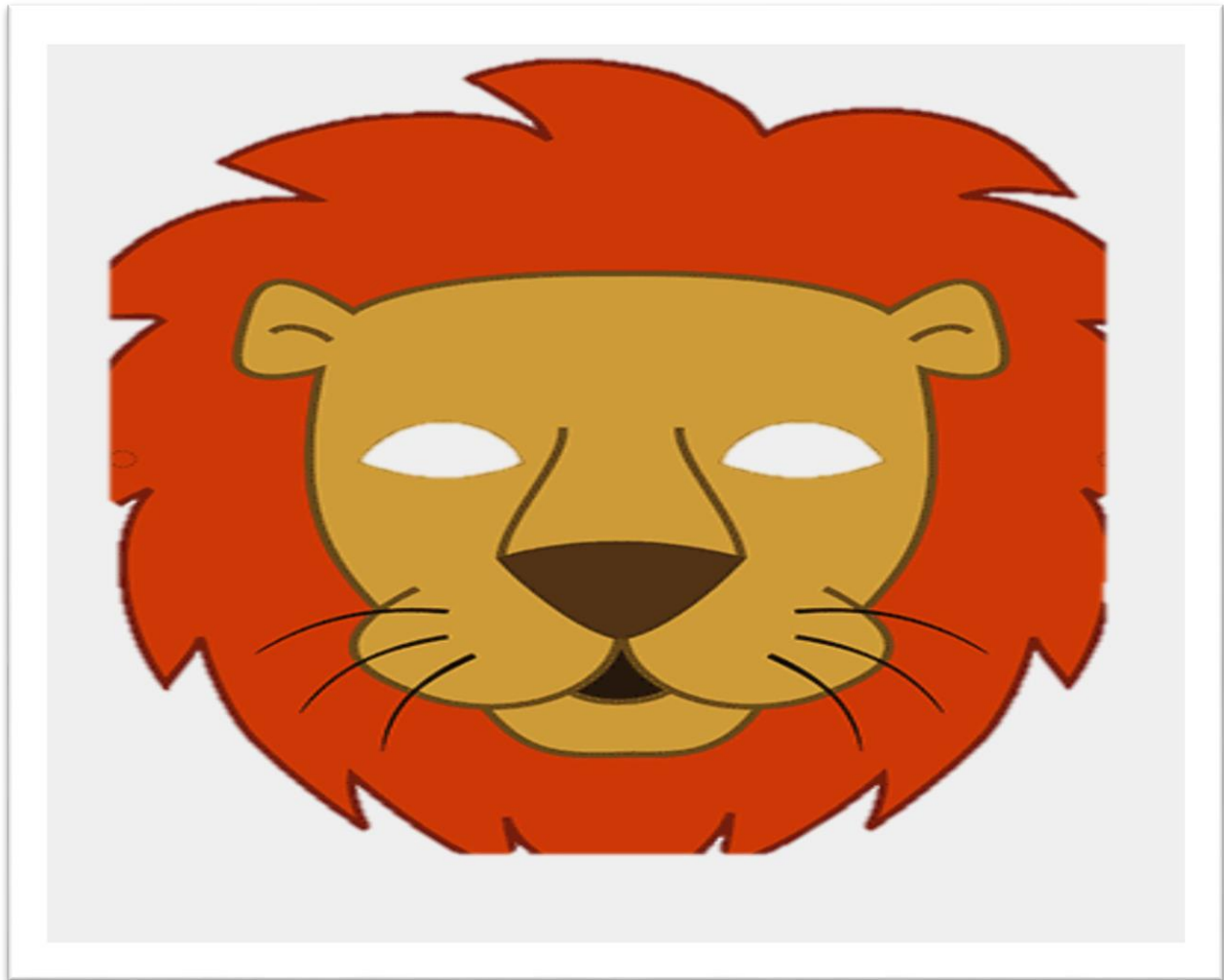


Note: Taken from

https://www.google.com/search?q=fox+face+mask&rlz=1C1SQJL_esNI893NI893&tbm=isch&source=iu&ictx=1&fir=tARaiyyCEKHTrM%252CnjprOjelHf3eWM%252C_&vet=1&usg=AI4_-kR5Y5d-ugPpwgotqSpOr9voPzc1jO&sa=X&ved=2ahUKEwiBu6fO3enuAhWTsDEKHTuLDdIQ9QF6BAgOEAE&biw=1093&bih=500#imgsrc=tARaiyyCEKHTrM

Figure 6

Lion face mask



Note: Taken from

https://www.google.com/search?q=lion+face+mask&rlz=1C1SQJL_esNI893NI893&tbm=isch&source=iu&ictx=1&fir=cpM6B7Z6ixh09M%252CC6jC-70jE-pmmM%252C_&vet=1&usg=AI4_-kQXDM8D5RMp2hhV2Y73lVA4BWGZXg&sa=X&ved=2ahUKEwi85u_c3unuAhVsSjABHRGUBqoQ9QF6BAgQEAE&biw=1093&bih=500#imgsrc=cpM6B7Z6ixh09M

Annex 9: Fruit salad puppets

Figure 1 *Grape puppet*



Note: Taken from

https://www.google.com/search?q=grape+puppet&rlz=1C1SQJL_esNI893NI893&source=lnms&tbm=isch&sa=X&ved=2ahUKEwiHwZbF4unuAhW2STABHfUhAnIQ_AUoAXoECA0QAw&biw=1093&bih=500#imgsrc=1mjD3BjKaT9IQM

Figure 2 *Banana puppet*



Note: Taken from

https://www.google.com/search?q=banana+puppet&rlz=1C1SQJL_esNI893NI893&tbm=isch&source=iu&ictx=1&fir=WKOCTE1eSEre-M%252CNrIQWnQsXqCO8M%252C_&vet=1&usg=AI4_-kS_5FmD7464vhZ_QhJuBiE5u6dW3w&sa=X&ved=2ahUKEwizv8rb4-nuAhXYQzABHUHVbawQ9QF6BAgJEAE&biw=1093&bih=500#imgsrc=WKOCTE1eSEre-M

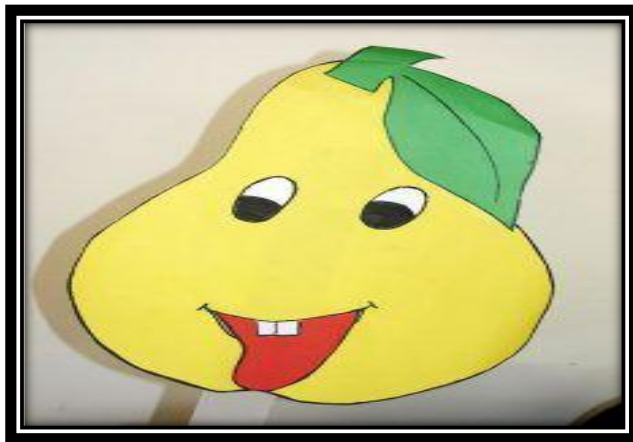
Figure 3 Pineapple puppet



Note: Taken from

https://www.google.com/search?q=pineapple+puppet&rlz=1C1SQJL_esNI893NI893&tbm=isch&source=iu&ictx=1&fir=OF4nro1OkrMBDM%252CnvgBv9Ln6LGkEM%252C_&vet=1&usg=AI4_-kTDId0StBdp9z8dQvt2RbCInqZMTw&sa=X&ved=2ahUKEwiaoDC5OnuAhV1SjABHYi9BEAQ9QF6BAgKEAE&biw=1093&bih=500#imgsrc=OF4nro1OkrMBDM

Figure 4 Pear puppet



Note: Taken from

https://www.google.com/search?q=pear+puppet&tbm=isch&ved=2ahUKEwiI2Pid5enuAhUNU1MKHQdYC3IQ2-cCegQIABAA&oq=pear+puppet&gs_lcp=CgNpbWcQAzoICAAQCBAHEB5Q5BIYwx5gsChoAHAAeACAAaIBiAG_ApIBAzAuMpgBAKABAaoBC2d3cy13aXotaW1nwAEB&sclient=img&ei=Ik8pYIi_Fo2mzQKHsK2QBw&bih=500&biw=1093&rlz=1C1SQJL_esNI893NI893#imgsrc=slekcLgYnfcyyM