

## Storytelling and Grammar Learning: A Study among Young - Elementary EFL Learners in Colombia

Fabián Vergel García, M.A.

English language teacher at Colegio Municipal Aeropuerto, Cúcuta, Colombia

### **Abstract:**

*The current study is centered on detecting whether storytelling may assure a better English language grammar structures learning than traditional methods in Colombia. The theoretical foundations show that traditional teaching approaches are being replaced by new alternative and innovative procedures that seem to enclose better learning results. Roney (1996) places the teacher as a storyteller in the classroom relying on the students' background knowledge to facilitate the comprehension of the contents. The current study takes thirty (30) students in a two-group experimental design to corroborate the initial hypothesis. They were randomly selected to form the control and experimental groups (15 students in each group). The data was collected applying a pretest - posttest design for equivalent groups. The findings were analyzed using a t-test assessment. Despite the storytelling treatment has a favorable effect; there is not a statistically significant difference between the mean scores of pre and post assessment of the study sample to determine its effectiveness to foster grammar learning in young elementary learners.*

**Key Words:** *storytelling, traditional teaching, education reforms, grammar learning, young learners*

### **Introduction**

The current study aims at determining the effectiveness of storytelling on the acquisition of grammar rules and structures of the Colombian young-elementary English as Foreign Language learners in contrast to traditional methods. Soleimani and Khandan (2013) suggest that languages teachers can use short stories in the classrooms to teach some linguistic items such as grammar which “is central to the teaching and learning of languages”. It is important since grammar refers to the form in which words are combined into sentences to structure the language (Hoff, 2009) and language operates over the rules of grammar. These rules enable effective communication. Scott and Ytreberg (1990) affirm that foreign languages learners aged between eight and eleven years old are competent users of their first language (L1) because they are

conscious of its basic syntax rules. Neufeld (1978) establishes that young learners are disposed to acquire complex grammar structures in a foreign language as well.

Colombian government has been creating new education policies to guarantee the learning of a foreign language (English) while being at school. These new perspectives seem to empower the National Bilingual Program created in 2004 by the Ministry of National Education (MEN by its acronym in Spanish) but at the same time they deal with different problems like lack of specialized teacher training, materials development, cultural considerations and changes in the current applied language teaching practices (Rodriguez, 2011). These deficiencies have not permitted that students achieve a level of proficiency in English to be independent communicators after graduating from the school.

Storytelling has been applied in some specific foreign language teaching contexts in Colombia gaining popularity in recent years. Researches highlight it as an alternative to change traditional methods of teaching that have been historically used in the country. Additionally, these studies show more routes to reinforce the new challenges the country is facing in the EFL teaching field. Castro (2002) carried out a study gathering pedagogical and psychological reasons to use storytelling to improve students' vocabulary learning and construct social values. Barreto (2002) used storytelling to change the attitudes of young learners towards English language and to motivate them to reach higher levels of foreign language proficiency. Porras (2010) implemented a pedagogical project based on storytelling to teach English in a fun way to young learners in a public elementary school. López (2013) signaled the importance of developing communication skills in young English language learners using storytelling.

This study incorporates quantitative research principles of data collection and analysis. It takes 30 fourth grade students whose ages range between 9 and 11 years old in a two - group experimental design. Both groups of 15 students are formed applying a two-stage cluster random sampling method to reduce the number of participants. The group 401 is taken as the control one and 402 as the experimental. The participants are tested before and after the experiment to prove the study hypothesis. The instruments of the research includes the stories to teach the topics in the experimental group, the book to extract the grammar charts for the control group and, the pre and post grammar tests to determine statistical differences in the results. The Statistical Package

for Social Sciences (SPSS) is used to evaluate data. The findings are exposed through descriptive and inferential statistics analysis. This paper finishes presenting results, discussion, conclusions and, providing some future research implications.

### **Hypothesis of the study**

**The alternate hypothesis  $H_1$ :** There is a statistically significant difference between the mean scores of pre and post assessment of the study sample to determine the storytelling effectiveness to foster grammar learning in young elementary learners in favor of post assessment.

**The null hypothesis  $H_0$ :** There is not a statistically significant difference between the mean scores of pre and post assessment of the study sample to determine the storytelling effectiveness to foster grammar learning in young elementary learners in favor of post assessment.

### **Theoretical Background**

#### **Grammar Teaching to Young Learners**

The study of second language acquisition opens the discussion about the correct ways to teach the L2 grammar since “language is grammatical, in the sense that the meaning of a message is not fully determined by any combination of the meanings of its elements” (Slobin, 1973). Teachers may present the grammatical forms inductively or deductively. Inductive grammar teaching intends that students generalize the grammar rules based on oral and written practices containing examples. The deductive approach refers to the teachers’ explanations about grammar patterns. This approach may save class time since students do not need to analyze examples and infer rules. However, the technical presentation of grammar rules and structures may be boring since classes become monotonous. Krashen (1987) argues that both approaches are related to languages learning and not to language acquisition. This is because learners analyze the structures of the sentences and learn the rules consciously.

It is important for FL teachers to design hands-on teaching practices that involve the students in meaningful learning experiences. Piaget (1963) concludes that children go through four stages of cognitive and affective development: sensory-motor intelligence (age 0 to 2 years), preoperational thought (age 2 to 7 years), concrete operations (age 7 to 11 years) and formal operations (age 11 to 15 years or older). The stage of concrete operations is pertinent in this study according to the sample ages. At this stage, children develop the ability to apply logical solutions to concrete problems understanding new concepts and ideas. Children become social agents and use the language to exchange information with little focus on grammar. This social interaction where students are actively involved permits learning and consequently cognition development.

Scott and Ytreberg (1990) give some recommendations to teach grammar to young learners (eight to ten years old). These authors consider at these ages children “ask questions all the time, rely on spoken word as well as the physical world to convey and understand the meaning, ... are able to work with others and learn from others, ... understand abstracts, understand symbols, generalize and systematize”. Teachers cannot rely on the spoken word only. They need to include movement and involve the senses in their classes permitting the students to experiment with different words and sounds. Scott and Ytreberg (1990) think that “very few pupils are able to cope with grammar as such”. The grammatical (syntactical) structures and rules need to be presented through activities they find enjoyable. The classes should include minimum grammar explanations. They recommend teaching grammar explicitly when pupils ask for clarifications. However, the explanations need to be as simple as possible. These suggestions require teachers to think about ideal approaches for teaching grammar.

Cameron (2001) based on her teaching experiences in United Kingdom contemplates that teaching a foreign language in primary schools not always have positive impacts. She mentioned that planners (teachers) did not pay attention to what would happen at secondary school. Students reached secondary education at different levels and language teachers faced with mixed-ability classes (beginners and advanced learners in the same language groups). This author also states that “the social, cultural and political issues around policies of teaching foreign languages early are complex and influence teaching and learning at classroom level”.

## **English Language Policies in Colombia**

The structure of the education system in Colombia consists of pre-primary (pre-kindergarten and kindergarten), primary (first to fifth grades), lower-secondary school (sixth to ninth grades) and upper-secondary school (tenth and eleventh grades). Historically, various education reforms at both the national and local levels have been designed to promote English language learning. The MEN introduced the English Syllabus (Programa de Inglés) in 1982. However, this initiative was not implemented in many institutions since the local language teachers did not have appropriate English language skills or classroom management to implement it. Then, the Asamblea Nacional Constituyente (1991) declared the country as a multilingual and pluricultural nation (Article 10, Colombian Political Constitution). It meant the starting point to create different documents and regulations to recognize Colombian citizens as bilingual taking into account the considerations of local educators referring to the lack of resources and specialized training.

In 1994, the Congress of Colombia released the General Education Act (Law 115) requiring the achievement of foreign language skills from primary to upper-secondary school. This law made reference to the development of the communicative competence in a foreign language. The local authorities selected the English language considering the economic development of the country facing the globalization. In 1999, the MEN presented the Curricular Guidelines for Foreign Languages (Lineamientos curriculares para Idiomas Extranjeros) containing the specifications and procedures to teach the foreign language. Usma (2009) stated that the lack of teachers and teaching resources meant that most of the local authorities did not adopt the guidelines. The National Bilingual Program (Plan Nacional de Bilingüismo, PNB) created by the MEN in 2004 “offers all students in the county the possibility of becoming bilingual in English and Spanish as part of a vision of increased productivity in a globalised world” (de Mejía, 2011).

The MEN released the Basic Competence Standards in Foreign Languages: English (Estándares básicos de competencias en lengua extranjera: inglés) in 2006. These specifications are based on a proposal developed by the MEN in agreement with the British Council. This document adheres the evaluation process to the Common European Framework of Reference for

Languages (CEFR) suggestions. The CEFR proposes six levels of language proficiency going from A1 or basic users to C2 or proficient users (Council of Europe, 2001). The MEN subdivided the level of proficiency A2 into A 2.1 and A 2.2 and the level B1 into B 1.1 and B 1.2. This is supposed to be a form of defining a realistic and contextualized process with reachable goals into the groups of grades within the Colombian context.

Taking into account the PNB guidelines, the MEN expects that all secondary school graduates should be at B1 level in 2019. The British Council (2015) establishes that these projections do not take into account the current low level of language teaching, the large number of students per class and the lack of language practice outside the classrooms. Despite this program was started in 2004, Granados (2013) revealed that the upper-secondary graduation exam (SABER 11) applied in 2012 showed that just 1% of the Colombian upper-secondary school graduates can be considered bilingual. Responding to the teachers needs to improve the training methodologies and the quality of the materials, the MEN published the Colombia Very Well 2015 – 2025 scheme (2014), the Basic Learning Rights (2016), the Pedagogical Principles and Guidelines: Suggested English Curriculum (2016), the Suggested Curriculum Structure (2016), and the series of books English, Please! (2016). These documents point to increase the percentage of schools graduates in level B1 to 20% by 2021.

The MEN tends to regularize the National Bilingual Program reinforcing it to overtake the current needs of the country. Additionally, the local secretariats of education implement parallel programs of bilingualism to respond to their contextualized necessities as well. The teaching methodologies have evolved and teachers are exploring other teaching alternatives to improve the language level and form bilingual graduates. This research explores the usefulness of storytelling to learn English grammar in a group of primary school learners. This topic has been already explored by author such as Castro (2002), Barreto (2002), and Porras (2010). They all contextualized storytelling into the Colombian languages classrooms.

### **Storytelling in The language Classroom**

Storytelling has accompanied the language development since prehistoric times and continues being used by some cultures where language is not written down. Stories transmit information to the new generations (Soleimani & Khandan, 2013). Abdulla (2012) assumes that

human beings have used stories as an inherent part of communication to make sense of the world permitting to share ideas and experiences using words and actions. Fisher (1984) reviewed storytelling as a teaching technique. He concluded it is a creative art with an instructional potential that may serve teachers. Harmer (2001) reinforces this posture and highlights its importance to intensify the language learners' enthusiasm and creativity relaxing the classroom atmosphere.

Storytelling may be an advantageous teaching resource for language teachers. It is an influential integrative strategy "that promotes language learning by enriching learners' vocabulary and acquiring new language structures" (Dujmović, 2006). It is integrative since it combines reading, listening, speaking, writing, and grammar linguistic aspects enriching the students linguistically, effectively and culturally. Stories help to develop linguistic abilities and assume that people interpret the world from different perspectives (Koki, 1998). Additionally, stories are useful to understand and accept the foreign language and culture (Soleimani & Khandan, 2013).

Hendrickson (1992) considered storytelling as an efficient tool to teach English to non-native speakers as it provides comprehensible input that can facilitate the language learning process. However, storytelling in the second language classroom should be connected to clear well-articulated language learning objectives (Bordine-Fitzgibbon & Hughes-Wilhelm, 1998). It cannot be presented as an isolated language teaching strategy without a specific learning purpose in the linguistic instructional plans. Teachers should evaluate the contexts and contemplate whether storytelling represents the suitable pedagogical technique they need in the classroom.

Stories in general are full of simple and complex grammar structures. Safdarian and Ghyasi (2013) establish that these structures can be learned in an ongoing way without a deep linguistic analysis since they are frequently repeated inside the story plot. Bandura (1986) concludes that the syntactic patterns of language that are introduced to the students' language repertoire through storytelling permit them to "extract syntactic rules from the modeled utterances embodying these rules, which then enables them to generate an almost infinite variety of new sentences that they have never heard" (Cited by Safdarian and Ghyasi, 2013). The comprehensible inputs learners receive help them to acquire grammar incidentally (Rodrigo,

2006). It means that students do not attend grammar explanations but are able to incorporate the syntax rules from the stories. At the same time, they can apply those rules intuitively in their actual language use.

Soleimani and Khandan (2013) carried out a study to investigate the impact of storytelling on the learning of English grammar in Iran. They took a sample of thirty learners from some public schools and divided them equitably into a control and an experimental group. They used traditional teaching in the control group and storytelling in the experimental one. They selected the conditional (type III) as the grammatical point. They collected data via an identical multiple choice pre-posttest design for equivalent groups. Their results showed that storytelling has a positive impact on learning English grammar structures. However, the differences between the means of the two groups (experimental and control) in relation to the post- test were not significant. It means that there was not a significant statistical difference between the two groups in favor to better learning of English grammatical rules and structures using stories.

Barreto (2002) developed a pedagogical project with students of second elementary level at a public school in Colombia. The main goal of this research was “to change students’ attitudes towards English and to motivate them to develop proficiency in the foreign language through storytelling”. She considered storytelling as an innovative teaching practice that enable to communicate actively in English and get in touch with foreign literature. She concluded that storytelling increase student’s motivation catching their attention and stimulating their visual memory. This practice reinforced their speaking skills when students were required to retell the stories, describe pictures or remember and describe some scenes of the stories.

Castro (2002) presents some pedagogical and psychological reasons to use storytelling as a mean to improve vocabulary acquisition and develop social values. She indicates that storytelling may be important to ensure students effectively activate the social, the linguistic and the cognitive processes in the English classroom as indicated in the Colombian National Curricular Guidelines for Foreign Languages. This revision is relevant in this research since it understands that the English language teaching methodologies applied in diverse schools in Colombia relies on traditional teaching full of grammar explanations and text translations. She

also declares that storytelling “gives students the opportunity to participate actively in the learning process”.

Porras (2010) analyzed the implementation of stories to teach English as a foreign language to children at a Colombian public elementary school. The study was carried out by a group of students holding a degree in language teaching at Universidad Cooperativa de Colombia. The pre-service teachers were required to create their own stories according to the children’s interests and likes. The study was implemented in different levels (first, second and third grades). The results show that stories increase class participation and involvement in different activities. They also enhanced the acquisition of the new vocabulary.

## **Methodology**

### **The Research Methodology**

This study analyses the impact of storytelling on English grammar learning. It includes quantitative data analyses focused on hypothesis testing and deductions through standardized data collection and statistical analysis. It comprises a two - group experimental design. These groups are equivalent to each other and randomly selected. The participants are voluntary randomly assigned to the experimental and control groups. One group gets the program (experimental group) and the other group (control group) does not get it. The researcher selects a pretest-posttest treatment. It means that an identical pretest and posttest is administered to the groups. A t-test is used to compare the differences between the initial and the final states of the groups.

### **The Research Tools**

The current study includes the following research tools:

**Stories.** The teacher as a storyteller uses the short stories in the experimental classroom in order to explain some English grammar issues and assess the hypothesis of the study. In this case, he invents the stories. He organizes the plot and creates the main characters being flexible to adapt or control the stories according to the needs and reactions of the students. The language is suitable with the language level of the students. It includes immediate vocabulary such as

personal pronouns, colors, adjectives body parts and, numbers. It also includes the forms of the verb to be and the verb to have in present. The researcher uses the necessary materials to represent the main events.

**Book.** The grammatical structures (verb to be and to have in present) are taught to the control group based on the Headway Beginner Students' Book grammar reviews. This book is designed by Liz and John Soars and published by the Oxford University Press (OUP). The researcher uses Units 1(Hello!), 2 (Your world), 3 (Personal information) and 4 (Family and friends) which includes the forms of the verb to be and the verb to have in present. Additionally, he uses the grammar references presented at the end of the book to explain the conjugation of the verbs.

**Tests.** A pre-test and an identical post-test including 15 questions with multiple choice answers are administered to the two groups. The basic structure of the tests is adapted from the Headway test builder available on the Oxford University Press web page (Headway Beginner - Fourth Edition). It included 5 questions about the affirmative form of the verb to be, 5 questions about the negative form of the verb to be and 5 questions about the affirmative form of the verb to have. The adaptations included the use of vocabulary from the immediate students' environment and common people names.

## **Study**

### **Context and Participants' Description**

This study was carried out at a public elementary school in Cúcuta – Colombia. The participants of the research are 30 fourth grade students from Colegio Municipal Aeropuerto – Sede Central. Fourth grade is composed by five different groups. This study takes “group 401” (control group) and “group 402” (experimental group). Each group includes 37 students. The cluster sampling method takes 15 participants from group 401 and 15 participants from group 402. Their mother tongue is Spanish. They study English as a foreign language being placed at level A 2.1 according to the “Basic Competence Standards in Foreign Languages: English” since they are in fourth grade. Their ages ranged from 9 to 11 years old. They attend English classes 2 hours per week. Their teacher is not a language licentiate.

### Corpus and Data Collection Procedures

During the first encounter, the researcher consulted the students about the topics they have reviewed during the last months. At the end of the session, they were invited to participate voluntarily in a study to determine the effectiveness of a new teaching methodology in their learning. Then, the volunteers wrote their names in small pieces of paper. They introduced the papers in a pencil case and the teacher extracted fifteen of them in each group. They formed the research sample. Their names were not read since all the students in both groups wanted to participate. It means they all received the treatment.

At the beginning of a second encounter, the pretest was administered to both groups (401 - 402). Though, the researcher analyzed the results corresponding to the thirty students that have been previously selected as the study sample. The students counted on seven minutes to answer it. After the administration of the test, the researcher focused on explaining the grammar topics. In the control group (401), he used elements of the grammar translation method to explain the verb to be positive and negative structures. This class lasted 110 minutes including explanation and practices. The researcher focused on explaining the structure of the sentences on the whiteboard adapting the tables employed in the Headway Beginner Students' Book grammar references and using immediate vocabulary. He also gave each student a copy containing these structures and some translation exercises to practice the verbs conjugations. In a third encounter, the teacher explained the positive structure of the verb to have following the same methodology. This session lasted 55 minutes including explanation and practices.

In the experimental group (402), the researcher explained the topics (verb to be positive and negative structures) using short stories. The first session of 110 minutes was divided into three stages. The first one (pre-storytelling stage) included the preparation of the scenario, essential vocabulary presentation and motivation raising. The researcher used projections to present the scenario and new vocabulary. Students participated actively identifying the story elements and selecting the characters. The second stage (while-storytelling) included the presentation of the story and a questions interval to clarify doubts. The students walked around the school listening to the story and participating as characters. Finally, they sat down forming a circle. During the last stage (after-storytelling), the students used craft *foam* sheets to represent

the main events and retell the story. In a third encounter, the teacher explained the positive structure of the verb to have following the same methodology. This session lasted 55 minutes.

In a fourth encounter, the researcher administered the post-test following the same conditions of the pretest. It contained the same questions and students had seven minutes to answer them.

### **Data Analysis Research Tools**

This study involved quantitative data analysis. It is based on the pretest and post-test results scrutiny. The pre-test and the post-test scores are analyzed using the Statistical Package for Social Sciences (SPSS) software to check the progress of both experimental and control groups. It is used to compare the mean, the standard deviation and frequency of the pre-test and the post-test scores. The t-test method for independent samples is used to assess whether the means of the groups in posttest are statistically different from each other.

## **Results**

### **Pretest and Posttest Results**

To determine the differences between the control and the experimental groups, the researcher compares the means of the two groups in pretest and posttest treatment. The equal variance row is assumed since the Levene's test shows that the p-value (0.271) is greater than  $\alpha$  (0.05). A t-test for independent samples is applied to determine the homogeneity of the groups in pretest. It signals that the p-value of the test for equality of means (0,605) is greater than the level of significance  $\alpha$  (0.05) showing that there is not significant variance between the groups' means. In this manner, the groups are considered to be homogeneous at the beginning of the study.

**Table: 1****Independent sample t-test for pretest scores**

	Levene's test for equality of variances		T-test for equality of means						
	F	Sig.	t	df	Sig. 2-tailed	Mean difference	Std. error difference	95% confidence interval of the difference	
								Lower	Upper
Equal variance assumed	1,261	,271	,523	28	,605	,467	,893	-1,362	2,295
Equal variance not assumed			,523	27,004	,605	,467	,893	-1,365	2,295

Another t-test for independent samples is applied to estimate the difference between the control and the experimental groups in posttest. The hypothesis is tested at the 0.05 level of significance. It indicates that the p-value of the test for equality of means (0,305) is greater than level of significance  $\alpha$  (0.05). It means that the differences between the control and the experimental groups are not statistically significant at the 0.05 level of significance failing to reject the null hypothesis.

**Table: 2****Independent sample t-test for post test scores**

	Levene's test for equality of variances		T-test for equality of means						
	F	Sig.	t	df	Sig. 2-tailed	Mean difference	Std. error difference	95% confidence interval of the difference	
								Lower	Upper
Equal variance assumed	1,342	,257	-1,045	28	,305	-1,067	1,021	-3,158	1,025
Equal variance not assumed			-1,045	25,607	,306	-1,067	1,021	-3,167	1,034

Despite the last result, comparing the means of the control and the experimental groups in both pretest and posttest, it is observed that both groups outperformed the results of pretest.

The mean of the control group was 7, 87 in pretest and 8, 00 in posttest. The mean of the experimental group was 7, 40 in pretest and 9, 04 in posttest. The treatment of the experimental group shows positive results increasing students' achievement in posttest.

**Table: 3**

**Means comparison in pretest and posttest results**

Group		Pretest	Posttest
Control	Mean	7,87	8,00
	N	15	15
	Std. deviation	2,669	2,330
Experimental	Mean	7,40	9,07
	N	15	15
	Std. deviation	2,197	3,195

## Discussion

This study regards the effectiveness of using storytelling in the language classroom to improve grammar learning of primary school young learners in Colombia. It involved one experimental group taking a course based on short stories to learn and practice grammar structures and language rules related to the verb to be (affirmative and negative sentences) and verb to have (affirmative sentences). Other course received the same language lessons centered on the traditional teaching method. The findings revealed that using storytelling can have a positive influence on learning sentences structures and grammar rules of English language. It is suggested by the posttest results since the mean of the experimental group was higher than the mean of the control one.

Storytelling can provide more real language practices in primary school. Porras (2010) indicates that stories make the "foreign language more interesting, amusing and memorable". Nevertheless, in this case, it is important to consider that the classes are headed by teachers who are not specialized in language teaching and students are not habituated to listen to teachers speaking in English. Additionally, storytelling classes can become very demanding since students need extra resources to understand the sequences of actions. Scott and Ytreberg (1990) recommend avoiding spoken words only. Students need enjoyable activities to convey meaning and cope grammar insights. Storytelling classes give more participation opportunities while

students are part of the stories and help providing new scenarios, characters and possible stories' ends. As a result, learners induce the new language elements provided by the stories and learn them (Krashen, 1981).

When reviewing the results of the pretest and posttest, both groups outperformed the initial scores. However, the variance between these results is not significantly different in posttest. Soleimani and Khandan developed a similar study to examine the effect of storytelling on learning English grammar in Iran in 2013. Their study similarly concluded that there was not a significant statistical difference between the control and experimental group posttest means. Other researches (Castro, 2002; Barreto, 2002; Abdulla, 2012; Safdarian and Ghyasi, 2013) have explored its utility in teaching vocabulary and grammar showing it has a positive influence on learning. It means storytelling may be introduced as an alternative method in language teaching to present and reinforce different concepts. In Colombia, storytelling in primary education may be significant since it permits the exposure to input in English fortifying the interaction and communication in foreign language class.

Soleimani and Khandan (2013) asserted that English as a Foreign Language learners need to be helped in different ways in storytelling sessions since they do not have enough experience with the language they are learning. In this study, most of the students helped themselves from the visual aids and body language used by the teacher. Though, some students needed to be helped to clarify some parts of the stories' plot leaving translation as the last resource. At this respect, Dujmović (2006) declared that teachers can deny an important learning strategy if they insist on only using English when teaching beginner pupils. Avoiding translation from the classroom can create some frustration feelings since all the students do not understand what is being told in the foreign language. However, it can be avoided progressively. This may be a positive aspect to strengthen since the storytelling classes offered the students the opportunity to receive English classes directly in English language.

## **Conclusions**

Despite the computable findings of this study showed that there is not a statistically significant difference between the mean scores of the control and experimental groups in favor of post assessment, the differences in outcomes between the mentioned groups are due to the

treatment engagement. In this manner, the findings show that storytelling has a positive influence on learning sentences structures and syntax rules of English language in young elementary learners in comparison to the traditional grammar translation method.

In other respects, the perceptions of the experimental group also evidence that storytelling may be a useful method to foster communication practices in the classroom. Students need many extra resources to understand the stories' plot and its inner grammar insights since they are monolingual (Spanish speakers). Teachers need to help them in all possible ways. In this case, the situation is complex since most primary school teachers are not trained in language teaching. However, the new language teaching considerations and guidelines presented by the Ministry of National Education may resolve this failure.

This study presented two limitations. First, the research was conducted during four weeks (one encounter per week) taking fourth grade learners. Second, the sample size was monolingual and small. In this way, in order to gain a further understanding of the influence of storytelling on grammar learning, it is necessary to consider the next suggestions made for future research lines.

They are as follow:

- Further research in a longer treatment time taking students from other grades and language proficiency levels can bring new discernments about the topic in revision.
- Future research lines can include bilingual learners in larger groups to verify if they respond in the same way to the treatments.

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