A story-based methodology is needed to teach young learners. Based on the Plan-Do-Review model (PD), this has been described by Cummins' uses EFL methodology applied to teaching young learners. In order to successfully explain the necessity of stories in the foreign language classroom, an appropriate methodology is needed.

Storytelling in the English Classroom: Theoretical Considerations

Lessons for Vocabulary Learning

The present article focuses on the advantages of implementing the second/foreign language learning, but they also serve as an invaluable source of language input. By offering a growth in motivation and positive attitudes to promote a growth in motivation and positive attitudes to promote a growth in motivation and positive attitudes, the story can be a very effective way to teach children. The story also provides an opportunity to develop critical thinking skills. Since the English language is used in the classroom, the unique atmosphere provides the first literary genres that people are exposed to.

Level: Expanding Young Learners' Vocabulary

Reading Through Storytelling at the Primary EFL Level

Malgorzata Kszewicka

リリエイト・マテリアル・ネオフィロロジズム NR 28, 2004

FOREIGN LANGUAGE TEACHING
Formalized values of storytelling

Positive attitudes to learning English

The atmosphere in the classroom must be friendly and develop the sense of enjoyment. It’s a good place to practice English (Wilkinson and Potters, 2002).

Learning experiences should involve participation in the storytelling, which will lead to the acquisition of more active participation in the storytelling. This will help to develop interest in the language and encourage the students (Gray, 1991). Auditory input is the key to the development of a good story.

The process of telling the story by learners, reinforcing comprehension and interpretation, improves the child’s understanding of the language. A variety of imagery, through expression of feelings and emotions, in the use of language, enables the child to feel a sense of ownership of the story.

The model offers a division of a lesson into a sequence of activities, which includes preparation of the story, storytelling, and post-storytelling. These are then followed by a reflection session, which is aimed to elicit a summary of the lesson and the theme, followed by a reflection session, which is aimed to elicit a summary of the lesson and the theme.
Teaching Through Storytelling at the Primary ELL Level

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Experience shows that children as young as three can be given an opportunity to develop critical thinking skills. The process of learning and understanding the world around them is facilitated through storytelling. Stories can be a powerful tool in teaching and reinforcing concepts. They can be used to introduce new ideas, explore different cultures, and develop emotional intelligence.

Two types of intelligence: memory and spatial intelligence. Memory can be enhanced through storytelling, as stories help children remember information and recall it later. Spatial intelligence is developed through storytelling, as children can visualize the events and environments described in the stories.

Stories provide opportunities to develop critical thinking skills. They encourage children to ask questions, make connections, and draw conclusions. This process of active engagement can lead to deeper understanding and retention of information.

The importance of storytelling in education cannot be overstated. Stories are a powerful tool in teaching and learning, providing a means for children to explore the world around them and develop critical thinking skills. Storytelling can be used to introduce new ideas, explore different cultures, and develop emotional intelligence.

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As elementary learners...
Lesson 1: Story 1 - Week 1
Lesson 2: Story 2 - Week 2
Lesson 3: Story 3 - Week 3
Lesson 4: Story 4 - Week 4
Lesson 5: Story 5 - Week 5
Lesson 6: Story 6 - Week 6
Lesson 7: Story 7 - Week 7

Materials

Teaching Through Storytelling at the Primary EFL Level

Design and Procedure

The study lasted five weeks and consisted of eight storytelling sessions per week. The sessions were structured around a weekly theme, with a focus on vocabulary development. Each session began with a short introduction, followed by a retelling of the story. The students were then asked to retell the story in their own words. This was followed by a vocabulary practice activity, where the students were given flashcards with vocabulary words related to the story. The students then practiced using the vocabulary words in a sentence. The final activity of the session was a short writing activity, where the students were asked to write a short story using the vocabulary words from the previous lessons.

The sessions were conducted in a supportive, interactive classroom environment, where the students were encouraged to participate actively. The teacher used a variety of teaching strategies, including visual aids, songs, and games, to make the learning process engaging and enjoyable.

The vocabulary words were regularly reviewed throughout the course, and the students were encouraged to use them in their daily conversations and writing.

In conclusion, teaching through storytelling is an effective approach to teaching English as a foreign language, as it helps students develop language skills in a fun and interactive way. The use of storytelling in the classroom creates a warm and supportive learning environment, where students are encouraged to participate actively and express themselves freely. This approach is especially effective for younger learners, as it helps them develop a positive attitude towards learning and a love for the language.
Teaching Through Storytelling at the Primary EFL Level

1.5 Compiling: students recite the main message of the story, revising the plot and evaluating the story characters.
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The following are some principles of the story: students recite the main message of the story, revising the plot and evaluating the story characters.

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The reason for this was that the pupils, level of language and their daily experiences.

The questionnaire was conducted in the subjects, namely picture-word matching. For particular tests.

Teaching Through Storytelling at the Primary EFL Level

Table 1: Number of Pupils who Committed mistakes in the matching tasks of

<table>
<thead>
<tr>
<th>No. of mistakes</th>
<th>0</th>
<th>0</th>
<th>0</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than 2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>No more than 1</td>
<td>3</td>
<td>3</td>
<td>7</td>
<td>0</td>
</tr>
</tbody>
</table>

The gap filling task proved to be relatively easy as most of the

The results of the second task gap filling are displayed in Table 2

Table 2: Number of pupils who committed mistakes in the gap filling tasks of

<table>
<thead>
<tr>
<th>No. of mistakes</th>
<th>2</th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than 4</td>
<td>4</td>
<td>6</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>No more than 2</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

The table below (Table 2) illustrates the results of the first task.
Teaching through Storytelling at the Primary EFL Level

Classroom: The general idea of explanation should pass lessons in the EFL classroom. The session begins by introducing the concept of the English language. The teacher explains the importance of practicing English, and how it can be useful in various aspects of life. The students are then divided into groups, and each group is given a scenario related to English vocabulary. The groups are asked to write a dialogue related to the scenario, which is then shared with the class. This activity helps the students to practice their English skills and encourages them to think critically.

After the dialogue, the teacher asks the students to share their ideas and provide feedback. The students are then encouraged to ask questions and share their thoughts. The teacher answers their questions, and the students are given feedback on their performance. This activity helps the students to improve their English skills and encourages them to participate actively in class.

Additional Activities: The teacher introduces additional activities to help the students to improve their English skills. These activities include listening exercises, speaking activities, and games. The students are asked to complete these activities and submit their answers to the teacher. The teacher evaluates their performance and provides feedback.

By the end of the session, the students are able to understand the importance of practicing English, and they are able to express their thoughts and ideas in English. The students are also able to improve their English skills through various activities, and they are excited to learn more.

Overall, the session is designed to provide a fun and engaging learning experience for the students. The teacher uses a variety of activities to help the students to practice their English skills, and the students are able to improve their English skills through these activities. The session is a success, and the students look forward to the next session.
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References:

Language users:

The development of children both as independent learners and
as dependent learners is achieved through active participation in
teaching English. The assumption that children are able to
understand and use the language effectively, without explicit
teaching, is not supported by research. However, there is evidence
that children who are given opportunities to learn through
storytelling are more likely to achieve better language skills.

Teaching through Storytelling at the Primary EFL Level

103

Teaching Vocabulary through Rhyme in Kowalski, H. 2001. Teaching Vocabulary through Rhyme in
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Conclusion

The assumption that storytelling can promote vocabulary learning,

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102