

# LINKING LANGUAGE TELLING TALES: *Acquiring a New Language by Listening to Stories*

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## ABSTRACT

The author primarily delivered comprehensible Spanish input to her novice 3rd and 4th grade Spanish students via stories she revealed and simultaneously illustrated on a white board. To document comprehension, she obtained student retells of the stories. This approach, used over six months, became an action research project with the goal of measuring growth within retells.

Individual student percent increase/decrease was calculated for the use of English phrases and Spanish words and phrases—for one retell in November, April, and May. Since that data showed that students increasingly used Spanish, percent increases in the quality of Spanish was calculated (Spanish words, subjects with verbs, and nouns with adjectives) within those three retells. The researcher also considered student feedback about listening to teacher-illustrated stories. Evidence of increases indicated that students were progressively able to provide more story details and increasingly able to use Spanish. Student feedback indicated that the illustrations provided comprehension supports. With a review of literature, the author provides a rationale for why and how revealing stories with illustrations helped students understand, retain, and use new language learning. Also considered is how story listening potentially develops critical thinking skills. The increases made by students over a six-month period should encourage use of teacher-illustrated stories for second language listeners. Action researchers should document their students' progress and consider potential benefits. Does listening to stories for novice learners lead to understanding, retain, and use Spanish?

*Key words: stories, comprehensible input, listening, illustrating*

Parents have been using stories for a long time to provide language input to their child and to help her learn to read. It is engaging, it is rich in input, and it is easy to accomplish. Recently I rediscovered the joys and benefits of using stories to teach Spanish with my grades three and four students. This article explores how I returned to the practice of using stories and documents what I learned about teaching another language exclusively by revealing stories as well as illustrating them at the same time.

Mayer (2002) explains that meaningful learning involves retaining new knowledge as well as being able to transfer that knowledge in new and different ways. Described another way, retention “focuses on the past; transfer emphasizes the future” (p. 1). Retention is what is learned, but transfer is being able to create something with that learning. Students who are really learning can make sense of the new knowledge and then are able to apply that knowledge. Mayer contrasts meaningful learning with rote learning or memorization. A student who memorized knowledge is not able to transfer that knowledge to a new situation. The learner who memorized information likely did not understand it. The result of memorization—rote learning—is a lack of ability to apply that knowledge in new situations.

The action research presented in this article considers two variables. The first variable is retention of Spanish heard within stories. The second variable is the transfer of that newly learned Spanish by using Spanish to retell those stories. According to Mayer (2002), students who can retain learning and transfer (apply or use) that learning truly comprehend that learning. Mayer (2009) has also discussed the use of multimedia instruction to increase learning. He defines multimedia instruction as spoken or written words combined with graphics. From November 2016 until May 2017, I used a story listening approach to introduce Spanish vocabulary in a meaningful manner to my novice Spanish students. My research seeks to answer this question: does illustrating and revealing stories lead to retention and transfer of new Spanish words and phrases?

## STORIES AND CRITICAL THINKING

Stories are entertaining, but they also can be tools to develop our students' critical thinking skills. According to Paul & Elder (2008), a critical thinker “raises vital questions and problems,” and “gathers and assesses relevant information, using abstract ideas to interpret it...” McGuire (1985, 1998) says that as the story listener attends to

the revealing of the plot, she learns how to internally ask questions about the problem that emerges within a story. A story listening experience encourages the listener to think in the abstract while at the same time to pay attention to what happens in the beginning, the middle, and the end of the story.

Critical thinkers need to communicate effectively. Curtain and Dahlberg (2016) discuss using fictional narratives because they “bind us to our culture and help us to understand our world” (p. 126). Paul & Elder (2008) agree that a well-developed critical thinker “thinks open mindedly.” MacDonald (1993) explains that story listening can increase students’ understanding of other cultures as well as their own culture. McGuire (1998) explains that listening to stories connects the listener with the outside world. In the process of expanding connections with the outside world, students’ vocabularies are expanded via stories helping them to communicate more effectively. Numerous studies cited by Mason (2014) provide evidence that story listening is also a bridge to understanding the language used in schools by teachers and textbooks in different content areas.

There is scientific research to back up the use of stories with the goal of influencing our “attitudes, our attitudes, fears, hopes, and values” (Gottschall, 2012). His book *The Storytelling Animal* (2012) explains how research has found that a story is the “most powerful means of communicating a message.” The world of fiction considerably changes how the listener understands information (Green & Brock, 2000). Their research points out that when a story is revealed, the story can change the reader. In contrast with factual narratives, the revelation of a fictional narrative connects us with our emotions and encourages us to believe.

This emotional connection can trick the listener into forgetting about the task at hand by personally connecting us with the storyline. In fact, the world of commerce uses this tool to their advantage by telling customers stories that lead them to believe in their products. An internet search shows that the use of stories or testimonials are effective business development tools. Marketers promote businesses via customer success stories or hypothetical situations related to the product development. Businesses use storytelling to help their customers take in information by experiencing it rather than by reading lists of information (Forbes, 2016). Stories trick the listener—in this case the customer—into forgetting about the task at hand.

### **STORY LISTENING AND LANGUAGE INSTRUCTION**

Story listening can work similarly for the elementary L2 (second language) learning classroom because students, when hearing interesting stories, could forget about the challenges of learning L2. Instead, they focus their attention upon the content of a story. Mason (2014), a story listening expert, points out that story listening is comprehensible input. According to Krashen (2017), “The Comprehension Hypothesis says that we acquire language when we understand what we hear or read. Our mastery of the individual components of language (skills) is the result of getting comprehensible input (CI)” (p. 1). Listening to stories provides CI which stimulates subconscious language acquisition, as contrasted with conscious language learning. “Learned” language is “fragile and easily forgotten,” but acquired language stays with us (Mason, 2014). Studies consistently show that students who experience classes providing a great deal of interesting comprehensible input outperform students in traditional classes which require “conscious learning of grammar” (Krashen, 2017). Teaching with CI is in direct contrast to a skill-building approach that leads to “consciously learned knowledge.” Krashen (2017) explains the skill-building approach this way. “The rival hypothesis, The Skill-Building Hypothesis, says that the

causality goes in the other direction” (p. 1). First, grammar rules and vocabulary are memorized, and later these new rules and vocabulary are produced in speech or writing. As errors are corrected, speaking and writing improve.

My second language students have often told me that what they most desire is to be able to communicate in the target language. Because stories allow the learner to make connections to prior knowledge and identify patterns, and because the language of a story is presented in context, that language may more easily be recalled (Curtain & Dahlberg, 2016). Stories in the classroom can provide engaging CI without memorization of vocabulary and without conscious learning of grammar. The Teacher Effectiveness for Language Learning (TELL) Project further defines CI as being meaningful, interesting, and appropriate to the learning level of the learner. The provider of the input uses visuals, gestures, caretaker speech, and concept organizers (TELL Feedback Form, 2017). Illustrating a story while revealing the story with simplified language that is rephrased and repeated can provide quality CI. Children and adults find a good story intrinsically interesting and meaningful because they endeavor to make connections between their own unique prior knowledge and the story’s beginning, middle and end.

A technique that complements story listening, the Language Experience Approach (LEA), can provide L2 students exposure to the printed word after they have listened to the story as told by the instructor. This approach advances reading and writing skills through experiences—in this case the story listening. The students retell the story, and the teacher records their words or a simplified version of their words (The Language Experience Approach, 2000). LEA used together with story listening can provide the novice L2 student optimal learning in a natural way.

### **ACTION RESEARCH IN MY CLASSROOM**

I have previously used children’s literature along with hands-on activities to teach Spanish via a curriculum that was assessed with student dialogue journals. Documentation from student journals (Borich, 2000) demonstrated evidence of learning the goals of Cultures and Connections of the National Foreign Language Standards (1996). One year after I published my thesis research, the No Child Left Behind Act of 2001 was approved by Congress, requiring greater public school accountability for content area subjects. The school district discontinued the elementary L2 program, and I transferred to a middle school Spanish position.

The CI methods and activities I used with elementary students were not easily adaptable for our middle school culture. Nor were students’ needs being met with use of the textbook as the primary resource in the classroom. Storytelling by integrating questions in order to reveal stories was one of several approaches that I used to provide CI. One CI roadblock was the longstanding practice of using English to teach about Spanish; some students resisted any kind of CI. When I used storytelling with interactive questions, students comprehended and retained the targeted L2 for each story at very different paces. I found that the repetition required in order to establish meaning provided unnatural input for some students and for others, unnecessarily monotonous CI. Both the highly motivated and the minimally motivated novice middle school learners required differentiation despite the motivating content of the stories themselves.

Ultimately, I used a CI approach that included some storytelling with interactive questions along with mini novels. Although our curriculum had introduced standards-based elements, the textbook was still a required classroom tool. It seemed that textbook usage sent

the message that memorization of vocabulary lists and grammar was an expectation. For me, it was not clear what created the dissonance. Was it the use of interactive storytelling, or the use of any kind of CI? Was it the need to adhere to the norm of the textbook to maintain a more passive learning environment? Or was it some combination of all three?

Several years later, I began to teach in a new elementary Spanish program. In my previous elementary position wherein I repeated the same lesson many times at the same grade level, my planning efforts for this new position did not engage my students. Extensive materials preparation was not producing the student involvement essential for optimal CI learning by all learners. Grades three and four students, in particular, struggled to stay engaged. All of them were novice learners of Spanish; thus I considered how I might provide CI with fewer resource materials while achieving a routine that would fully engage students.

Social media discussions that I had been observing discussed the use of stories in a variety of ways at the elementary level. I began to participate in discussions with other CI practitioners and became curious: could an approach involving drawing and revealing a story simplify my lesson preparation, create a routine, and simultaneously engage? From November 2016 until May 2017, my students in grades K-4 listened to a variety of stories that I illustrated on whiteboard. For story sources I wanted to provide my students with narratives completely unfamiliar to them and that were engaging both for them and for me. Throughout the remaining seven months, I selected children's books from the public library along with stories from *El Ratón Pablito* (Klein, 2016).

Initially, I was skeptical that I could effectively illustrate the key vocabulary and events while simultaneously revealing the stories. However, I noticed that my students were highly engaged in the process of watching me draw as I explained, revealed, and rephrased key events for stories. The drawing of these stories for my novice learners seemed to be a key support tool that assisted them in the comprehension of stories in L2.

With each story for my novice learners I followed these guidelines:

- Choose a story interesting to students and to me.
- Review the story and simplify events.
- Create an outline of events for the draw and reveal.
- Consider what key vocabulary from the outline of events that might be unfamiliar.
- Practice drawing key story vocabulary before draw and reveal.
- Make a list of that previously introduced vocabulary.

In November I considered how to obtain feedback from the grades three and four group. I wanted to know what they were or were not comprehending during draw and reveal. I knew that in using a different approach with my students it would be beneficial to document their progress. An action research process could help me understand the extent to which the draw and reveal approach was helping them understand Spanish.

Sagor (2000) explains that an action research process is valuable because it is “always relevant to the participants.” The process of collecting evidence of student learning could provide an important piece of the routine that our lessons were lacking. Additionally, if my students realized that they would have an opportunity to retell the story they had listened to, they would feel ownership in our draw and reveal lessons. Involving my students by eliciting and examining their feedback would help me as I implemented this new approach. Additionally, perhaps my documentation of student progress could inspire other teachers to explore this approach in their classrooms.

Grades three and four students had strong literacy skills in the L1 and they could retell stories in English. Beginning in November, I collected student retells after each draw and reveal session. An open-ended request with directions in English guided them before each retell: “Retell in English the story you just heard in Spanish. You may use Spanish words in your retell, but it is perfectly fine to retell our story in English. Be sure to include the beginning, middle and end of the story. Give as many details as you can.” Student retells were 1-3 paragraphs in length.

From November through May I read and reflected upon their retells. At least twice I also requested their feedback in writing regarding how well the draw and reveal was working for my students. Throughout the spring semester I began to notice an increase in their use of Spanish within the retells. I decided to focus on measuring the increase or decrease in their comprehension over the seven months of story listening. I also wanted to measure the increase or decrease in their use of Spanish to retell our stories.

In May, I randomly chose a November retell for a pretest. For each student's retell, the number of English phrases, Spanish words, and Spanish phrases were tallied, based upon demonstrated comprehension and/or recall of the draw and reveal stories. A retell was similarly selected and tallied from March/early April (a mid-point assessment) and also from May (the posttest). In order to guide my students in their retells and myself in reflecting upon what they wrote, the development of a rubric was helpful (See Appendix B). Each time they began their retells, I reminded them of these expectations: include the beginning, middle, and end of the story along with as many details as possible. I explained to students that going above and beyond those expectations would be to write all or part of their retell in Spanish.

## RESULTS OF RETELL ANALYSIS

Table 1. Individual Student Percentage Increase/Decrease for November to May Retells.

Student-Grade/Year	% English Phrases	% Spanish Phrases	% Spanish Words	% Average Increase
A-2/4	60.00%	0.00%	-85.71%	-8.70%
B-1/4	40.00%	300.00%	1500.00%	613.00%
C-2/4	600.00%	-88.89%	-76.92%	145.00%
D-2/4	-80.00%	1300.00%	275.00%	552.00%
E-2/4	14.29%	800.00%	2800.00%	1205.00%
F-1/4	0.00%	0.00%	400.00%	133.00%
G-1/3	-85.71%	0.00%	700.00%	205.00%
H-1/4	-20.00%	300.00%	1700.00%	666.00%
I-2/3	200.00%	100.00%	600.00%	300.00%
J-1/4	-94.44%	600.00%	450.00%	319.00%
K-2/4	-83.33%	3200.00%	2300.00%	1805.00%
L-2/3	116.67%	200.00%	142.86%	153.00%
M-2/3	-83.33%	0.00%	-75.00%	-53.00%
N-1/3	-80.00%	700.00%	-75.00%	182.00%
O-2/3	-83.33%	0.00%	800.00%	239.00%
P-2/3	150.00%	250.00%	180.00%	193.00%
Q-2/4	87.50%	600.00%	333.33%	340.00%
R-1/4	-93.33%	1400.00%	950.00%	552.00%
S-2/4	-66.67%	700.00%	650.00%	428.00%
T-1/4	42.86%	0.00%	600.00%	214.00%

Table 1 records the percent increases for 20 students from three categories: English phrases, Spanish words, and Spanish phrases. Also calculated was an average increase for all three categories combined: English phrases, Spanish words, and Spanish phrases. 18 of the 20 students increased overall retells more than 100%. There were two students who did not increase comprehension regularly; they needed repeated reminders to stay engaged—listen and watch—during story draw and reveal.

All eight of the “new to our school students” made gains of more than 100%. No students who had enrolled within the last year were known to have significantly more Spanish input time (prior to arrival at our school) as compared to the students who were with me in the first year of the school. This data shows that the “new to our school students” increased their learning as much as than those who had experienced CI with me in the previous year in ways other than story listening. A review of the increases for each category—English phrases, Spanish words, and Spanish phrases—shows that 40% of the total increase numbers (24 of 60) are increases of over 300%.

Some students were much more ready than others to produce Spanish; there are wide variances in use of Spanish words or Spanish phrases for individual students within their retells as illustrated in Table 1. It may be possible to attribute the significant gains of students B, D, E, H, K, O, and R to our LEA session following each story listening experience. In the lesson immediately following a story reveal lesson, students would retell (mostly in English) the story and I would record their retelling in Spanish on large paper. Use of LEA following the draw and reveal story lesson reinforced and added to the learning needs of the students with the strongest literacy skills. This approach differentiated to their learning needs by providing them with exposure to the written word in L2. For the students with lower literacy skills, the LEA provided additional CI.

Two additional tables below summarize the overall mean increase for these 20 students at two different times in the school year.

Table 2. Change between the Pretest to the Midpoint Retells

English Phrases	Spanish Words	Spanish Phrases
-157%	+341%	+198%

Table 3. Change between the Pretest to the Posttest Retells

English Phrases	Spanish Words	Spanish Phrases
+63%	+321%	+219%

Table 2 indicates a significant desire or motivation to use Spanish words instead of English from November through March/early April. There was also growth during this time in the use of Spanish phrases. There was a decrease in the number of English phrases used to retell from November to March/early April. Table 3 results are similar except for a

slight increase in use of English phrases. The increase in use of Spanish words and phrases from November until May is similar to the increases seen in Table 2 from November until March/early April. In summary, there was continuous growth in the motivation and/or desire to use Spanish to retell our stories.

### SPANISH WORD ANALYSIS

Because there was continuous increase in the usage of Spanish within all of the retells, I examined Spanish words used within the context of the retell. Any word that was spelled correctly or spelled with inventive spelling was tallied. A second category considered any subject and verb combination whether or not the subject/verb conjugation matched in number or gender. Lastly, I tallied any noun and adjective combination whether or not the noun agreed with the adjective in number or gender.

Table 4. Change in Use of Spanish between Pretest, Midpoint, and Posttest

	Pretest	Mid-Point	Posttest
Words	50	166	386
Subject/Verb	10	36	91
Noun/Adjective	1	20	72

Table 4 provides evidence of percent increases in the use of Spanish at two different points in the year—between the Pretest and Midpoint, and between Pretest and Posttest retells. Spanish noun/adjective usage, Spanish subject/verb usage and Spanish word usage all increased with continued input via draw and reveal. Students demonstrated growth in all three areas. For example, students who began the project with a mean of 50 Spanish words more than doubled this by the Midpoint retell, with 166 words. By the Post test these students demonstrated a mean of 386 words. Students who began the project with a mean of 10 Spanish subjects and verbs tripled this by the Midpoint retell, with 36 subjects and verbs. By the Post test these students demonstrated a mean of 91 subjects and verbs. Students who began the project with a mean of 1 Spanish noun and adjective combination doubled this by the Midpoint retell, with 20 noun and adjective combinations. By the Post test these students had demonstrated a mean of 72 noun and adjective combinations.

#### Student Reflections

I obtained student feedback in order to inform my instruction moving forward. When we began our story listening journey, for each story I asked the students to rate how well they believed that I revealed that story to them with words and illustrations. A 4 rating indicated that she/he understood all

or most of the story. A 2 indicated that there were parts of the story listening experience that were very confusing. Student ratings varied from 2 to 4, and allowing them to rate my efforts seemed to foster a semblance of collaboration. I discouraged students from using a rating of 1 because my illustrations for them should have provided at least some comprehension of the storyline.

Written student comments (See Appendix A2) provided the third piece of evidence of student growth during the draw and reveal approach. Their comments explained that my illustrations engaged them as the story was revealed. The illustrations helped fill in the comprehension gaps when spoken words were unfamiliar to them. Given the engagement struggles of the grades three and four group from August-October, their own comments indicate that draw and reveal was a good fit for the wide variety of that group’s learning needs. End of the year student comments (See Appendix A1) seem to indicate that they forgot about the task of learning L2 as they focused upon draw and reveal. Perhaps story listening created a lower anxiety environment which then increased student engagement and learning. Student comments show ownership and control of their learning. Two examples include “My listening progress has gone up because I gave Señora B. more 4s than 3s,” and “I see improvements because I see me using more Spanish.” They could identify elements of their learning progression by reviewing retells over time.

#### Conclusions and Potential Benefits

In conclusion, this relatively short period of story listening from November through May led to increases in my students’ ability to produce L2. There is evidence of retention and transfer of learning within their retells at varying levels. It is important to note that the number of students within this study was only 20. These data are limited to a calculation of increases/decreases noted in retells using English or Spanish during draw and reveal.

There is research that documents L2 acquisition via story listening with older learners as well at the junior college level (Mason, 2004, 2007). The story listening approach for teaching an L2 to novice learners also has potential for use at the secondary level as well. Interestingly, Egan’s (1986) Teaching as Storytelling discusses the idea that all teachers design all of their instruction around the qualities of an engaging story. Stories can potentially promote L2 learning without memorization,

which can then lead to improved retention and transfer of knowledge—the ability to apply in speaking and writing the L2 they are learning. Teachers at both the elementary and secondary levels of novice learners should further explore the story listening approach. Does draw and reveal input in L2 help other groups of students retain knowledge of L2 well enough to transfer that knowledge by using L2 comprehensibly in retells?

There were likely additional benefits for my students beyond learning in L2. With story listening my students were making valuable connections and receiving quality CI. As they listened, they likely used abstract ideas and their imaginations to interpret and assess difficult situations of the story characters. Several of our stories may have opened their imaginations because those stories included a surprise ending or revealed characters from another culture that encountered a life challenge. It is possible that the increases in being able to produce Spanish resulted from repeated exposure to Spanish via story listening over a seven month period of time. These potential benefits point to promising opportunities for developing language and communication skills.

Highlights from some of the stories that I revealed to this group of students show that my learners were required to use critical thinking skills and their imaginations. In Maria's story—revealed in November, her Mexican parents emigrated to the United States in order to earn money to support their family (Krull, 1994). When Maria joined her parents in the United States, she realized that Mexico's Days of the Dead could be celebrated away from her homeland. They empathized with Maria's journey.

In a December story, my students imagined how little deer's secret voyage in Santa's sleigh could end with a surprise (Wright, 1997). (See images below.)

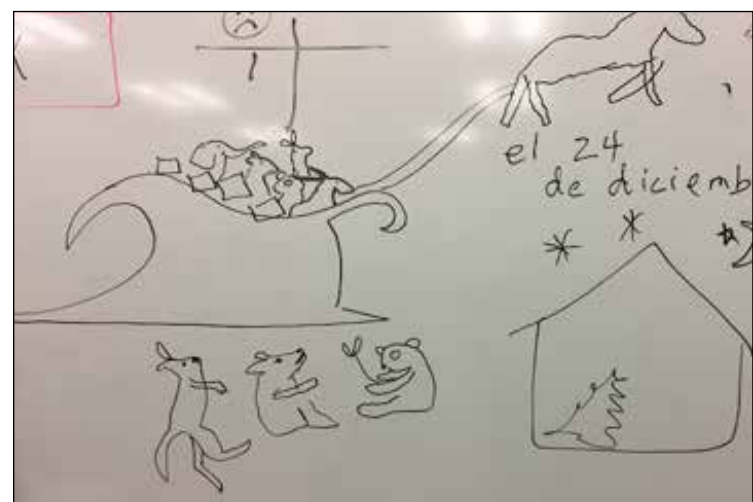
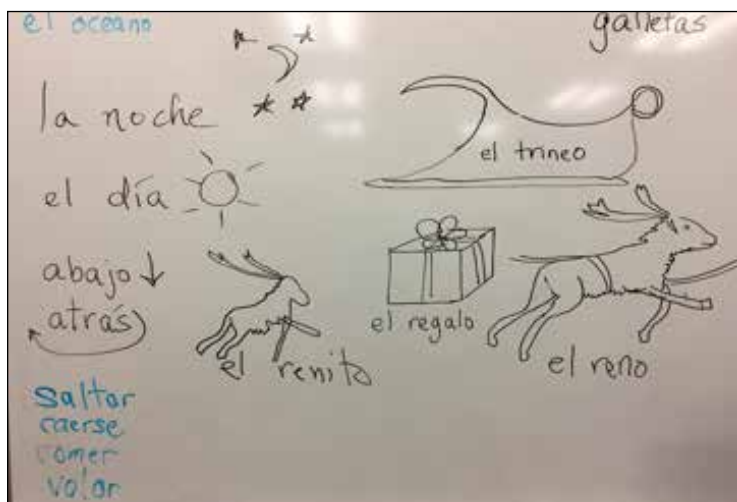
In a February story, students learned about Valentín who worked and lived alone but was able to conquer his loneliness through help from friends (Spinelli, 1999). By listening to Valentín's story, they considered the value of reaching out to others. In our April and May stories, students waited with anticipation to discover how Pablito the mouse (Klein, 2016) would solve some rather unusual challenges and predicaments. As they listened, they learned how Pablito solved problems when he traveled to Buenos Aires, to the countryside, and later to the ocean. Story listening has the potential to help learners develop cognitive strategies and their social and affective skills. As they listen, students explore elements of narration while identifying with the characters in the story.

Story listening in the L2 classroom has the potential to increase one's understanding of other cultures and develop empathy for

another's life struggles by stretching one's imagination. Listening to stories revealed and illustrated provided engaging CI that increased the proficiency for my students' at their individual L2 levels. Because story listening has the potential to differentiate, it can help teachers provide engaging CI to all of their learners in a relatively simple way.

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### APPENDIX A1: STUDENT SELF ASSESSMENT/REFLECTIONS

End of year reflection prompt: "Compare the three retells from the beginning of the year, mid year and end of the year. What do you notice? Also, tell how the drawing and reveal of

the stories worked for you."

- "I did not say enough." [in response to: "I wrote a lot."]
- "I did a lot more writing. I did better."
- "I got better!"
- "I showed progress."
- "My listening progress has gone up because I gave Sra. B more 4s than 3s."
- "I got better at describing."
- "My listening progress I think is a 3."
- "#1 and #2 had no Spanish. My second one had more details and it was longer. My third one was almost two pages long, and it had Spanish in it. It was a whole page longer than my others. I think I improved a lot."
- "I see improvements because I see me using more Spanish."
- "I have gotten better from #1 was good. #2 was better and #3 was amazing. I have wrote more. I think I am doing great."

### APPENDIX A2: VALUE OF DRAW AND REVEAL

- "The pictures explain the words."
- "When Señora B tells and draws pictures for the stories, it does help me a lot."
- "When Señora B tells, it is good that she draws."
- "When you tell and draw, it helps my listening. My listening is a 3 out of 4!"
- "When you draw, I see what is going on in the story."
- "When you tell and draw it helps me because then I know what's going on better, and if there is a word I don't know, you tell us."
- "When you draw and tell it's easier so I can [know] what's going on and hear it."

- "When you draw a picture and tell a story, it helps me."
- "I think that when I don't understand the words, I look at the pictures."
- "When you draw, it helps with my learning."
- "And drawing helps me a lot."
- "When Sra. B tells and draws, it helps because you get to see the story happen and listen to help you see it happening."
- "When you say a [new] word and draw a picture, I can comprehend what it means."
- "When Sra. B tells and draws pictures, it helps me understand what a word means."
- "I think the pictures kind of help."

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### APPENDIX B: STORY LISTENING RUBRIC

#### Story Listening Skills to Develop Proficiency in Spanish

Name \_\_\_\_\_

	Beginner/ Struggling	Developing/ Approaching	Expanding/ Increasing	Bridging/ Excelling
A student listens, watches. She/he asks questions or indicates clarification is needed during story listening.	Has great difficulty listening and/or watching. Interrupts the story listening. Never asks clarifying questions.	Occasionally needs reminders to listen and/or watch. Rarely asks questions. Allows self to fall behind before clarifying.	Listens and watches regularly. Clarifies meaning from time to time. Asks questions with prompting.	Eyes always on the speaker. Consistently listens with the intent to understand. Clarifies meaning whenever needed and/or asks questions at appropriate times.

Once someone has become an alert, competent listener, it is possible to assess how much of communication has been comprehended.

#### Evidence Of Story Listening Skills during Spanish class

	Beginning/ Emerging	Developing/ Approaching	Expanding/ Increasing	Bridging/ Excelling
After Listening To A Story A Student...	Is unable to retell story without assistance.	Reveals some important elements of the story's beginning/middle/end without assistance.	Can retell the entire story revealing the beginning, middle and end with several descriptive details.	Retells all or part of the story using Spanish. The retell includes many descriptive details and reveals an accurate beginning, middle and end.