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**MAGISTER EN PEDAGOGIA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS, MENSIÓN ENSEÑANZA
DEL INGLÉS**

**Assessing the effect of storytelling on longer
vocabulary retention.**

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NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA
DEL INGLÉS**

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2022

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Dedication

I dedicate this work TO MY STUDENTS, who always inspired and astonish me with their commitment to succeed and perseverance. I also dedicated this work to the extra-special people in my life, my daughter Paula and my son Emilio.

Andrea S.

Acknowledgment

Special gratitude to my family who has believed in me. Thank you – for all that I am and am not.

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Index

Caràtula	I
.....	
Aprobación del director del trabajo de titulación	II
Declaración de autoría y cesión de derechos	III
Dedication	V
Acknowledgment	VI
Index	VII
Caràtula	
.....	
.....	VII
List of Tables	IX
List of Figures	IX
Abstract	1
Resumen	2
Introduction	3
Chapter one	5
Literature review	5
1.1 Teaching english to young learners	5
1.2 Acquiring vocabulary	6
1.3 Linguistic accommodation in young learners	7
1.4 Linguistic creativity	8
1.5 Language learning strategies in young learners.	9
1.6 Storytelling as a method to teach english.	10

1.7 Storytelling in the curriculum	12
1.8 Criteria for selecting stories in vocabulary teaching.....	12
1.9 The teacher as a storyteller.....	13
1.10 Previous studies.....	14
Chapter two	18
Method	18
2.1 Setting and participants.	18
2.2 Procedure.....	18
Chapter three.....	20
Result and Discussion	20
3.1 Children´s Vocabulary knowledge - Pre-test results.....	20
3.1.1 Descriptive statistics of both groups for the pretest scores.....	22
3.3 Research question analysis	28
3.3.1 What effects does the storytelling technique have on the acquisition of vocabulary in young children EFL learners?	28
3.3.2 Nouns and verbs- Children´s Vocabulary acquisition - Post-test.....	28
3.3.3 What is the relationship between the use of storytelling and the correct use of new nouns and verbs in the construction of sentences in young children EFL learners?.....	32
Conclusions	34
Recommendations	35
References.....	36
Annexes	41

List of Tables

Table 1	21
Table 2	22
Table 3	22
Table 4	28
Table 5	29

List of Figures

Figure 1	20
Figure 2	28
Figure 3	30

Abstract

This study intends to determine the impact of storytelling on fourth-grade Ecuadorian EFL students in the acquisition of new vocabulary. Using an experimental design, pretests and posttests were undertaken to 22 students in the experimental group and 20 students in the control group. For five weeks, the control group learned vocabulary in a traditional way, while the experimental group received storytelling as the primary method of teaching. Pretests and posttests were contrasted, and the significant findings reveal that students in both groups similarly increased scores on posttest compared with pretest. On the other hand, participants from the experimental group were more efficient when using new vocabulary in their performance compared to those in the control group. It suggests that despite the effect of stories-based activities for vocabulary retention (passive vocabulary) in primary school is not significantly different compared with the use of other methods. However, storytelling was useful in the production of sentences using this new vocabulary in the target language (active vocabulary).

Keywords: storytelling, vocabulary, passive vocabulary, active vocabulary, EFL students.

Resumen

Este estudio pretende determinar el impacto de “storytelling” en un grupo de estudiantes ecuatorianos de cuarto grado en la adquisición de nuevo vocabulario en inglés como lengua extranjera. Utilizando un diseño cuasi experimental, se realizaron pruebas previas y posteriores a 22 estudiantes en el grupo experimental y 20 estudiantes en el grupo control. Durante cinco semanas, el grupo de control aprendió vocabulario de la forma tradicional, mientras que el grupo experimental recibió “storytelling” como técnica central de aprendizaje. Se contrastaron las pruebas previas y posteriores y los hallazgos revelan que los estudiantes de ambos grupos aumentaron de manera similar las puntuaciones en la prueba posteriores. Sin embargo, los participantes del grupo experimental fueron más eficientes al usar vocabulario en expresión oral en comparación con los del grupo de control. Se concluye que, aunque los beneficios de las actividades basadas en historias para la retención de vocabulario (vocabulario pasivo) no son significativamente diferentes en comparación con el uso de técnicas tradicionales, si es más eficiente para el uso efectivo del nuevo vocabulario en la producción de oraciones en inglés (vocabulario activo).

Palabras claves: “storytelling”, vocabulario, vocabulario pasivo, vocabulario activo, estudiantes de inglés como lengua extranjera.

Introduction

Nowadays, English has an important role in education, science, technology, economy, and interrelatedness among countries. In our context, learning English is seen as a fundamental fact in the way that it allows people to communicate beyond linguistic and geographical boundaries. Learning a foreign language also increases the chances to expand work opportunities in different areas like tourism, education, and international trade; as well as improves forthcoming opportunities for academic scholarship, travel, and access to information.

Therefore, considering the importance of English, the Ecuadorian government has incorporated teaching English in public education settings. According to the Ministerio de Educación (2016), by the end of elementary school, students are required to obtain an A2 level and, by the end of high school a B1 level based on the Common European Framework of Reference (CEFR). However, it has been a challenge for educational institutions to reach such mandatory level. High school graduates have usually not reached Level B1 due to different factors, such as teachers' training and proficiency, students' motivation, curricular-related challenges, and lack of communicative context (Arroba & Acosta, 2021). In fact, according to EF English Proficiency Index (EF EPI), Ecuador remains one of the two Latin American countries with the worst level of proficiency in the English language, only above Mexico, with a score of 440 out of 1000 (El Comercio, 2021).

Considering the worrying national context about English acquisition, it is necessary to develop linguistic competencies from an early age that aims to facilitate communicative interactions in the students. In general, these competencies require a lot of practical skills and linguistic acquisition, in which knowledge of vocabulary is reflected as one of the main influences (Lan Anh et al., 2021). In fact, according to Harmer (1991), learners can successfully communicate even with a limitation of grammar knowledge as long as they are provided with an adequate vocabulary.

The purpose of this investigation is to study the impact of using stories in EFL teaching for the acquisition of new vocabulary and the effectiveness of using this new vocabulary in the construction of ideas, particularly at the beginning stages of the L2 acquisition process in children. The setting for the investigation is a public school in Cuenca, Ecuador when Spanish is the primary language for communication. All the subjects, except the English class, are conducted in Spanish and the students are rarely exposed to the target language. This linguistic context limits the opportunities to practice English.

The importance of this research is that it analyzes a teaching method that may help students to retain and produce vocabulary more effectively. This research also may provide a foundation for teacher training, materials development and further researches of the EFL teaching process.

The research questions driving this study are the following:

1. What effects does the storytelling method have on the acquisition of vocabulary in young children EFL learners?
 - To what extent does the use of storytelling in teaching nouns affect school learners' vocabulary retention?
 - To what extent does the use of storytelling in teaching verbs affect school learners' vocabulary retention?
2. What is the relationship between the use of storytelling and the correct use of new nouns and verbs in the construction of sentences in young children EFL learners?

Chapter one

Literature review

1.1 Teaching english to young learners

At a young age, children are the potential in acquiring a new language. They learn more quickly than those who intend to learn after puberty (Hashemi, 2018). Furthermore, according to Abdullaeva (2021), children at age of 8-10 are competent in their mother tongue since they had acquired basic linguistic rules that include grasping abstracts and symbols, generalizing and systematizing language. They are also able to interpret meaning without understanding words separately, they are competent in using language creatively because had established imagination. Moreover, young students learn more effectively through experience. According to Moon (2005) at the age of 9, they are more likely to acquire new vocabulary by engaging in activities that require the use of language than by formal study. The reason for this facility is because young children are still in the process of developing the conceptual framework which will eventually allow them to handle language as an abstract system (Thornbury, 2006)

In this context of teaching, although it seems simple to teach English as a second language Hashemi (2018) clarifies that teaching children is a sensitive and delicate task for many reasons. They are easy to learn from their environments and great competitors. They enjoy imitating and are highly motivating to participate. They love independence as well as team work. On the other hand, children tend to have a lot of physical energy and shorter attention spans. They are specially linked to their surroundings and are more interested in tangible and observable materials (Harmer, 1991). Children will only commit themselves to an activity if they find it meaningful “activities need to be child-centered and communication should be authentic” (Peek, 2001, p.39).

Thus, as Abdullaeva (2021) suggests, it is necessary to use different activities that make the language input enjoyable and comprehensible as well. The use of body language and gestures are highly effective to increase understanding of the language.

1.2 Acquiring vocabulary

According to Albaladejo et al. (2018), vocabulary is recognized as one of the most necessary components of language proficiency. In addition, Lelawati et al. (2018) suggest that vocabulary refers to the speaker and writer's stock of words; without this stock of words, it is neither possible to communicate effectively nor to comprehend what listen or read. Harmer (1991) also stresses the value of vocabulary with this analogy that if language structures make up the skeleton of language, then vocabulary provides the vital organs. He also recognizes that people can still communicate with limitations without grammar skills but without vocabulary, nothing can be conveyed.

Over the years, researchers have attempted to explain what is involved in vocabulary knowledge. Anderson and Freebody (1981) first made the distinction between two dimensions: vocabulary breadth and vocabulary depth. Vocabulary breadth refers to the amount of vocabulary that a learner recognizes, and vocabulary depth refers to the depth of understanding the word. In other words, breadth of vocabulary describes the number of words a person knows, whereas the depth of vocabulary refers to how well that person understands those words.

On the other hand, to define the extent to which a word is known, Nation (2001) divided word knowledge into three areas: meaning, use, and form.

Vocabulary knowledge is usually classified into receptive (passive) and productive (active) vocabulary (Susanto, 2017). Receptive vocabulary refers to the ability to recognize and understand the word when used in context. In other words, it is the type of vocabulary that learners understand when reading or listening but are not able to use in writing or speaking. Meanwhile, productive vocabulary knowledge means producing and using the words learned correctly and constructively in speaking and writing (Nation, 2001).

Undoubtedly, the development of vocabulary has consistently been presented in the EFL curriculum, sometimes embedded in conversation and readings and other times in the form of a list (Gutierrez, 2020). In this way, Paviéciâc Takaéc (2008) clusters a list of the most commonly used schemes to present new vocabulary in the classroom; by directly

connecting the meaning to real objects or phenomena, by connecting the words with their equivalent in L1, by defining the meaning, by presentation through context, and by the active involvement of learners in presentation.

Acquiring a range of vocabulary knowledge is indispensable in the process of teaching a foreign language and it usually involves two stages (Ge, 2015). The first one is to get to know the word or memorize it. The second one is to retain the word in memory in the long- term. It usually represents more difficulty for learners to retain the words' meaning in a specific period.

Since limited vocabulary in a foreign language impedes successful communication, Susanto (2017) considers that the acquisition of vocabulary is neither simple word learning nor just memorizing the pronunciation and the spelling of the word. It is an incremental process that involves several cognitive treats including perception, noticing, attention, reception, appraisal of stimuli, memory functioning, association, and consolidation. But none of these cognitive processes take place separate from the effective functioning of the student. In other words, the processing of new vocabulary retention and the subsequent use in language performance is a result of the interaction of both affective and cognitive processes.

1.3 Linguistic accommodation in young learners

Lexical acquisition is an integral part of the process of learning a second language (L2). Krashen (1985) developed the Krashen's Input Hypothesis where suggests that individuals acquire their mother tongue by listening but at a level that it could be understandable. The same principles may apply in learning a foreign language, so students can learn new vocabulary and incorporate it with what they already know. Krashen also emphasizes that output may emerge only when the new language is internalized. Students would use the vocabulary they listen to and read as a foundation for what they will talk or write later.

Successful foreign language acquisition is a result of appropriate input and suitable contexts for interaction among students and teachers. In particular, the amount, and the quality of input children are exposed, are positively related to vocabulary growth (Albaladejo

et al., 2018). Taking this into account, children who learn English in a formal classroom cannot ever be enclosed by similar levels of input as naturalistic learners (Pinter, 2017).

But, even in a formal classroom where young learners have not a good-quality input, they can still enjoy some advantages. For example, children at a young age have a natural ability to be more attuned to the phonological system of the new language compared to adults. They also have a spontaneous grasp of the language. They are sensitive to the rhythms and sounds of new languages and they enjoy coping with these sounds and imitating the patterns. Finally, compared to older learners, children are less anxious and worry less about mistakes (Pinter 2017).

1.4 Linguistic creativity

Creativity is one of the language proprieties that concern the teaching and learning process. In terms of Zawada (2006) "Linguistic creativity is primarily the activity of making new meaning by a speaker and the recreation and re-interpretation of meaning(s) by a receiver" (p.235). On the other hand, Mukalel (2007) considers that linguistic creativity can explain the fact that a child with a relative mastery of a language is able to produce original sentences. This concept provides new insights into language teaching, so the language in the classroom should be taught keeping in mind the potential of creativity in children.

For foreign language educators, linguistic creativity is considered relevant to promote the mastering of language teaching. According to Herasymenko (2019), the term linguistic creative was first used by Serebryanikov, which linked the speech' forming function with linguistic creative thinking. Additionally, it was later analyzed by several researchers who consider the linguistic creativity problem in two ways: whether it is in the native speaker's speech or mother language and the non-native speaker's speech. Concerning non-native speech, engaging students with literature may be the potential to enhance motivation in a foreign language, as well as linguistic creativity (Hanauer, 2011).

Linguistic creativity involves a wide range of vocabulary. However, research indicates that students between ages 11 to 16 learning a foreign language acquire only 170 words a

year. However, learning vocabulary through stories may be more effectual if learners have an innate sense of involvement and process the language more profoundly (Hofweber & Graham, 2017). Another important factor that impacts success in vocabulary acquisition is learners' intrinsic motivation to develop a second language. Low motivation for language learning has been related to low levels of proficiency, confidence and enjoyment of studying the foreign language (Herasymenko, 2019).

Finally, the effect of second language literature exposure depends on how texts are used in the classroom. Indeed, previous research suggests that the way of teaching directly impacts the exposure of literature and the students' interest (Paran, 2008). This study suggests that not only the materials but also the way they are used influence the learning outcomes.

According to Herasymenko (2019), there are four stages in the formation of students' linguistic creativity in scientific research. At the theoretical and erudition stage, students acquire the knowledge necessary for creative speech activity; at the operational activity – students master the skills necessary for creativity based on the available knowledge; at the personal-emotional stage (motivation of students), awakens their interest in the future of specific creative activity; and at their creative stage, they perform creative speech activities.

1.5 Language learning strategies in young learners.

According to Susanto (2017), language-learning strategies (LLS) are actions, tactics, and plans that language learners use to facilitate the comprehension, storage, retrieval, and information to their vocabulary learning process.

In addition, Rubin (1975) classifies two different systems in LLS, directly and indirectly learning strategies. Direct strategies are utilized to attract the learners' attention into direct communication with the form and meaning of vocabulary items such as dictionary and word list (Taghinezhad et al., 2016). At the same time, direct learning strategies are classified into cognitive and metacognitive strategies. In cognitive learning, students set the mind in planning and managing the goal of education. In comparison, in metacognitive learning students use the knowledge of the cognitive process to adjust the learning process

(Gumartifa et al., 2015). Whereas with indirect strategies, learners do not emphasize the word itself, but they improve learning indirectly. With the indirect learning strategy, students can learn through context. According to this, communicative and social strategies are part of this process (Gumartifa et al., 2015).

In addition, Syaifuffohman et al. (2020) provide a brief description of the Oxford University classification of language learning strategies. Direct learning strategies are organized into three secondary strategies (memory, cognitive, and compensation strategies). Indirect learning strategies are also divided into three sub-strategies (metacognitive, affective, and social systems).

Whereas direct or indirect strategies can be more effective in language acquisition is a topic to discuss. On the one hand, Naeimi and ChowVoonFoo (2015) compare the effect of direct and indirect vocabulary learning strategies on pre-intermediate learners. The study results showed that students who used direct vocabulary learning strategies outperformed those who used indirect vocabulary learning strategies. On the other hand, Taghinezhad et al. (2016) evaluate the influence of indirect and direct learning strategies on upper-intermediate students' vocabulary learning, concluding that students who received vocabulary instruction using indirect strategies outperformed their counterparts.

Likewise, there have been contrasts toward memorization versus internalization of vocabulary. Researches indicate that combining reading with a direct method strategy like interactive instruction; improves the rate and amount of vocabulary acquisition (VandenBerg & Klapwijk, 2019).

1.6 Storytelling as a method to teach english.

Stories are considered a holistic approach to language teaching and support the natural acquisition of language (Lan et.al., 2021). Several reasons encourage the application of stories in the EFL classroom. One of them is the fact that memorizing a list of isolated concepts and definitions is difficult. In contrast, stories provide a structure for remembering important material since retaining the flow of a research story may be easy for learners (Green, 2004). As students are always worried about the amount of work to perform and

often feel overloaded, reading short stories seems less awful (Lan et al., 2021). Another reason is that the exposure to listening stories with repetitions and visual images and gestures can actively contribute to promoting the children's acquisition of new words by increasing the frequency and the salience of lexical items. Since the more frequently a word appears and the more noticeable it is, the more probably it is to be perceived, even inadvertently (Albaladejo et al., 2018).

In the past few years, many researchers have illustrated the benefits of applying stories in language classrooms for improving language skills and motivation. In Nuyen and Nguyen's (2018) research, findings suggest that storytelling instruction is useful to improve oral performance and attitudes of students in contrast to using pilot textbooks. In a different research Elkin and Akca (2008), demonstrated that the use of stories is appropriate for young learners at the level of linguistic, cognitive, emotional, and social development. Moreover, students appeared to have intrinsic motivation both with stories and with the learning activities arising out of them. They also displayed a positive attitude towards the study of grammar. In a similar line, Sumantaray (2014) found that storytelling could be an effective method to help students improve their language skills as well as develop imagination, concentration, comprehension. and participation.

Still, a storybook is a powerful vehicle for building vocabulary, oral language, and early literacy skills (Biemiller & Boote, 2006). According to VandenBerg and Klapwijk (2019). While older and more proficient students can read to acquire vocabulary, younger children are often limited in their independent reading to standard and straightforward text. This kind of reader is unlikely to expose learners to new vocabulary. Then, when teachers read stories aloud to younger learners, students are exposed to a more extensive language and can build new vocabulary.

Finally, in terms of Bland (2019), storytelling can be an excellent method to increase oral language. In this line, Bland analyzes the importance of literature in language teacher education and remarks on some essential benefits of using stories in the learning process. Storytelling includes the repetition of multi-item chunks; the audience is exposed to

phonological repetition and strong sound patterns. Furthermore, images bring the opportunity to increase comprehension since they turn stories more interesting for students. There is also a high-quality language input, characterized by stylistic cohesion through marked vocabulary repetition and lexical chains, melody, and parallelisms; finally, it enhances motivation for dynamic and genuine interpersonal communication.

1.7 Storytelling in the curriculum

The primary EFL classroom offers various opportunities for young learners to work with the target language creatively and productively (Becker & Roons, 2016). In this line, storytelling provides the starting point and context for developing several activities related to learning the target language that involves children's creativity, activity, and motivation in an all-around whole curriculum approach (Elkin & Akca, 2008).

Dujmovic and Visoka (2008) agree that there are three main dimensions in which stories can be used in the whole school curriculum. First, to reinforce conceptual development in children (for example, shapes, colors, numbers, and so on); Then, benefits students by developing other subjects in the Curriculum like Mathematics, History, Geography and so on; and finally, develop second language learning strategies and reinforce thinking strategies.

According to Peck (2001), the implementation of storytelling in the classroom must be consistent with the linguistic, cognitive, emotional and social developmental levels of the children involved. This author makes some recommendations to introduce storytelling in the classroom. The teacher must focus on the value of the activity, not the importance of the language. Focus on meaning, not correctness. Provide a rich context, including senses, objects and pictures. Include several activities and movements. Teach holistically and integrate the four skills. Treat students appropriately in light of their age and interests. And use language for authentic communication, not as an object of analysis.

1.8 Criteria for selecting stories in vocabulary teaching

One of the teachers' critical competencies is the ability of material selection that includes methods, resources, and more things for the most effective teaching and learning

process (Lan et al., 2021). Selection requires evaluating and discriminating materials between those that meet learners' needs and those that do not (Dujmovic & Visoka, 2008). but they also face the challenge to provide learners with authentic and meaningful opportunities to apply and practice communication skills (Christiansen & Koelzer, 2016).

There are a variety of studies that suggest the importance of finding materials that are interesting and attractive for students (Millonig et al., 2017; Abdullaeva 2019; Jamil 2019). Researchers recommend evaluating the stories to find those that get the students interested and engaged. In this way, Saxby (2021) recommends considering whether the story is interesting and exciting, scare or amusing enough to motivate students to continue reading.

According to Saxby (2021), another feature to put into account is the length of the story. It has to be not too short, not too long. Dujmovic and Visoka (2008) recommends looking for a single, defined, and clear theme with a well-developed sequential plot, strong emotional content, dramatic appeal, conflict resolution, and interesting subject matter. Also, avoid stories with long descriptions or explanations. Finally, use flashcards, and other literary materials that break the flow of the story.

Alternatively, it is essential to bear in mind the story's language level and the grammar and vocabulary that are not too easy but still accessible to the audience (Saxby, 2021). Many storybooks are created especially for children learning English. However, there are many storybooks written for English-speaking children that are suitable for those learning English. While, very often, simplified stories represent a watered-down version of the English language,

1.9 The teacher as a storyteller

Telling a story in a foreign language could be difficult, but it should be done naturally (Aouaoucha, 2020). Taking this into the account, Dujmovic and Visoka (2008) suggest that teachers can tell stories effectively since they can feel comfortable with it. They also provide a guideline for selecting and following tales appropriately. This guideline is divided into three steps, when selecting the stories, during the stories, and after the stories. First, when

selecting the stories, teachers must consider some factors like the language difficulty, the instructional objectives, the content appropriateness, and the interactive opportunities. Following, during the storytelling interaction, it is necessary to set the environment, prepare the audience for listening, evaluate continuously, and make adaptations if necessary. Finally, after storytelling teacher should make the experience real through reflecting on activities and evaluating the improvement.

As Dujmovic and Visoka (2008) suggest when telling a story, it is necessary to adapt the text to suit the learners' world; teachers can even modify events in the story if necessary. But, to make the report more accessible, teachers also can modify vocabulary, substitute familiar words for the more unfamiliar ones, rephrase idioms in clearer language, give more examples to clarify the purpose, check grammar tenses and simplify them if necessary and emphasize one design that is pretended to be learned for the students.

1.10 Previous studies.

Several educational researchers have investigated the impact of stories on language skills development around the world for the past years. However, not much research focuses on stories in terms of the effectiveness of EFL learners' vocabulary retention.

Proof of this, a quasi-experimental study that was followed by Parvareshbar and Ghoorchaei (2016) investigates the effect of using short stories on improving vocabulary learning of Iranian intermediate EFL students. This study aimed to come up with new methods of improving learners' vocabulary which allow both educators and students to better cope with language teaching and learning. For this study, It was the number of 50 participants divided into two groups. One of them was considered as the control group and the other is the experimental group. The study comes out with new methods of enhancing learners' vocabulary, which afford both students and teachers to cope with language acquisition. Regarding the achieved data, the results indicate that the implementation of the storytelling method positively affects learners' English vocabulary acquisition and the proper application of short stories brings about the effectiveness of teaching and learning new vocabulary.

Another study that focuses on investigating the effects of using aural and visual storytelling on Iranian EFL students 'vocabulary learning and retention was followed by AminAfshar and Mojaverzi (2017). The study was carried out with 100 Iranian intermediate students randomly divided into experimental and control groups. The participants were evaluated with a pre-test. After that, the visual storytelling method was used in the experimental group and the aural storytelling method was used in the control group. A post-test was administrated after three months of instruction to evaluate vocabulary. The results showed a significant improvement in vocabulary knowledge in both groups. However, two weeks later, it was given a delayed post-test to measure the students' retention of vocabulary knowledge. This delayed posttest confirmed that utilizing visual storytelling has a positive impact on the long-term memory of the vocabulary items in comparison with the administration of aural storytelling. Recognition of vocabulary in the control group reduced in the range of time. The researchers conclude that there is a positive influence of the visual storytelling method in EFL learners' vocabulary retention.

In a similar line, aimed to examine the effect of different input conditions on the acquisition of lexis to very young Spanish EFL learners in their first year of preschool, a study conducted by Albaladejo et al. (2018), evaluates the second language vocabulary acquisition through songs, stories, and the combination of both. During the experiment, 22 participants learned basic vocabulary related to routines, colors, shapes, and Christmas, with three different conditions, with a story, in which the children are told a brief story; with a song, in which they are exposed to a traditional children's song; and with song and story, during which they first listen to a news story and then to a related song. The study follows a pretest-posttest and delayed posttest design. The results provide some pieces of evidence that suggest that incidental vocabulary learning through stories offers higher gains compared with listening to songs or through the combination of both resources.

Similarly, Aljaraideh (2020) followed a study that pretended to identify the role of digital storytelling (DST) in the English language's maintenance and progress on sixth-grade male students. In this quasi-experimental design study, the participants were equally

distributed into two groups. The control group was taught the English language in the traditional way. On the other hand, the experimental group learned the English language through DST. The pretest and posttest were conducted and the findings showed a significant difference in students' academic achievement towards learning the English language in favor of the experimental group. Statistically significant differences were also found in students' motivation towards learning the English language due to the teaching method in favor of the experimental group. Therefore, according to the researcher, it seems that learning based on multimedia with stories attracts more senses compared with traditional education. Furthermore, learning content through multimedia (DST) helps students to preserve and remember information easily.

In a different context, Lan et al. (2021) investigated the effectiveness of stories on EFL adult learners' vocabulary retention. The researchers followed a quasi-experimental design with the aim of identifying students' achievement and motivation in the English language through exploring the mean differences between the experimental and control groups. This research was carried out with thirty-six learners aged between 18 to 37 divided into two groups. The experimental group was exposed to stories while the control group received the traditional method of teaching vocabulary using translations into the mother tongue. After the ten-week experiment, the results revealed that the effects of stories-based activities on participants' vocabulary retention in the experimental group were not significantly different from the control group. However, adult learners recognized the enjoyment of stories in the learning process.

In our context, a recent study conducted by Arroba and Acosta (2021) intended to determine the effectiveness of authentic digital storytelling as an alternative strategy to improve speaking skills in EFL learners at the university level in Ecuador. A previous survey was administrated to students and teachers that concluded that participants recognize the importance of authentic communicative strategies. However, they perceived that in practice, the strategies used in class are not authentic and communicative at all. Based on these results, researchers introduced authentic digital storytelling to provide if it improves students'

oral skills, in concrete speaking. The research followed a quantitative paradigm, and a pretest and posttest were applied using a rubric that assessed the students' sense of organization, mode of delivery, quality of language used, the central message's quality, and supporting material used. The significant findings showed that authentic digital storytelling significantly improved students speaking skills; however, researchers suggest that its implementation required teachers' willingness to apply novel communicative strategies inside and outside the classroom.

Chapter two

Method

2.1 Setting and participants.

Two fourth-year classes, totaling 42 students from a public elementary school participated in the study. Participants' age ranged between 8 and 9 years. One class was assigned to the control group (n=20) and the other to the experimental group (n=22). All participants attended the five online classes and had a similar background concerning social condition, and English level framework that is a pre-A1 according to the student book.

It is also necessary to state that the study was carried out during the COVID-19 lockdown. The government required citizens to stay at home to lower the curb of the pandemic, in consequence during the Coronavirus disease children remained at home as schools were closed. Thus, classes were delivered online using the Zoom platform. However, to avoid biases during evaluation, pre-test and post-test were done face to face at school with the previous permission of parents and the school's principal.

2.2 Procedure.

This study employs a quasi-experimental design since it pretends to establish a cause and effect relationship between an independent variable – the implementation of the storytelling method on EFL learners; and a dependent variable – the acquisition of new vocabulary. Two fourth grade from a public elementary school were selected for the experiment. One class was assigned as a control group and another class as the experimental group. The control and treatment groups are considered equivalent in every way other than the treatment. The two groups were pretested with two pre-tests concerning vocabulary knowledge, one related to nouns and one related to verbs.

Five seasons of treatment were implemented since the learning plan was part of Unit 7 of the curriculum year. Each unit has an extension of 6 classes with 40 minutes in length.

The first class was used to evaluate students with the pre-test and the experiment was carried out during the next five classes.

Lessons were conducted by the researcher that was in charge of teaching both groups. The difference between the two groups was the way vocabulary was introduced. On the one hand control group was introduced to new vocabulary traditionally by looking at pictures and saying the words and by using translation to the mother tongue. On the other hand, the experimental group received storytelling as the main teaching method. In this case, the book selected for the experiment was chosen based on the cross-curriculum content and the student's English level comprehension.

After the five-session lessons, two multiple-choices post-tests, one concerned with nouns and one concerned with verbs were applied to both experimental and control groups. Concerning the data analysis, the percentage of students who marked each correct answer was calculated to determine the amount of vocabulary knowledge after and before the application of the independent variable. Then, the averages of the score were contrasted and a t-test was applied to define the significant difference between the two groups after and before the implementation of the experiment. A level of error of significance of 5% ($\alpha = 0.05$) served as the tolerable level in determining the variance between the two variables.

Finally, as a third post-test, the participants orally responded to two open-ended questions. The responses were collected and analyzed according to the number of new words used in learners' answers. It helped to decide whether storytelling had helped students improve their ability to communicate.

Chapter three

Result and Discussion

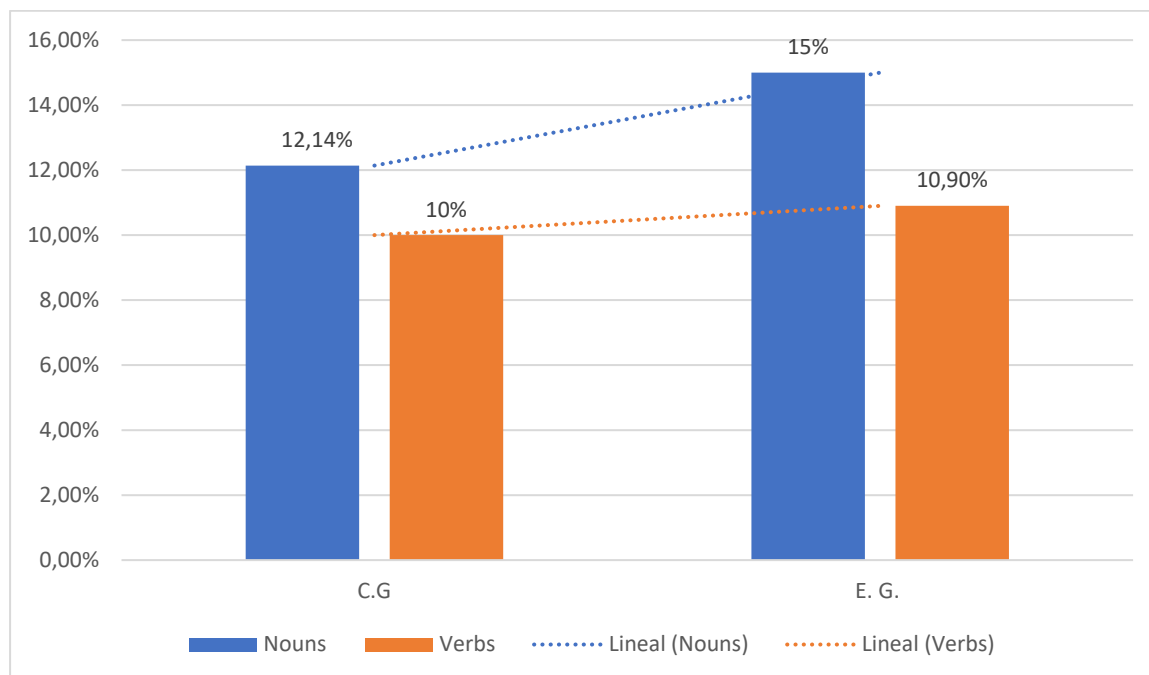
This section presents the analysis of the use of the storytelling method and the relationship with the acquisition of new vocabulary and the consequent use of this vocabulary in the construction of sentences. For a better organization, the investigation comprises three main sections: the first section point to test the initial level of knowledge of the students in control and experimental groups prior to the implementation of the experiment. Then, the second section describes in detail the intervention process in both groups. Finally, the last section aims to answer the research questions.

3.1 Children´s Vocabulary knowledge - Pre-test results

Just before the application of the experiment, two multiple-choice tests, one for nouns and one for action words, were carried out to prove the level of previous knowledge and the similarities between the two sample populations. Figure 1 summarizes the percentage of the correct answer for the control and experimental group concerned with both nouns and action words.

Figure 1

Summary of previous participants' vocabulary acquaintance



Note. Percentages are derived from the raw data collected from the pretests of nouns and verbs for Control Group (C.G.) and Experimental Group (E.G)

Figure 1 shows a low overall baseline with no trend concerned with the percentage of nouns and verbs for the control group. Based on that. It is evidenced that a total average of 12.4% and 10% of students' knowledge of nouns and verbs respectively were achieved before the experiment. In the same fashion, Figure 1 also displays the percentage of correct responses that corresponded to the experimental group. In this case, 15% of nouns and 10.9% of verbs were answered correctly

Consequently, it is important to recognize that on percentage, the students in both control and the experimental groups have low knowledge of the vocabulary of nouns and verbs before the experiment. However, in order to be more objective and accurate about the homogeneity of the participants, it is necessary to determine whether the averages obtained in the pre-test between the two groups are statistically similar or not.

3.1.1 Descriptive statistics of both groups for the pretest scores

The pretest scores of the children were founded on the ability to match the picture with the word they read. The average is based on a total score of 10 according to the number of correct answers. For further data analysis, a descriptive statistics test was conducted to find the minimum, the maximum, the means, and the standard deviation of scores that each group obtained before and after the experiment.

Table 1

Descriptive Statistics of Both Groups For The Pretest Scores

		N	min	max	M	SD
Nouns	C.G	20	0	6	1.2	1.64
	E.G	22	0	6	1.55	1.95
Verbs	C.G	20	0	4	1	1.52
	E.G	22	0	4	1.1	1.34

Note. The number of participants (N), mean (M), and standard deviation (SD) values serve as evidence for future statistical analysis

This table shows the comparison of the total mean score for participants' vocabulary results between the two groups before the experiment. The two groups obtained a low total mean score after the experiment for both, nouns (CG-M.=1.20; EG-M=1.55) and verbs (CG-M.=1.00; EG-M=1.34). Concerned with nouns, the result on the experimental group is slightly superior compared to the control group (MD= 0.35). Similarly, the mean of average on the experimental group's verbs is vaguely superior to the experimental group (MD. 0.1).

However, the evidence from the descriptive statistics test is insufficient to conclude a statistically significant difference. In consequence, to see whether this difference was statistically significant,

Table 2*t-Test: Two-Sample Assuming Unequal Variances - nouns*

	<i>Experimental</i>	<i>Control</i>
Mean	1.55	1.20
Variance	3.78	2.69
Observations	22	20
Hypothesized Mean Difference	0	
Df	40	
t Stat	0.623767	
P(T<=t) one-tail	0.268161	
t Critical one-tail	1.683851	
P(T<=t) two-tail	0.536322	
t Critical two-tail	2.021075	

Note. Comparison between the two groups means gathered after tabulation the scores of the pretest activity concerned to nouns.

Comparing the accumulated statistical T with the t Critical two-tail in the table, we can conclude that data from the experimental group is similar to data from the control group. The results of the t-test from pre-tests indicate that the mean difference (MD=-0.34) of the average between CG (M=0.6) and EG (M=0.77) was not statistically significant (T=0.62) (Pair 2.02). This denotes that the two groups belonged to the same population related to the acquaintance of nouns at the beginning of the experiment.

Table 3*t-Test: Two-Sample Assuming Unequal Variances – verbs*

	<i>CONTROL</i>	<i>EXPERIMENTAL</i>
Mean	1	1.090909
Variance	2.315789	1.800866
Observations	20	22
Hypothesized Mean Difference	0	
Df	38	
t Stat	-0.20449	
P(T<=t) one-tail	0.419533	
t Critical one-tail	1.685954	
P(T<=t) two-tail	0.839066	
t Critical two-tail	2.024394	

0)

Note. Comparison between the two groups means gathered after tabulation the scores of the pretest activity concerned to the verb.

Similar, based on the results of table 3 t-statistical ($t_{Stat} = -0.2$) demonstrated not a significant difference in students' results concerned to action words. This indicated that before the study, there was no significant difference in students' vocabulary acquaintance concerned with verbs ($t = 0.20$) (Pair 2.02).

In short, table 2 and table 3 demonstrate that participants for both groups initialed the study with the same level of vocabulary acquaintance. It is important to have this information because it assures the homogeneity of the two groups previous to the application of the experiment.

3.2 Intervention process

This section aims to describe the intervention process, step by step during the five season-lesson. It is important to remark that in the words of VandenBerg and Klapwijk (2019), younger children are often limited in their independent reading to standard and straightforward text. They suggest that teachers should read stories aloud to younger learners. In this way, they are exposed to a more extensive language and can build vocabulary. With this in mind, the teacher decided to scaffold the classes by reading the story aloud for the first time and gradually allow students to read by themselves and eventually be able to create their own story.

In addition, an important criterion for selecting the story to be applied to the experimental group was the extension of it. In the words of Saxby (2021), the text has to be not too short, not too long. For this reason, the story selected for the study has 275 headwords that correspond to the elementary level (Oxford, 2021).

3.2.1 Lesson 1

Before the implementation of the first lesson, the teacher set the desired objectives and outcomes such as students will be able to recognize the vocabulary of nouns, and identify demonstratives *this, these, that, those*, as this was part of the current EFL unit.

The first stage for the experimental group includes introducing the students to the story by asking questions concerning the book cover, for example, what animals do you see? What objects do you see? What do you think the book is about? Students were encouraged to respond in English but were also free to use Spanish. Then, for the main teaching input, the teacher displayed the picture on page 2 and pointed to the objects of the picture that are far and that are close using demonstratives such *that is grass, those are trees* (see annex 1). Then teacher narrated the story with a modulated voice. The teacher repeated the same exercise on page 4. To highlight target word meanings and to enhance story comprehension, students complete the activities on pages 3 and 5 from the book. In contrast, the control group was introduced to the new theme using the traditional way of teaching like showing pictures, asking students to repeat the pronunciation and making a picture dictionary.

The next step was an independent practice where students from both groups had to complete some tasks such as gap-filling and picture cued. The activities were extracted from the English module concerning the unit of study (see annex 2).

Finally, during the closing and review section for both groups, a summary was administered asking students to choose their favorite animals from a list of pictures shared on the screen. Different students had different levels of motivation to respon. Thus, teacher administrated the think-pair-share to ensure all students had equal opportunities to listen and produce ideas with their partners as suggested by Parvareshbar and Ghoorchaei (2016).

3.2.2 Lesson 2

The objectives throughout this second lesson for both groups were to identify the vocabulary of verbs and to understand and create sentences in simple present.

During the anticipatory set, for the experimental group, the teacher started the class by reading with the students the previous pages reviewed in the last class. Then, she attended to develop curiosity by asking questions like what do you think is coming next? What animals do you think the family is going to see?. Students were encouraged to answer in the target language. Following this, the teacher showed students the picture on the next

page and asked students to identify what animals are in the picture. Then, to introduce action words teacher asked them to describe what are the animals doing. In this case, students were free to answer in both English and Spanish. However, when Spanish was used, the teacher replayed the answer in English stressing the action words like this monkey eats a banana, this monkey play on the car (see annex 3). Finally, the experimental group listened to the teacher read aloud and then using the context clues technique, students had to circle all the action verbs they could find. With this activities teacher gives students a meaningful opportunity to apply and practice communicative skills and motivation as suggest by Elkin and Akca (2008),

In contrast, the anticipatory set of the control group was the game freezing using action words. Then, to aid comprehension of the new vocabulary, some images of actions words were shown and said aloud.

Once the new vocabulary was introduced, students for both groups completed some supplementary activities like word search, linking the words with the images, and describing pictures with short sentences (see annex 3).

Finally, as closing and review students for both groups play a game by answering questions in groups

3.2.3 Lesson 3

The objectives of this lesson were to understand and identify gerunds and to create sentences with them using the previous vocabulary.

The experimental group started the class by reading previous pages and answering some questions about what they had read. What is the family doing? Where are the elephants doing? Where are the monkeys? Etc. Following, the teacher read the next page and ask students to circle the action words they find that were written in the gerund. Along with this, the teacher explained the use of *ing* in verbs. In this case, the teacher used Spanish to ensure students understand the idea.

Alternatively, the control group remembered the previous vocabulary playing an interactive game online by choosing the correct answer. Then, they learned the gerund rule in the same way the experimental group did.

The next step for both groups was to rewrite a list of verbs into the gerund form.

Subsequently, the teacher asked students to draw a picture of any animal doing an action and explain in the group what the animal is doing. The teacher made the corrections by repeating the sentences and stressing the word that was incorrect in the correct way.

3.2.4 Lesson 4

Throughout this fourth lesson, the teacher aimed students to be able to use new vocabulary to create their own story applying the present simple and present continuous in short sentences.

During the anticipatory set, students in the experimental group take turns to read the whole story. The teacher guided the reading by motivating and correcting any pronunciation mistakes.

In contrast, the anticipatory set for the control group was to watch a short video about a family visiting a zoo. Then the teacher asked students: what animals did you see? What were they doing? Students were motivated to answer in English.

As a teacher-guided practice, students in both groups were asked to be supposed they be in a zoo and imagine they see 5 different animals. Then students write the 5 animals they want.

The next step is to imagine what each animal is doing and write sentences about it. Students were given a list of

Finally, with the information collected students had to create a short story with some illustrations included (see annex 4)

3.2.5 Lesson 5

The objective for this last class was that students would be able to use oral communication techniques to share ideas in class.

This last class was an enclosed lesson of all the material learned in the previous classes. That way both groups worked the same activity. The objective was to create a lap book during the first 20 minutes of class for then be presented orally.

The lesson starts by playing the freezer game using action words. Then the teacher shows students an example of how to make a lapbook. A lap book is a file folder, laid out in a creative manner that contains specific information on different themes. In this case, the topic was to investigate some information about wild animals and write in the lapbook using demonstratives, the vocabulary of action words and vocabulary of nouns learned in previous lessons. Students had 20 minutes to create their lapbooks. During this time teacher guided the students' process by answering questions and making suggestions.

The last 20 minutes of class were used to present the work orally. Students were motivated to use oral communication strategies like feeling confident, speaking clear and loud and saying thanks at the end of the presentation. The students who did not have time for presenting the work during class had to record themselves and send the video to the teacher for review.

3.3 Research question analysis

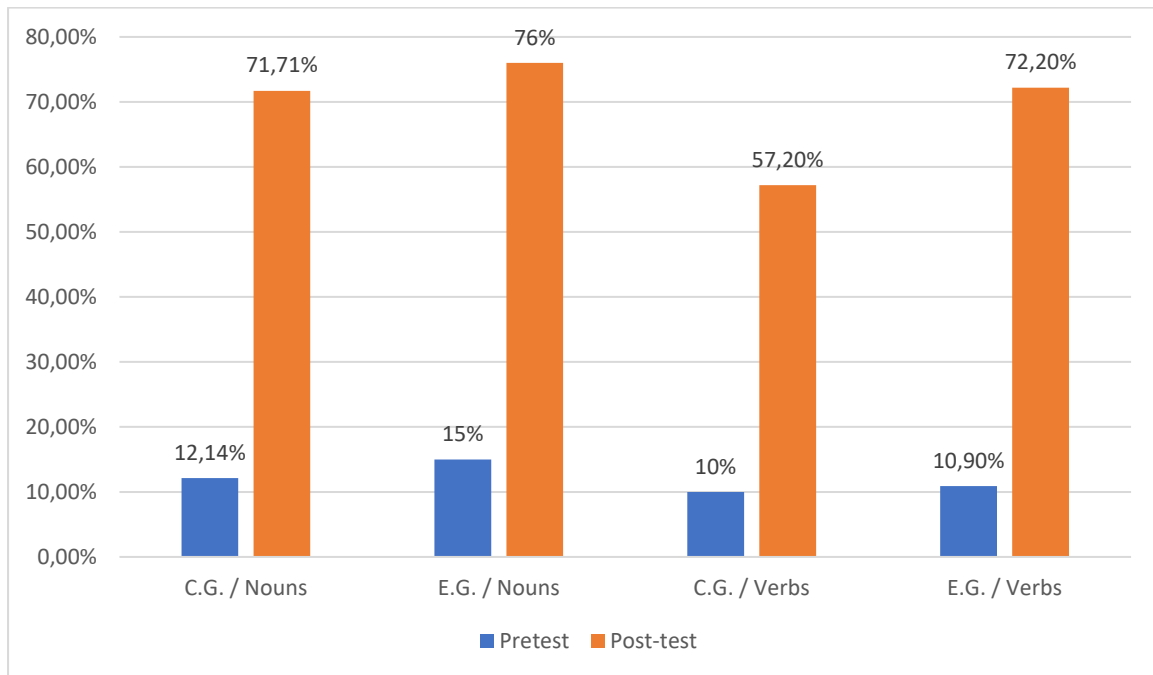
3.3.1 What effects does the storytelling technique have on the acquisition of vocabulary in young children EFL learners?

To answer this first research question, a post-test was applied to the students after the implementation of the experiment, Both the control and experimental group were asked to link the images they see with the corresponding word. Figure 2 describes the percentage of the correct answer for the control and experimental group related to the noun and verbs post-test;

3.3.2 Nouns and verbs- Children's Vocabulary acquisition - Post-test

Figure 1

Participants' vocabulary retention within the two groups before and after the study



Note. Comparison between percentage gathered after tabulation the scores every student received in the pretest and post-test for nouns and verbs.

The above figure summarizes participants' vocabulary retention achievement. Based on comparing the results between the pre and post-test applied to both groups. As observed, both groups increased the percentage of correct answers after the experiment. Both teaching techniques were effective to learn nouns and verbs with a slight difference in favor to the control group (Nouns: E.G= 76%; C.G=71.71%) (Verbs: E.G.=72.2%; C.G=57.2%). However, to determine whether it is a significant difference between the acquisition of vocabulary in the two groups a statistical t-test was carried out. This will be explained with more details in table 4 and table 5 that are presented below and will display information about the findings of the statistical significance between the mean score of the two groups for nouns and verbs respectively.

Table 4*t-Test: Two-Sample Assuming Unequal Variances*

	EXPERIMENTAL	CONTROL
Mean	7.272727	6.2
Variance	10.11255	8.8
Observations	22	20
Hypothesized Mean Difference	0	
Df	40	
t Stat	1.130967	
P(T<=t) one-tail	0.132402	
t Critical one-tail	1.683851	
P(T<=t) two-tail	0.264805	
t Critical two-tail	2.021075	

Note. Comparison between the two groups means gathered after tabulation the scores of the nouns posttest.

Table 4 above indicates that after the study the vocabulary test performed by the control group uplifts a mean score of 6.2; it is slightly lower than the experimental group which obtains a mean score of 7.27. This difference is also demonstrated with the t Critical one-tail, 1.68. However, t Statistical (1.13) shows the evidence that the mean scores between the two groups were not statically significant since its value is lower than the t Critical two-tail (2.02). Therefore, these results provide information to respond to one of the research questions that inquired about the scope that the use of storytelling has on the acquisition of new vocabulary. The evidence support that the difference is not significant concerning the acquisition of new nouns between the experimental group and the control group.

Table 5*t-Test: Two-Sample Assuming Unequal Variances*

	EXPERIMENTAL	CONTROL
Mean	7.181818	5.75
Variance	5.965368	14.19737
Observations	22	20
Hypothesized Mean Difference	0	
df	32	
t Stat	1.445602	
P(T<=t) one-tail	0.079006	
t Critical one-tail	1.693889	
P(T<=t) two-tail	0.158012	
t Critical two-tail	2.036933	

Note. Comparison between the two groups means gathered after tabulation the scores of the posttest activity concerned to verbs.

The second part of this research question aims to identify the extent that the use of the storytelling method affects learners' verbs retention. Inferential statistical in table 5 confirm that there is not a significant difference between the mean score of the two groups. Results prove that there is not a statistical significance between the performance of the experimental group compared to the control group. Since t statistical value (1.45) is lower than the critical two-tail value (2.04).

Consequently, even if storytelling provides a powerful vehicle for building vocabulary (Biemiller & Boote, 2006), it seems that the use of different methods, as they were part of the experiment in the control group, also helps students to improve their vocabulary knowledge.

Comparable results provide the study followed by Lan Anh et al. (2021) with adult EFL learners. The results of their study provide similar information where stories-based activities were effective to increase vocabulary retention but, it was no significant difference compared with the implementation of different methods.

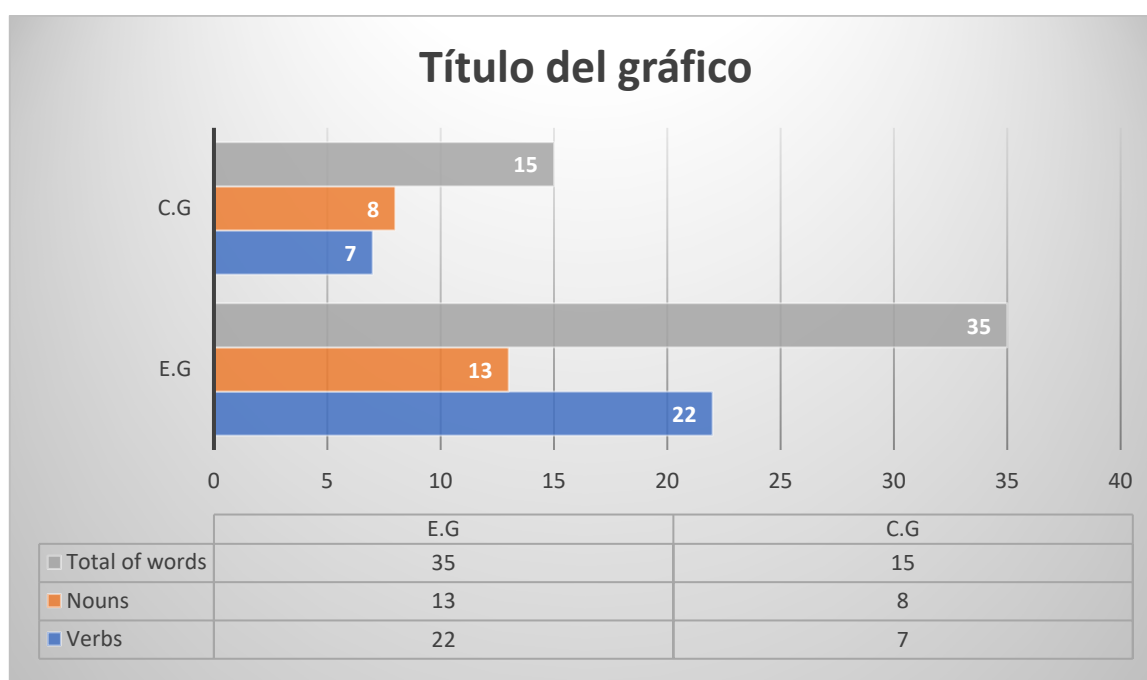
These findings contribute to the research setting of the application of storytelling in teaching EFL and how effective this is for learning nouns and verbs. In specific, the effectiveness of story-based methods enhanced that the experimental group obtained a

slightly higher score than the control group that learn vocabulary in a traditional way (Nouns: E.G.M=7.27; C.G. M= 6.2) (Verbs: E.G.M.=7.18; C.G.M.=5.75). However, the statistical results do not suggest a significant difference between the two groups.

3.3.3 What is the relationship between the use of storytelling and the correct use of new nouns and verbs in the construction of sentences in young children EFL learners?

Figure 2

Analysis of the number of target words used in oral performance posttest



Note. The number of target words used in the oral performance is registered in figure 3. The total of words of nouns and verbs is projected separately for each group.

As shown in figure 3, there is a significant increase in the use of new vocabulary on participants in the experimental group in contrast to the control group (Target words N: E.G.= 35; C.G.=15). It seems that even if the two groups acquired a similar percentage of new words, participants who were involved in storytelling activities have greater ease of using this new vocabulary. In the same way, the researcher could identify that in general students in the experimental group felt more confident answering the question and they responded more quickly compared to the experimental group. A similar study by Arroba and

Acosta (2021) provides that the use of digital stories allows learners to produce the language more efficiently since students who were exposed to digital storytelling got a higher score in the organization and central message on the posttest.

As stated by Susanto (2017), they are two different kinds of vocabulary, receptive and productive. In this case, students from both groups got the effective receptive vocabulary. But, learners from the experimental group have a higher capacity to use the new words constructively. It demonstrates the effectiveness of storytelling on productive vocabulary

Conclusions

Vocabulary is an essential component in the EFL learning process. However, retaining new vocabulary has become a real challenge for children who attend classes one or two hours a week and are not in permanent contact with the language. This research proved that students in primary school were able to improve their vocabulary when the teacher applied storytelling in class.

The comparison of both groups' vocabulary improvement in the pretest and posttest helped find out the answer to the research questions. The pretest was intended to analyze the students' English vocabulary knowledge before the experiment. In this case, both groups initially performed similarly.

After the application of the experiment both groups better performer when testing nouns knowledge. Although students who received storytelling as a primary method to learn vocabulary showed a slight increase in the score, statistical results do not suggest a significant difference between the two groups. In conclusion, answering the first research question, even if this study provided the effectiveness of storytelling in the acquisition of nouns it is similar effective comparing with the traditional teaching method.

In the same fashion, when students were tasting about verbs retention. It was a significant increase in the posttest score from both groups comparing with pretest. But, once again, the comparison of the posttest shoed that there is not a significant difference between the two groups. In consequence, even if storytelling seems to be useful for building vocabulary, it seem that there is no difference compared with the traditional method of teaching vocabulary.

In contrast, when testing the correct use of the new vocabulary in the construction of sentences, it is evidence that students from the experimental group were higher efficient in using these new words in oral performance.

Recommendations

When teaching vocabulary, it is important to consider the age and interest of the students when it comes to choosing different methods of teaching. It is important to provide students with a wide range of motivational material so that students not only improve their vocabulary but also improve different skills while using the target language.

It is useful to integrate the storytelling method in class to enhance vocabulary retention through the incorporation of motivational stories. In this way, it is better to plan activities related to storytelling that facilitate language acquisition.

To get the best benefits of the storytelling method, teachers should scaffold the classes by reading the story aloud for the first time. Then, gradually allow students to read by themselves, and eventually, let students create their own stories.

EFL teachers should receive training in applying storytelling principles since it can be an excellent interactive opportunity to provide learners with authentic and meaningful material.

Finally, this study was conducted in a rural public school in Cuenca, this design might also be indorsed in other cities and different contexts of Ecuador.

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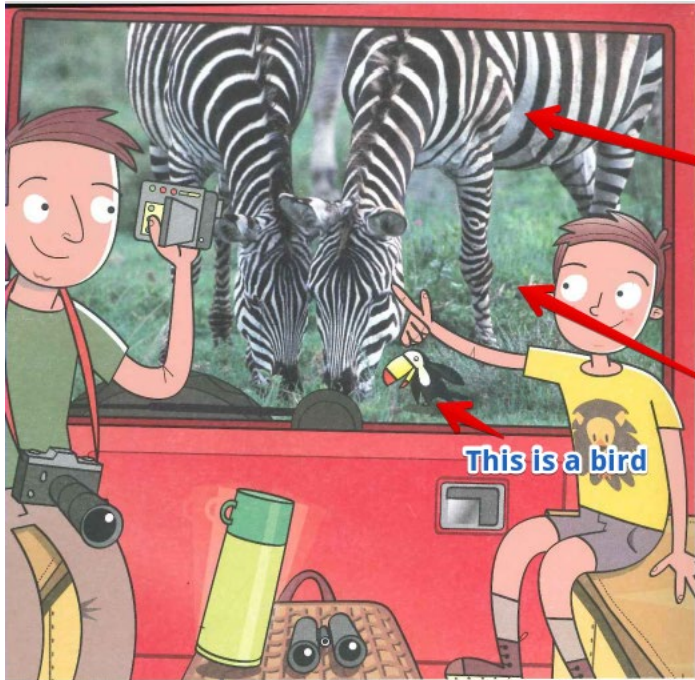
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Annexes

Annex 1: Lesson 1



Those are zibras

that is grass

This is a bird

They watch the black
and white zebras.
Zebras like to eat grass.

Annex 2: English Module Create by the teacher

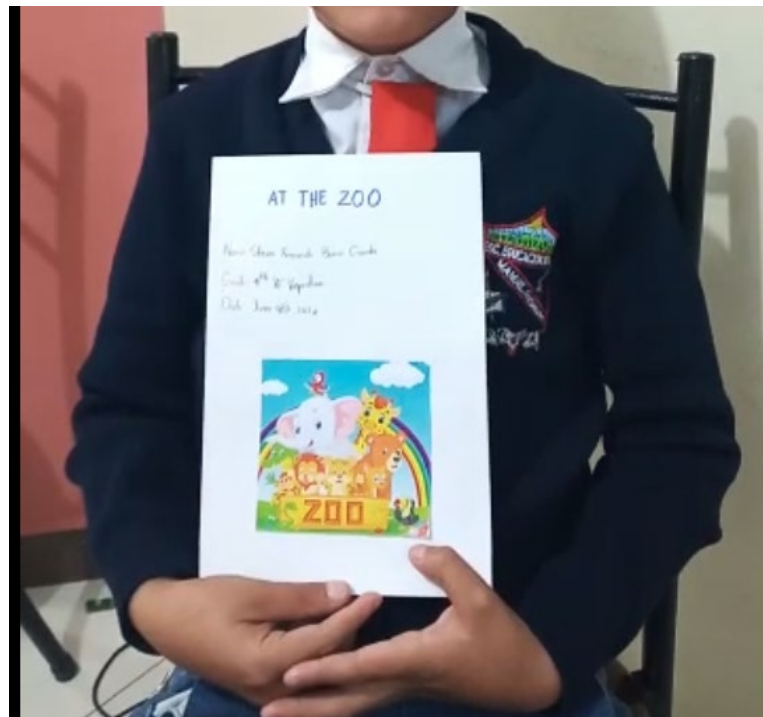
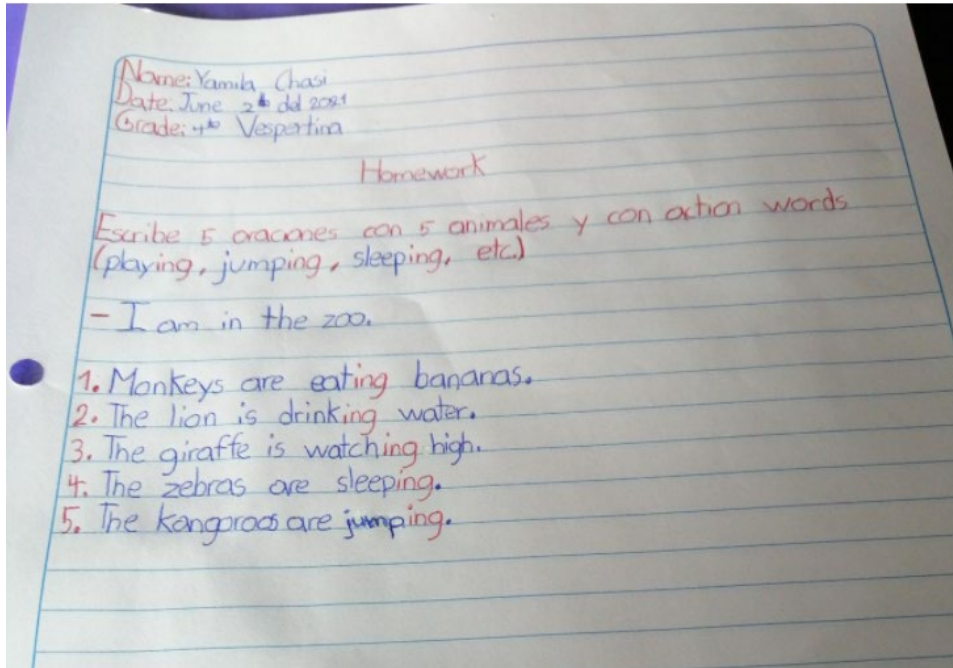


Annex 3: extract of the book used for storytelling



They watch the monkeys.
Monkeys play games
and eat bananas.

Annex 4: Students' activities



Annex 5: Lesson Plan Control Group

Informative data:

School's name: Escuela "Manuel Guerrero"

Theme: Animals/action words

Date: MAY 2021

Grade: 4th A vesp

Class length: 40 minutes

Proficiency Level: A1

Lesson plan designer: Andrea Aguirre

Class 1

1. TEFL Objectives

Throughout this lesson, students will be able to:

- a. Identify the new vocabulary of nouns.
- b. Be able to use demonstratives (this, these, that, those) correctly

2. Methods, strategies, and didactic material.

2.1 Methods: Audiolingual Method, Grammar – Translation Method.

2.2 Strategies: Words' repetition, gap-filling task.

2.3. Technological resource:

Digital platforms zoom, pictures.

3. Anticipatory set -5min.

KWL: Teacher shows and says different features of nouns. Students listen and repeat the sentences.

Example: Showing a picture of grass teacher says This is grass. Then students repeat.

4. Main teaching input 10min

Grammar – Translation method: Talk about the use of demonstrative -this, these, that, those – 10 min.

5. Guided practice 10min

Graphic organizer: The teacher show students a graphic organizer about demonstratives with examples using nouns. Students will create their own in a paper - 10min.

6. Independent practice 10min

Self-assessment sheet

Picture-cued task: Look at the picture and write a sentence using demonstratives and vocabulary of wild animals –

Gap filling task: Complete the sentences using demonstratives –

7. Closing review and follow up - 5min

Review the answer of self-assessment with the teacher.

8. Assessment:

Teacher monitors activities

Students complete a self-assessment sheet.

Class 2

1. TEFL Objectives

Throughout this lesson, students will be able to:

- a. Identify vocabulary of action words.
- b. Understand and create sentences in simple present.

2. Methods, strategies, and didactic material.

2.1 Methods: Audio lingual, TPR.

2.2 Strategies: Word repetition, matching tasks, multiple-choice tasks, discussion.

2.3. Technological resource:

Digital platforms zoom, worksheets.

3. Anticipatory set - 5min

TPR: Play the game freezing using action words -5 min.

4. Main teaching input -5min.

Picture disc

5. Guided practice -10min

Matching words

multiple-choice

Gap filling task

6. Independent practice - 10min:

Students draw a pet animal and describe it with three sentences using action words.

7. Closing review and follow-up - 10min.

Class discussion Teacher ask students about the animals they described.

8. Assessment:

Learners successfully create sentences about their pets using action words

Learners successfully communicate in a simple debate about their pets.

Class 3

1. TEFL Objectives

Throughout this lesson, students will be able to:

- a. Understand and identify gerunds.
- b. Create sentences using gerunds and previous vocabulary.

2. Methods, strategies, and didactic material.

2.1 Methods: TPR, Grammar translation

2.2 Strategies:

Brainstorm, gap-filling task, reading strategies (scanning), interviews.

2.3. Technological resource:

Digital platforms zoom, worksheets.

3. Anticipatory set – 5min

Brainstorm: The teacher asks students questions about the previous vocabulary.

4. Main teaching input – 10 min.

Grammar translation: Explain to students the use of ing in the verbs students had

found

5. Guided practice - 5 min

Grammatical transformation task: Ask students to rewrite some verbs in the gerund form –

6. Independent practice - 10min

Sentence construction task: Ask students that Imaging they are in the zoo. Students will write sentences of 5 animals they see using gerunds.

7. Closing review and follow-up 10min.

Discussion: Listen to the sentences students made and correct mistakes.

8. Assessment

Learners successfully respond to question of previous knowledge.

Learners successfully identify action words in a paragraph.

Learners successfully construct the sentences using gerunds.

Class 4

1. TEFL Objectives

Throughout this lesson, students will be able to:

- a. Use new vocabulary to create their own story.
- b. Apply the present simple and present continuous to create a short story.

2. Methods, strategies, and didactic material.

2.1 Methods: the communicative approach

2.2 Strategies: Project base task

Digital platforms zoom PowerPoint, cardboard, pencil, color pencils.

3. Anticipatory set 5min

Gamification: play the game freezer using action words, the teacher will be the guide. – 5min.

4. Main teaching input - 5min.

Let's think: with a PowerPoint, the teacher will generate a general overview of the unit.

5. Guided practice 10min

Project-based task construction:

- a. Show the student a video about while animals – 2min.
- b. Then ask students to number three to five animals they like– 3min.
- c. Now ask students to write one sentence for each animal with the action he is doing. Ex. Monkeys jump high– 5min.

6. Independent practice:

Sentences construction task: Encourage the students to create a lap book the sentence they formed – 20min.

7. Assessment

Assessing students' projects with the following rubric

ASPECTS TO BE EVALUATED	0.5	1	2
Content subjects	Don't include animals	Includes one of three animals	Includes three to five animals with no errors
Content action words	Don't include all action words	Includes two or three action words	Includes all five action words

Grammar	Don't use demonstratives	Use some demonstratives	Use the demonstratives correctly
Spelling	The use of standard writing mechanics in spelling, punctuation, and capitalization is poor and there are many mistakes	Write using standard writing mechanics in spelling, punctuation, capitalization but with some mistakes	Write with the correct use of standard writing mechanics. In spelling, punctuation, capitalization
Design	Very messy	Looks good but do not make very carefully	The design of the book is original, beautiful, and organized
TOTAL SCORE			/10

Class 5

1. TEFL Objectives

Throughout this lesson, students will be able to:

- c. Use oral communication techniques to share ideas.

2. Methods, strategies, and didactic material.

2.1 Methods: the communicative approach

2.2 Strategies: Project base task

Digital platforms zoom, PowerPoint, cardboard, pencil, colored pencils.

3. Anticipatory set 5min

Gamification: play the game freezer using action words, the teacher will be the guide. – 5min.

4. Guided practice 5 min

The teacher shows her work as an example of how students how to present their lab books

5. Independent practice – 30 min

Students expose their work orally

Annex 6: LESSON PLAN EXPERIMENTAL GROUP

Informative data:

School's name: Escuela "Manuel Guerrero"

Theme: On Safari/demonstratives

Date: MAY 2021

Grade: 4th A

Class length: 40 minutes

Proficiency Level: A1

Lesson plan designer: Andrea Aguirre

Class 1

1. TEFL Objectives

Throughout this lesson, students will be able to:

- c. Identify vocabulary of nouns.
- d. Be able to use demonstratives (this, these, that, those) correctly

2. Methods, strategies, and didactic material.

2.1 Methods: The storytelling method

2.2 Strategies: Picture-cued discussion, information transfer, read aloud.

2.3. Technological resource:

Digital platforms zoom, storybook.

3. Anticipatory set - 5min.

Picture-cued discussion: The teacher asks students to look at the picture and identify different objects and things that they can see.

Ask a question like what animals do you see? What objects do you see? What do you think the book is about?

4. Main teaching input - 10min

Reading aloud: The teacher read the text on page number two. Then point to the objects that are close and say the name using the properly demonstrative. Then point to the objects that are far and say the names using demonstrative.

Example This is the grass, and these are threes. Those are water and those are the monkeys.

Repeat the same exercise on page number four

5. Guided practice 10 min

Graphic organizer: The teacher show students a graphic organizer about demonstratives with examples using nouns from the story. Students will create their own in a paper - 10min.

6. Independent practice:

Self-assessment sheet

Picture-cued task: Look at the picture and write a sentence using demonstratives and vocabulary of wild animals –

Gap filling task: Complete the sentences using demonstratives.

7. Closing review and follow up:

Review the answer of self-assessment with the teacher.

Assessment:

The teacher monitors interaction with students since reading the story.

Students complete a self-assessment sheet.

Class 2

1. TEFL Objectives

Throughout this lesson, students will be able to:

- c. Identify vocabulary of action words.
- d. Understand and create sentences in simple present

2. Methods, strategies, and didactic material.

2.1 Methods: The storytelling method

2.2 Strategies: Skimming and scanning, picture-cued discussion, information transfer, class discussion.

2.3. Technological resource:

Digital platforms zoom, storybook.

3. Anticipatory set - 5 min.

Let's remember the story: The teacher asks students to read previous pages and develops a curiosity in students by asking. What do you think is going to happen now? What animals come next? What do you think the animals are doing? Etc.

4. Main teaching input - 10min

Picture-cued discussion: teacher show students' picture on page 6 and ask students to identify what animals are in the picture, Then ask them to identify what are the animals doing - 5 min.

Skimming and scanning; Teacher read the story then ask students to read again and circle the verbs they can find. Then repeat the activity with page number 8

5. Guided practice - 10 min

Picture dictionary: In a worksheet, students will fill the gap of each picture with the action word that corresponds.

Complete the activities on the book: matching words and multiple-choices task.

6. Independent practice - 10min:

Students draw a wild animal and describe it with three sentences using action words.

7. Closing review and follow-up - 10min.

Class discussion Teacher ask students about the animals they described.

8. Assessment:

Learners successfully identify action words in the story.

Learners successfully create sentences about wild animals using action words

Learners successfully communicate in a simple debate about animals.

Class 3

9. TEFL Objectives

Throughout this lesson, students will be able to:

- c. Understand and identify gerunds.
- d. Create sentences using gerunds and previous vocabulary.

10. Methods, strategies, and didactic material.

2.1 Methods: The storytelling method

2.2 Strategies: context clues, picture-cued discussion, information transfer, class discussion.

2.3. Technological resource:

Digital platforms zoom, storybook.

11. Anticipatory set - 5min.

Brainstorm: The teacher asks students to read previous pages. Then ask some questions about what they had read. What is the family doing? Where are the elephants doing? Where are the monkeys? Etc.

12. Main teaching input -10min

Context clues: The teacher read the paragraph on page 12 and ask students to circle the action words they find, it will be written in a gerund. Repeat the exercise on page 14.

Grammar translation: Explain to students the use of ing in verbs – 10min.

13. Guided practice - 5 min

Grammatical transformation task: Ask students to rewrite some verbs in the gerund form –

14. Independent practice - 10min

Sentence construction task: Ask students that imagine they are in the zoo. Students will write sentences of 5 animals they see using gerunds.

15. Closing review and follow-up 10min.

Discussion: Listen to the sentences students made and correct mistakes.

16. Assessment

Learners successfully respond to question of previous knowledge.

Class 4

6. TEFL Objectives

Throughout this lesson, students will be able to:

- d. Use new vocabulary to create their own story.
- e. Apply the present simple and present continuous to create a short story.

7. Methods, strategies, and didactic material.

2.1 Methods: The storytelling method

2.2 Strategies: project base task.

2.3. Technological resource:

Digital platforms zoom, storybook.

8. Anticipatory set – 5min

Skimming: The teacher encourages students to read the book together

9. Guided practice 10 min.

Project-based task construction:

- d. Ask students that imagine there are on a safari, write a list of 5 animals they would like to see on the safari.
- e. Ask students to imagine what the animals are doing (ex. Jumping, eating, playing)
- f. Now ask students to write one sentence for each animal with the action he is doing. Ex.
That elephant is drinking water

10. Independent practice - 20min

Sentence construction task: Encourage the students to create a story with the sentence they formed.

Assessment

Summative assessment: Assessing students' projects with the following rubric

ASPECTS TO BE EVALUATED	0.5	1	2
Content subjects	Don't include all animals	Includes two or three animals	Includes all the five animals with no errors
Content action words	Don't include all action words	Includes two or three action words	Includes all five action words
Grammar	Don't use demonstratives	Use some demonstratives	Use the demonstratives correctly
Spelling	The use of standard writing mechanics in spelling, punctuation, and capitalization is poor and there are many mistakes	Write using standard writing mechanics in spelling, punctuation, capitalization but with some mistakes	Write with the correct use of standard writing mechanics. In spelling, punctuation, capitalization
Design	Very messy	Looks good but do not make very carefully	The design of the book is original, beautiful, and organized
TOTAL SCORE			/10

Class 5

8. TEFL Objectives

Throughout this lesson, students will be able to:

- e. Identify vocabulary of nouns.
- f. Be able to use demonstratives (this, these, that, those) correctly

9. Methods, strategies, and didactic material.

2.1 Methods: The storytelling method

2.2 Strategies: Picture-cued discussion, information transfer, read aloud.

2.3. Technological resource:

Digital platforms zoom, storybook.

10. Anticipatory set - 5min.

Picture-cued discussion: The teacher asks students to look at the picture and identify different objects and things that they can see.

Ask a question like what animals do you see? What objects do you see? What do you think the book is about?

11. Main teaching input - 10min

Reading aloud: The teacher read the text on page number two. Then point to the objects that are close and say the name using the properly demonstrative. Then point to the objects that are far and say the names using demonstrative.

Example This is the grass, and these are threes. Those are water and those are the monkeys.

Repeat the same exercise on page number four

Annex 7: Extract of Pre-test verbs

CONTROL PRE-TEST VOCABULARY 2

4 A VES

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* Required

Student's name *

Your answer

Choose the word that correspond to the action in the picture *

1 point



- jump
- drink
- sleep
- eat

Choose the word that correspond to the action in the picture *

1 point



- sleep
- drink
- play
- eat

Annex 8: Extract of Pre-test nouns

Student's name *

Your answer

Choose the imagen that correspond to the word you read: TREE

1 point



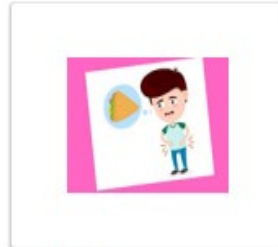
Option 1



Option 2



Option 3



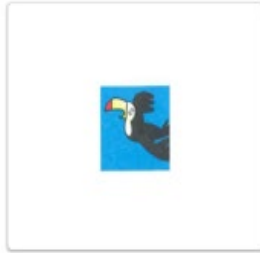
Option 4



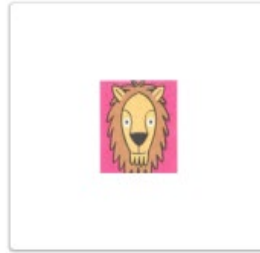
Option 5

Choose the imagen that correspond to the animal: BIRD

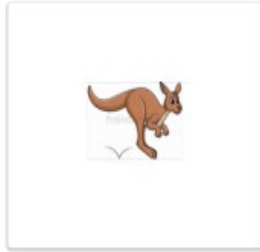
1 point



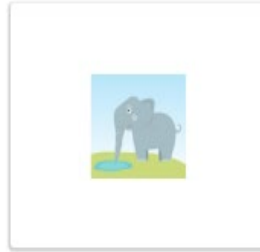
Option 1



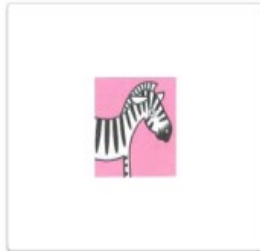
Option 2



Option 3



Option 4



Option 5



Option 6

Annex 9: Extract of Post-test verbs

Vocabulary 2 Test

Test 4 Ves

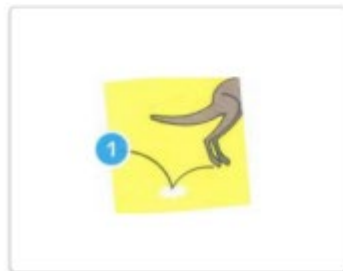
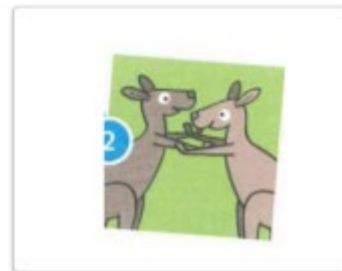
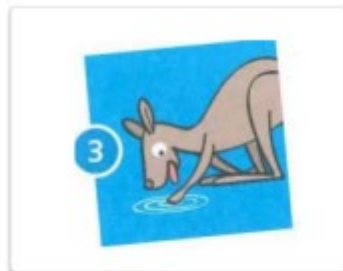
asaguirre2@gmail.com (not shared) [Switch account](#)

Student's name

Your answer

Choose the picture that corresponds to the word: EAT

1 point

 Option 1 Option 2 Option 3 Option 4 Option 5

Annex 10: Post-test nouns

Student's name

Your answer

CHOOSE THE WORD THAT CORRESPOND TO THE IMAGE

1 point



- Tree
- Grass
- Water
- Hungry

CHOOSE THE WORD THAT CORRESPOND TO THE IMAGE

1 point



- Grass
- Water
- Game
- Tree

CHOOSE THE WORD THAT CORRESPOND TO THE IMAGE

1 point



- Game
- Hungry
- Water
- Tree

Annex 11: Post-test construction of sentences

Describe the picture with at least one sentence *

5 points



Your answer

Describe the picture you see with at least 2 sentences



Annex 12: Consentimiento Informado para Participantes de Investigación

Estimado padre/madre o representante legal:

Me dirijo a usted en calidad de estudiante de la maestría de PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, MENSIÓN ENSEÑANZA DEL INGLÉS, de la Universidad Técnica Particular de Loja, a fin de solicitar su autorización para que su representado quien esta cursando el cuarto año de EGB en la escuela Manuel Guerrero, forme parte de un estudio de investigación que será dirigido por mi persona como parte de mi tesis de grado.

Si da su autorización, su niño formara parte de dicha investigación que tiene como nombre ASSESSING THE EFFECT OF STORYTELLING ON VOCABULARY RETENTION, cuya finalidad es medir el efecto en la adquisición de vocabulario a través de la estrategia de la estrategia de enseñanza del inglés a través de cuentos.

Al firmar el presente consentimiento usted estaría de acuerdo con lo siguiente:

1. Que su representado forme parte de dicho estudio que se desarrollara durante las horas de tutorías de inglés.
2. Que el conocimiento de vocabulario de su representante será evaluado al inicio y al final de la investigación con el fin de demostrar el conocimiento adquirido durante el proceso
3. Que es posible que las tutorías sean grabadas únicamente con el fin de guardar evidencias del estudio en cuestión y que de ningún modo será divulgado en medios públicos.
4. Que la participación en este estudio es estrictamente voluntaria. La información que se recoja será confidencial y no se usará para ningún otro propósito fuera de los de esta investigación. Los resultados obtenidos de las evaluaciones serán codificados y tabulados y por lo tanto serán anónimos.

Desde ya le agradezco su aceptación.

Acepto voluntariamente que mi representado _____ participe en la investigación conducida por Andrea Silvana Aguirre Vicuña. **He sido informado (a) de que la meta de este estudio es en función de cumplir con la investigación de tesis para la obtención de la maestría en PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, MENSIÓN ENSEÑANZA DEL INGLÉS.**

Me comprometo también a que mi representado participe en todas las tutorías en donde se desarrollará dicha investigación desde la semana del 10 de mayo del 2021 hasta la semana del 4 de junio del mismo año.

Reconozco que la información obtenida en la investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que por situaciones de fuerza mayor mi representado pueda salir del estudio.

Nombre del/la estudiante:.....

Nombre completo padre/madre/representante legal:.....

Cedula de ciudadanía de padre/madre/representante legal:.....

Firma del padre/madre/representante legal:

Fecha:.....