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OF SANTIAGO DE GUAYAQUIL  
FACULTY OF ARTS AND HUMANITIES  
SCHOOL OF ENGLISH LANGUAGE**

**TITLE OF PAPER**

EFFECTS OF STORYTELLING SESSIONS IN THIRD-GRADE STUDENTS' ENGLISH VOCABULARY ACQUISITION AT UNIDAD EDUCATIVA SAN JOSÉ BUEN PASTOR SCHOOL - GUAYAQUIL, 2019 B TERM.

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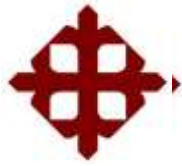
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**CERTIFICATION**

We certify that this research project was presented by **Villegas Cadena, Andrea Carolina** as a partial fulfillment of the requirements for the **Bachelor Degree in English Language with a Minor in Educational Management**.

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# URKUND REPORT

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## DEDICATION

To my mom, whose passion for her profession inspired me to pursue this  
career.

To my beloved Lolo, who pushes me to be the best version of myself every  
day.





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**GRADE**

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## ABSTRACT

The present study aimed at analyzing if EFL storytelling sessions may be contributing or not on third-grade student English vocabulary acquisition at “Unidad Educativa San José Buen Pastor” School. The methodological approach of the present research was the mixed method approach. To test the hypothesis and gather data, an observation checklist and a vocabulary test were applied to 16 third-grade students, 9 girls and 7 boys, at the aforesaid institution. A vocabulary diagnostic test and a final vocabulary test were used to see the performance difference. The findings provide evidence as to what is the relation between the storytelling sessions and the participants’ vocabulary increase, and the difficulties they encountered during these sessions. Recommendations were provided on what the “English Storytime” project participants should do to enhance the students’ vocabulary acquisition. This research provides a background for any further research on topics related to the use of storytelling as a foreign language vocabulary teaching tool in the classroom.

**Keywords:** storytelling, vocabulary acquisition, EFL, elementary school, vocabulary variation, educational tool, vocabulary learning strategies.

## INTRODUCTION

At the present time, the Ecuadorian higher education bill (LOES) states as mandatory that every university must develop projects that link the careers they offer with society. This is the case in UCSG, specifically in the School of English Language where a project called “English StoryTime” was constituted. The project main objective is “to contribute to the phonological development of a foreign language through the appropriate phonological conditions for learning English in children aged 3 to 13 years” through weekly storytelling sessions in two beneficiary institutions: Cooperativa de Vivienda Los Paracaidistas, and Unidad Educativa San José Buen Pastor. Students from the School of English Language must plan beforehand materials and activities for each session, which is divided into three stages: pre-reading, reading and post-reading.

Vocabulary knowledge is a fundamental part when learning a foreign language; it is involved in the four fundamental skills: reading, writing, listening, and speaking. McCarthy (1990) states that it does not matter how much grammar students learn, or how well they master the pronunciation, without the words to convey a wider range of meaning, communicating meaningfully in that target language is not likely to happen. Thus, implementing strategies for vocabulary acquisition is essential.

Among these strategies that can be applied in the EFL classroom, is storytelling. Storytelling has been found as a very helpful vocabulary learning strategy; for example, according to Roney (1996), it is a powerful tool characterized for being an interactive, immediate, co-creative, personal, and one-time means of communication and it is beneficial for achieving linguistic success.

This research work aims at analyzing storytelling sessions and finding out if they indirectly influence third-grade EFL students’ vocabulary acquisition at

“Unidad Educativa San José del Buen Pastor” school in Guayaquil, Ecuador. The storytelling sessions mentioned are part of an outreach project that belongs to the School of English Language at UCSG, which main objective is the development of phonological awareness on children with low exposure to English.

## **STATEMENT OF THE PROBLEM**

This study takes place at Unidad Educativa San José Buen Pastor (UESJBP) in the 2019 B Term. San José Buen Pastor is an institution located on the south side of the city of Guayaquil, where 15% of the students belong to “Hogar Inés Chambers”, a shelter which offers protection to neglected, abused and orphan children, and the other 85% come from families in the community. The institution offers two EFL class hours a week for students from first to tenth grade. The “English StoryTime” project works with students from initial 2 to 4<sup>th</sup> grade at UESJBP.

Through observation and the application of diagnostic tests to find out the level of English phonological restraint and semantic knowledge of target words that the students have, in different third-grade EFL classes, it was noticed that students presented a limited vocabulary knowledge, thus they are unable to understand and reproduce simple words. Some of the third-grade students completely lack basic EFL vocabulary knowledge they should have by their age in spite of the application of the storytelling sessions, proposed by the project mentioned above.

This research project aims at discovering indirect and unintentional approaches in vocabulary acquisition when applying storytelling practices on students. Thus, carrying out this study is essential for finding out the possible potential storytelling workshops have in third grade vocabulary acquisition.

## **JUSTIFICATION**

Nowadays, human beings are part of a worldwide society in which they have to interact with people around the world to succeed both academically and professionally. The English as a foreign language learner has to be proficient in the four language skills (listening, reading, speaking and writing) to communicate effectively among the members of a foreign community. In the same manner, an element that is essential for both oral and written communication and English proficiency is vocabulary knowledge.

The main beneficiaries are the students aforementioned, as this report could serve as a base for EFL teachers to understand how implementing storytelling activities in the classroom can help students out with their vocabulary learning.

Teachers will also find this paper useful for developing vocabulary acquisition strategies. As in the results of this study, English instructors could identify factors that are useful and not useful when teaching vocabulary through the application of storytelling sessions.

In addition, the School of English Language will also benefit from the present research. The results of the study will reflect if the implementation of “English StoryTime” in the institution, is achieving the expected results regarding the improvement of the pupils’ lexicon. Adjustments will be carried out in the planning or operation of the activities for the storytelling sessions based on the feedback gathered up at the end of the study.



## **RESEARCH QUESTION**

How do storytelling sessions affect the acquisition of third-grade students' English vocabulary at 'UESJBP' School?

## **GENERAL OBJECTIVE**

To analyze the effects English storytelling sessions have on third-grade student English vocabulary acquisition at Unidad Educativa San José Buen Pastor School, 2019 B Term.

## **SPECIFIC OBJECTIVES**

- To analyze the relationship between the storytelling sessions and the third-grade EFL students lexicon development.
- To describe the difficulties third-grade EFL students have in vocabulary understanding & acquisition after a storytelling session.
- To determine the level of third-grade EFL students' vocabulary variation by the end of the 2019 B Term.

## **LITERATURE REVIEW**

### **1.1 Vocabulary acquisition and its importance in EFL**

The online Cambridge Dictionary defines vocabulary as the words that are known or used by a person. This words knowledge is essential for English as a Foreign Language (EFL) learners; according to Read (2000) “words are the basic building blocks of language, the units of meaning from which larger structures such as sentences, paragraphs, and whole texts are formed” (as cited in Kavvadia, K.; 2016, p.90). This is, knowing words serves as a base for students to construct more complex structures to express their ideas. In a similar manner, Ghazal (n.d.) asserts that “words are the building blocks of a language since they label objects, actions, ideas without which people cannot convey the intended meaning” (p.84). For this reason, the aforementioned author considers lexicon is fundamental to language and, thus, of great relevance to language learners. According to Seal, B. D. (1991), vocabulary knowledge is a fundamental piece of the communicative competence, and it is necessary for producing and comprehending utterances in a foreign language.

Moreover, for actually knowing a word it is necessary to associate more than the semantics of such word, as stated by Miller & Gildea (1987), when thinking about vocabulary knowledge, it not only refers to knowing the meaning of certain words; instead, what is crucial is knowing how to correctly use words in oral and written language, and being able to recognize and comprehend them when used in different contexts. Likewise, Nation (1990) states that word knowledge can also be defined as knowing its spelling, pronunciation, collocations, and appropriateness. Hence, lexical competence involves much more than being capable of defining certain amount of words and includes a broad knowledge dimension which requires a variety of strategies be acquired.

## 1.2 Vocabulary acquisition strategies and elementary school

Nowadays, there are different ways to make EFL students engage in vocabulary comprehension, one is through the application of learning strategies. Learning strategies are certain activities pupils do in order to acquire some desired knowledge. These types of strategies are very helpful when learning a foreign language, and when developing all the skills and subskills required to master it. When talking about vocabulary acquisition strategies, Cameron, L. (2001) affirms they are “actions that learners take to help themselves understand and remember vocabulary” (p. 92). Likewise, Catalán, R.M.J. (2003) explains vocabulary learning strategies (VLS) as “knowledge about the mechanisms used to learn vocabulary as well as steps or actions taken by students to (a) find out the meaning of unknown words, (b) retain them in long-term memory, (c) recall them at will, and (d) use them in oral or written mode” (p. 56).

There are plenty of ways in which EFL learners acquire new vocabulary and it depends on various aspects like age. In regards to elementary school students' vocabulary acquisition, there are more complex circumstances to take into consideration. In the first place, EFL teachers must use completely different approaches depending on the type of learner (Young, teenage or adult), as they all differ in interests and learning processes. Moon (2000) affirms that:

Understanding of the differences between children and adults is crucial in the investigation of the strategy use. Unlike adults, children are enthusiastic and talkative; however, at the same time, they lose concentration and motivation easily. Children have limited world knowledge and experience. In addition, they are still at the earlier stages of their cognitive development because they do not have access to metalanguage as do older learners. Due to these differences, it is possible that children cited use different strategies from adults. (in Gursoy, E., 2010, p.165)

Children's learning process takes place without them being aware, as Freeman (2000) suggests that learning is facilitated in a cheerful environment (p. 78). For this reason, VLS for kids should include playful activities; for instance, flashcards, songs, games, stories, etc.

Furthermore, Linse (2005) mentions it is fundamental to enhance the learners' vocabulary knowledge by using both formal and informal instruction. When referring to formal instruction, Linse talks about the prepared lessons the teacher uses to explain the definition of words and ways for the students to find out the meaning themselves; on the other hand, informal instruction is the practice where nobody explicitly teaches them rules or uses a systematic approach (in Kavvadia, K., 2016, p.90). Discovering the meaning of new words by themselves is essential for young students both inside the classroom and out in the real world, in such a manner they must be taught different VLS.

### **1.2.1 Vocabulary learning strategies taxonomies**

The English language learner's VLS has been classified by diverse English as a Second Language (ESL) and EFL researchers. The taxonomies proposed by Schmitt (1997) and Nation (2001) are examples of such classifications. Schmitt's taxonomy (as cited in Ghazal, L.; n.d., p.86) aimed to develop a comprehensive inventory of vocabulary learning strategies, for which he divided the strategies into two main groups: discovery strategies and consolidation strategies. The first one consists of determination and social strategies, and the second includes cognitive, metacognitive, memory and social strategies. The author includes social strategies in both categories as they serve for both purposes. The proposed classification is summarized in the following table:

<b>Dimension</b>	<b>Discovery</b>	<b>Consolidation</b>
Determination	Analyze part-of-speech	
	Analyze affixes, roots	
	Check for L1 cognate	
	Guess from context	
	Consult dictionary	
	Use word lists	
Social	Ask a teacher	Group study
	Ask classmates	Teacher checks word lists
	Group works	Interact with L1 speakers
Memory		Imagine of word meaning
		Connect to related words
		Group words together
		Study word sound/spelling
		Keyword method
		Use physical action
		Use cognates
		Paraphrase word meaning
Cognitive		Underline initial letter
		Verbal/written repetition
		Note-taking
Metacognitive		Put L2 labels on objects
		Use L2 media
		Test yourself

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Continue study over time

Skip/pass a new word

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*Table 1: Schmitt's taxonomy of Vocabulary Learning (KUTUK, 2007)*

The latter example of VLS classification is Nation's theoretically-oriented taxonomy which divides them into three categories: planning, sources, and processes, each of which covers a subset of key strategies. This taxonomy separates aspects from sources of vocabulary knowledge and learning processes (in Bastanfar & Hashemi, 2010, p.160). 'Planning' is Nation's first category in his taxonomy, and "it involves deciding on where, how and how often to focus attention on the vocabulary item. The strategies in this category are choosing words, choosing aspects of word knowledge and choosing strategies as well as planning repetition" (Ghazal, L.; n.d., p.86). The second category, 'source', concerns gathering the information necessary for knowing a word. This information can be obtained from the word itself, the context, a reference source (i.e., dictionaries and glossaries) and association with other languages. Nation's last category is 'process', which consists of establishing word knowledge through noticing, retrieving and generating strategies (in Bastanfar & Hashemi, 2010, p.160).

"Process" is the category that offers details that help when putting to work, strategies in vocabulary teaching. Nation's classification of "Process" is compiled in the following table:

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<b>Noticing strategies</b>	Involve seeing the word item to be learned (e.g., putting the word in a vocabulary notebook or list; putting the word onto a word card and orally and visually repeating the word).
<b>Retrieving strategies</b>	Involve recalling the items met before. Generating strategies include connect new knowledge to what is already known through word analysis, semantic mapping and using scales and grids

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<b>Generating strategies</b>	This includes rule-driven generation, mnemonic strategies and using words in a different context (e.g., creating context, collocations, and sentences containing the new word).
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*Table 2: Nation's VLS category: Process (Ghazal, n.d.)*

Overall, the aforementioned taxonomies differ in some aspects of their categorization; however, they present a collection of highly useful VLS, applicable for EFL learners. Students must be able to deal with new words they encounter, thus it is imperative for them to be equipped with a variety of these strategies, in order to successfully acquire new vocabulary in the target language.

### **1.3 Storytelling as an educational tool for EFL teaching**

In EFL, there are lots of teaching tools that make the development of English skills entertaining and memorable (e.g., watching videos or playing games). These strategies can also be effective, most of the time, because of their aim which is to make the students feel relaxed and motivated while learning English without even noticing. This idea is supported by Krashen (1981) who considers learners' attitudes towards the target language and their motivation most influential, in unconscious language learning. The learner's motivational level acts as an effective filter on language intake.

Depending on the English skill the teacher wants to work on with the EFL students (i.e., Listening, Reading, Writing, and Speaking), a specific teaching technique can be used. For instance, if the skill that is going to be practiced is writing, then the teacher could ask the students to write a short paragraph on a topic of their interest, the same thing could be done if it is the case of an EFL speaking session. In the case of the development of listening skills, there are countless playful tools in EFL teaching; for example, listening and singing songs is one of the most used. Another one, which is adapted from ancient traditions, is storytelling.

Storytelling has its origins in ancient oral traditions by which people used to transmit their culture characteristics to the next generation. Dujmovi, M.

(2014) declares “stories are the oldest form of literature. Through traditional tales, people express their values, fears, and dreams. Oral stories are a direct expression of a literary and cultural heritage; and through them, that heritage is appreciated, understood, and kept alive” (p. 77). In general terms, it could be said that “storytelling is a process where a person (teller), using vocalization, narrative structure, and mental imagery communicates with other humans (audience) who also use mental imagery and, in turn, communicate back to the teller primarily via body language and facial expression” (Roney, 1996).

When referring to storytelling in EFL teaching, there are numerous benefits of using this resource in the classroom. Collins (1999) sustains that storytelling has many applications in the education of elementary students, as “stories provide a conceptual framework for thinking, which allows children to shape experiences into a whole they can understand; telling traditional stories provides children with a model of language and thought that they can imitate”. Furthermore, listening to stories is motivating and fun for EFL learners, thus it can aid in the development of positive attitudes towards the foreign language. It can also contribute to the children’s desire to continue learning (Dujmovi, 2014). This is also supported by Zemke (1990), who states that storytelling is a natural medium that can make learning enjoyable and effective (in Hemmati, Gholamrezapour & Hessamy, 2015, p.1483).

From some scholars’ point of view, storytelling can influence the development of other English skills, as well. As stated by Rokhayani (2012), for example, the adoption of storytelling in teaching English to young learners enhances EFL students’ listening skills. This is because, while children listen to stories, they are trying to predict the meaning of unknown words and comprehend the main idea; thus developing their seeking-details skills. In 1989, Peck reported that implementing storytelling in the classroom furthers spoken and written language development; likewise, it encourages listening and reading comprehension (in Isbell et al., 2004, p.159). Telling stories has also been linked to early literacy skills development, which prepares them for reading and writing when they are exposed to this technique. Likewise, Malo



and Bullard (2000) also state that “storytelling might be more powerful than other mediums at developing skills that prepare children for reading”.

### **1.3.1 Storytelling in the development of EFL vocabulary**

Learning new vocabulary can be challenging for young EFL learners. Therefore, using an appropriate VLS is necessary. Storytelling has proved to be useful in helping develop skills in the foreign language and specifically helps out the vocabulary learning process. According to Cooper, Collins, and Saxby (1989) children enlarge their vocabulary by listening to stories regularly, as they encounter a broad range of words in many ways (in Huang, H.-L., 2006, p.57). Similarly, Dujmovi (2014), asserts that “listening to stories allows the teacher to introduce or revise new vocabulary and sentence structures by exposing the children to language in varied, memorable and familiar contexts, which will enrich their thinking and gradually enter their own speech” (p.78). Thus, storytelling provides relevant exposure to new words that facilitates students in lexis development.

Hatch and Brown (1995), classify vocabulary learning into five steps as follows:

1. Having sources for encountering new words;
2. Getting a clear image, where visual, auditory or both, for the forms of new words;
3. Learning the meaning of the words;
4. Making a strong memory connection between the forms and meaning of the words;
5. Using the words (in Cameron, L., 2001, p.84).

By looking at the steps mentioned above, it can be noticed that most of them happen repeatedly, considering that learning and remembering what has been learned functions in this way most of the time. This is supported by Nation (1990), who advocates that a new word needs to be met at least five or six times in order to be learned. For this reason, the repetition and

recycling features of storytelling activities have a crucial role in teaching and learning vocabulary. This repetitive style can be seen in all kinds of storytelling activities, for instance, when first presenting the story and when retelling the story. Rokhayani (2012), says that “stories can provide natural repetition when students listen to the stories, they tend to pay attention to the key or new language can be naturally repeated in stories.”

#### **1.4 Aspects influencing EFL vocabulary acquisition and learning**

The acquisition of vocabulary plays a fundamental role in learning EFL; considering that vocabulary knowledge is necessary for every English skill development. Meanwhile, there are diverse issues that need to be addressed when it comes to vocabulary acquisition. Though it is exceptionally challenging to name all the factors that influence it, there are some authors that mention the most common. For example, Taka (2008) details the following:

- the linguistic features of lexical items
- the influence of first and other languages
- the incremental nature of vocabulary acquisition
- the role of memory in vocabulary learning and acquisition
- the organization and development of the second language mental lexicon
- the source of vocabulary (exposure to linguistic input)
- individual learner differences
- the role of the teacher and vocabulary teaching strategies
- presentation of new lexical items
- review and consolidation of new lexical items (p. 13-50)

In addition, the author also mentions other factors, such as: the teacher’s approach to vocabulary teaching (i.e. vocabulary strategies), and his or her understanding of the key notion of vocabulary acquisition, the effort invested in the learners in vocabulary learning, as well as their readiness to take responsibility for their own language”. (p. 24)

In agreement with Sun, Yin, Amsah, & O'Brien (2018) factors that influence vocabulary development can be divided into internal and external factors. Age, gender, and language aptitude are examples of the first one and are frequently investigated in child bilingual vocabulary development. The external factors, on the other hand, include input quantity, input quality, children's language output, and family socioeconomic status (Unsworth, 2013). According to some authors, when it comes to external factors, the most significant one might be the amount of input. Pearson (2007), for example, states that "Of all the relevant factors that parent or communities have some control over, the quantity of input is the largest" (p. 400) Similarly, Unsworth (2013), justifies that input quantity has been revealed to affect bilingual children's vocabulary acquisition. Children's input quantity is estimated by the amount of talk they receive from families, friends, media, etc.

## **1.5 Assessing vocabulary in elementary school**

### **1.5.1 Structures and considerations when assessing children in EFL**

There are various dimensions to take into consideration when assessing vocabulary in EFL. Selecting a list of words and using a multiple-choice or fill-in gap test are just some options that could be considered in the assessment process. As discussed previously, knowing a word is more than recalling its meaning, Schmitt and Meara (1997) categorize vocabulary knowledge into three broad dimensions: form, meaning and use (in Tan, Pandian, & Jaganathan, 2016, p. 91). It can also be said that lexical knowledge, in general terms, covers two dimensions: the receptive and the productive. The receptive dimension refers to the words that one can recall when hearing or seeing them; on the other hand, the productive dimension consists of the words that one can use appropriately when writing or speaking (Lehr, Osborn, & Hiebert, 2004). It is fundamental for EFL teachers to take into account these dimensions when preparing the vocabulary assessment they are going to use with their students.

Among the things EFL teachers must take into consideration when assessing vocabulary is the learners' age; that is because assessing young language learners is different from testing adults. Some of the particular demands and recommendations pointed out by McKay (2006), regarding testing children, are: including a variety of brief tasks, incorporating pictures, and using attractive typography. Also, the author affirms that vocabulary can be assessed either in reading comprehension or in discrete-point testing (in Chou, 2014, p.286).

### **1.5.2 Image and word combination tests in vocabulary assessment**

There are plenty of English vocabulary testing tools that have been developed through research over the years. Some scholars designed their own tests for vocabulary testing, specifically in children, which included a combination of images and words. An example of how vocabulary in English is measured is the subtest of Picture Vocabulary in Woodcock-Johnson Tests of Achievement (WJ-III). In this test, children are asked to point out the correct picture of the word they hear for the first two items; still, they have one practiced item first. For the remaining items, children are asked to name the pictured item they are shown. The test stops when the children make five errors consecutively (Zhao, Dixon, Quiroz, & Chen, 2017).

Another example of this combination type of tests is Dunn & Dunn's Peabody Picture Vocabulary Test (PPVT-III). In the PPVT-III, the child is shown an easel with four black-and-white line drawings on each page. The researcher asks the children to pinpoint the picture that matches the word they heard. It is possible for younger children to respond by pointing out the picture, while older children may respond by either saying the number to the picture or by pointing to it. The experimenter keeps records of the child's responses corresponding to each item (Bialystok, Luk, Peets, & Yang, 2010). According to Bialystok et. al (2010), "the test contains 204 trials that are grouped into 17 sets of 12 items each. Items begin with common concrete objects or simple actions and become increasingly difficult such that the last sets of items are uncommon objects or abstract concepts" (p.526). The child's age plays an

important role as the starting set depends on it. Regarding the test results and scoring, Bialystok et. al (2010) states that:

A basal set with one or no errors among the 12 items in the set, needs to be established. If a child has more than one error in the first set, then the experimenter moves to the first item of the previous set. After establishing a basal set, the experimenter continues testing until the child commits eight or more errors in a set, establishing the ceiling set. The raw score is obtained by subtracting the number of errors from the last item of the ceiling set. This raw score is converted to a standardized score from a table providing age-corrected normative scores.

## LEGAL REVIEW

Higher Education Institutions in Ecuador are governed by The Organic Law of Higher Education (LOES), which includes, among its articles, the mandatory nature of the implementation of outreach projects through academic projects. To comply with these requirements, the UCSG instituted the Vice-Chancellor's office for Outreach that supervises the outreach process between the schools of each faculty and community. The specific articles in which the university bases its outreach program are found in the Outreach Process Management Policies of UCSG:

The LOES, in its articles 87 and 88, determines that students who are entitled to Higher Education Institutions in Ecuador, must accredit outreach services to the community and to comply with such mandatory services, they will seek to benefit rural and marginalized sectors of the population. This resolution makes the planning, direction, follow-up, and evaluation of the outreach management required within the universities.

The art. 82 of the Codified Academic Regime Bylaw determines that "The outreach projects refers to the programs of continuing education, network management, cooperation and development, international relations, dissemination and distribution of knowledge that allow the democratization of knowledge and the development of social innovation."

In this normative context, the UCSG establishes and regulates from its Statute, the existence and operation of the Vice-Chancellor for Outreach', (Art.42): "The Vice-Chancellor for Outreach has the function of elaborating and applying the policies of the Outreach System, to achieve the configuration of processes of this nature, which correspond to the institutional strengthening, planning, coordination and evaluation of the activities related to the community, promoting cooperation in strengthening the processes required in the academic areas that are considered linking, having as fundamental axes more of these, the cultural ones and of services to the community".

For this reason, and following the national and institutional requirements, the School of English Language instituted its project: “English Storytime”.

## **2.1 The “English StoryTime” project**

The “English StoryTime” project works on the development of EFL phonological awareness through a playful approach in children in initial education, from 3 to 5, and children who already attend school, from 7 to 13 years old.

The project focuses special attention towards those children who are not attending an educational institution; who are not formally exposed to EFL (schooling); or that, due to individual circumstances of vulnerability, they are not in their family environment where they could be exposed to the foreign language through informal situations.

This phonological awareness is developed in a playful way, through animation for reading, which implies a series of activities planned in advance and aimed at developing such phonological awareness through dialogued reading sessions. Students take part in sessions divided into the three moments of the reading process: pre-reading, reading and post-reading. Recreational and participatory activities are planned for each of these steps. Finally, they produce a final product that evidences the theme covered in the reading of the session.

To carry out the sessions, activities are planned with the students of the English Language Career and the students of the National and Foreign Languages Pedagogy Career where they must: plan, decorate environments according to the themes chosen for the weekly sessions, provide support during the reading sessions and develop end-of-period evaluations to be applied to the beneficiary children. Such evaluations are part of the evidence that the project will keep in order to determine progress in the development of phonological awareness in younger children, 3 to 6 years old; and, in children

aged 7 to 13 years, the acquisition of greater vocabulary and therefore, the improvement of reading comprehension. Each week students of the two careers will attend the institution in three schedules divided by ages because each age-range presents its own interests and its own didactic dynamics.

This project has been designed for three years with the particularity that it will serve in the first period for the children of the “Casa Hogar Inés Chambers” and later, in the “Unidad Educativa San José del Buen Pastor” school and replicate it in “Cooperativa de Vivienda Los Paracaidistas”.

### **2.1.1 Project Objectives: General and Specific**

To contribute to a foreign language phonological development through a suitable phonological preparation for children between 3 and 13 years of age that are learning English at the “Casa Hogar Inés Chambers” of the BSPI; the “Unidad Educativa San José del Buen Pastor” school; and the “Cooperativa de Vivienda Los Paracaidistas”.

- To diagnose the demographic conditions and to assess the discrimination skills between English as a foreign language regarding Spanish, in children from 3 to 13 years of age at “Casa Hogar Inés Chambers”; the “UESJBP” school; and, at “Cooperativa de Vivienda Los Paracaidistas.”
- To generate English phonological awareness skills in children from 3 to 6 years of age at “Casa Hogar Inés Chambers”; the “UESJBP” school; and, at “Cooperativa de Vivienda Los Paracaidistas” that allows them to recognize the following basic components of the language: phoneme, syllable, rhyme and intonation; in order to promote interest in learning a foreign language.
- To improve the predisposition to learning English as a foreign language in children from 7 to 13 years of age at the “Casa Hogar Inés Chambers”; the “UESJBP” school; and, at “Cooperativa de Vivienda Los Paracaidistas”.



- To evaluate the advances in phonological awareness skills developed in children from 3 to 6 years age and in children from 7 to 13 years of age; and to assess previous academic preparation and reading development at the end of each intervention period, both in and from the “Casa Hogar Inés Chambers”; the “UESJBP” school; and, at “Cooperativa de Vivienda Los Paracaidistas”.

## **METHODOLOGY**

This study aims to analyze the effects EFL storytelling sessions might have on English vocabulary acquisition in third graders at Unidad Educativa San José Buen Pastor School. Thus, the present research will insightfully observe how the storytelling sessions are taking place and how effective they are, when considering third grade English vocabulary acquisition.

The research approach that was selected for this study is the mixed-methods research approach. Johnson & Onwuegbuzie (2004) defines mixed-methods research as “the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study” (p. 17).

It is also declared that this type of research approach is an attempt to validate the use of various approaches to answer the research question of a study, instead of limiting the researchers’ options (Johnson & Onwuegbuzie, 2004).

In addition, in order to decide on mixed-methods research, as the most appropriate research method approach for the present study, four rationales pointed out by Collins, Onwuegbuzie, and Sutton’s (2006), for conducting mixed research were taken into account:

- (1) Participant enrichment (e.g., mixing quantitative and qualitative research to optimize the sample using techniques),
- (2) instrument fidelity (e.g., assessing the appropriateness and/or utility of existing instruments, creating new instruments, monitoring performance of human instruments),
- (3) treatment integrity (i.e., assessing fidelity of intervention), and
- (4) significance enhancement (e.g., facilitating thickness and richness of data, augmenting interpretation and usefulness of findings).

Since the characteristics of the research to be conducted are unique in its context (i.e. the institution where it takes place), it was decided that the best design for this research work was the case study.

According to Gillham (2010), case study is the research of an individual or community case which can only be studied or understood in an specific context, exists in the present and lacks precise boundaries due to the combination of the case context. Since the main focus is on the subject of investigation, the thorough description of the case offers an opportunity for those in charge to make changes. A case study also provides a helpful insight into the particular characteristics of the subjects of study providing better understanding of the situation and improvement opportunities. For these reasons, the author affirms that a case study research has a great potential that other research methods do not hold.

The data recollection tools used in this research were: class observation (qualitative) and tests (quantitative).

### **3.1 Background information**

'Unidad Educativa San José Buen Pastor' is an institution located on the south side of the city of Guayaquil. It was founded on April 15, 1958 and belongs to the "Benemérita Sociedad Protectora de la Infancia". It provides pre-school, elementary and middle school education to 290 students (children from 3 years to 14 years old). The institution offers two EFL class hours per week to students from first to tenth grade.

The "English Storytime" project works with students from Initial 2 to 4<sup>th</sup> grade (children from 3 to 8 years old) at 'UESJBP'.

### **3.2 Participants**

The participants of this study were 16 of the 23 third-grade students of UESJBP, on the 2019 B Term. This group of students is made up of 7 boys and 9 girls between 7 and 8 years of age who have a low socio-economic status and attend the morning shift. This group of 16 students was selected

because the other 7 missing pupils have irregular attendance to classes and were not present neither on the diagnostic test applied by the “English StoryTime” project participants on May 2019 nor in the vocabulary test applied for the present study on January 2020. Thus, they were not taken into account for this research.

### **3.3 Data gathering instruments**

Since the mixed method research approach was selected for the present research, there were two types of data collection instruments used.

The first data recollection instrument used was an adaptation of two observation checklists retrieved from the Spellbinders website from the paper Storyteller Observation Checklist for Mentoring, Coaching or Training by Weddel (2010), and from the British Council storytelling handbook for primary school teachers: “Tell it again!” by Ellis and Brewster (2014). The other method used was a vocabulary test adapted from the Picture Vocabulary size Test for Reading Recovery by Ruffell, S. K. (2008). The vocabulary elements used for the test were retrieved from the “English Storytelling” bank of vocabulary words for third-graders.

### **3.4 Protocol**

For the present study, a third grade storytelling session observation was done on UESJBP. An observation checklist was developed and applied to focus on the most relevant aspects that were carried out. The observer sat down on the back of the seating arrangement, observed the session and took notes. She did not take part in any of the activities that took place. After the storytelling session was finished, the observer proceeded to fill in the observation checklist.

The vocabulary test was applied personally to each participant. The researcher took the students out of the classroom one by one to carry out the test. First, the tester introduced the task to the pupil, and proceeded to show them the training plate images. The student had to repeat the word they

heard and then point out at the correct picture from the set. The test consisted of 5 sets of 6 words each. The scores had to be recorded in the Assessment Score Sheet while the test was taking place, not allowing the student to see it.

### **3.5 Analysis of Results**

#### **3.5.1 Observation checklist**

The observation took place on January 17<sup>th</sup> in an hour of class (35 minutes). The students gathered at the back of the classroom and sat on a rug to listen to the teller. The narrator stood in front of the children with the book and started the session by telling the pupils the name of the story. Then, she started narrating the story, making pauses to show the students the images on the book. After finishing telling the story she asked them to sit on their chairs to solve the post-session activity. A crucial observed feature was that the native language (Spanish) was used during the whole session both to translate the story for the kids to understand the whole plot and to give instructions. It was also observed that the 35 minutes for the storytelling session were not enough with the three prepared stages for it.

- **Item 1: The teller provides an introduction that relates to the theme of the story.**

The storyteller went directly to the story's title without any introduction or pre-session activity to suggest what the topic of the story would be; then she started telling the story. This could have happened because the session started around 5 minutes late so the teller had to set the storytelling and post-session activity as priorities.

This lack of a pre-session activity could lead students to lose interest in the story and not to pay attention to the teller. Students may not feel engaged to the story from the beginning as they do not know what it is going to be about, thus they cannot relate it to previous knowledge. This is supported by Osei (2016) who states that using pre-reading activities and games in teaching

language encourages higher success rates, facilitates the understanding of information, and promotes using the gathered information to solve problems in real life (p. 41).

- **Item 2, 3: The teller's voice is audible & intelligible; the teller uses gestures that enhance meaning.**

Regarding the teller's features that indirectly contribute to the acquisition of vocabulary, all of them were observed during the session. The storyteller's voice was audible from the back of the seating arrangement where the students were located.

She also used gestures to enhance meaning, for example, she mimicked the animal sounds and movements.

- **Item 4: The teller is able to use props or visuals that enhance story meaning, plot and the understanding of words in the story.**

Concerning the use of visuals, the teller used the images from the book for the students to understand the plot, and flashcards to review the new vocabulary words introduced throughout the story.

- **Item 5: The teller uses playful strategies during and after the storytelling sessions that allow the students to acquire English vocabulary.**

Besides the use of flashcards and repeating out loud the new vocabulary words, no other strategies were used for vocabulary learning. This demonstrates that although some emphasis on new vocabulary teaching is made, it is not the main purpose of the sessions.

- **Item 6: The location for the storytelling event is without distraction.**

The sessions took place inside the classroom which seemed as an appropriate environment for the storytelling session. However, there was

some noise coming from the playground as the older students were in their break time.

- **Item 7: The seating arrangement for the audience is conducive to listening.**

In addition, the seating arrangement appeared to be convenient for the activity as the students were seating on a rug on the floor which allowed them to be close enough to listen and watch the teller. This is very useful as it enables good visibility between the teller and all the pupils, allowing the teller to have a better control of behavior and attention levels.

- **Item 8: The students use visual clues (images and others) as aids to figure out the meaning.**

The students used the images on the book to figure out what the story was about. For example, they recognized the animals of the jungle like monkey and tiger. They also were able to tell the relation between some characters through the pictures, for instance, the mom and the son.

- **Item 9: The students participate in the session by repeating key vocabulary words during and after the narration.**

Students were not asked to repeat key vocabulary words during the narration; however, after it had finished, the students reviewed the new vocabulary repeating each word after the teller.

- **Item 10: The students pronounce intelligibly.**

Most of the students tried to repeat the words and their pronunciation was understandable. This shows that they may be developing their phonological awareness through listening to the target language.

- **Item 11: The students participate in oral activities and try to use L2 (English) words.**

Students were not encouraged to use the L2 and the only moment when they used it was when repeating the key vocabulary words with the storyteller. When some of the participants tried to use L2, they were only able to use isolated words. Pupils were not capable of making whole sentences.

- **Item 12: The students participate actively in post-session activities.**

Also, regarding the post-session activities, most students demonstrated willingness to solve the vocabulary activity (which consisted of a fill in the gaps with the missing letters to complete the key vocabulary words). The teller offered them clues to help them with the words they had more difficulties with. Some students demonstrated to know the pronunciation of the vocabulary words but they had problems with their spelling.

### 3.5.2 Vocabulary test

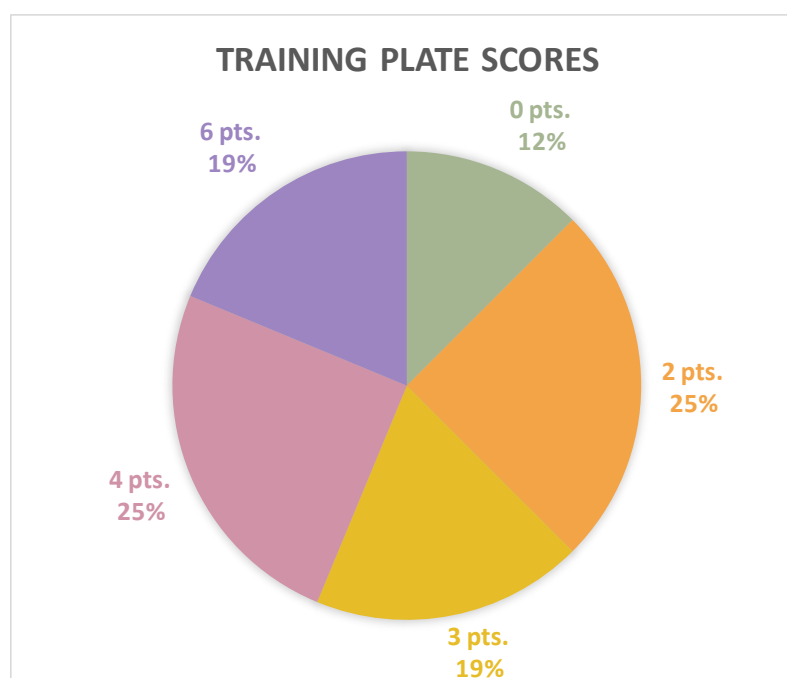


Figure 1: Training Plate Scores. Author: Andrea Villegas

The training plate was a set of 6 images used to familiarize students with the procedure to follow during the vocabulary test. The words used for this set were selected from the words which reappeared in different stories. The results on this set are not taken into account for the total test scores of the



students. However, it was considered important to analyze them as the words for this set were reinforced throughout various stories.

In spite of reviewing the words in more than one story, 2 of the students (12%) scored 0 points in this set. Another 4 students (25%) got 2 correct answers, while 3 pupils (19%) scored 3 points. Again, 4 of the participants (25%) pointed out 4 images correctly. While only 3 pupils (19%) recognized all the words correctly.

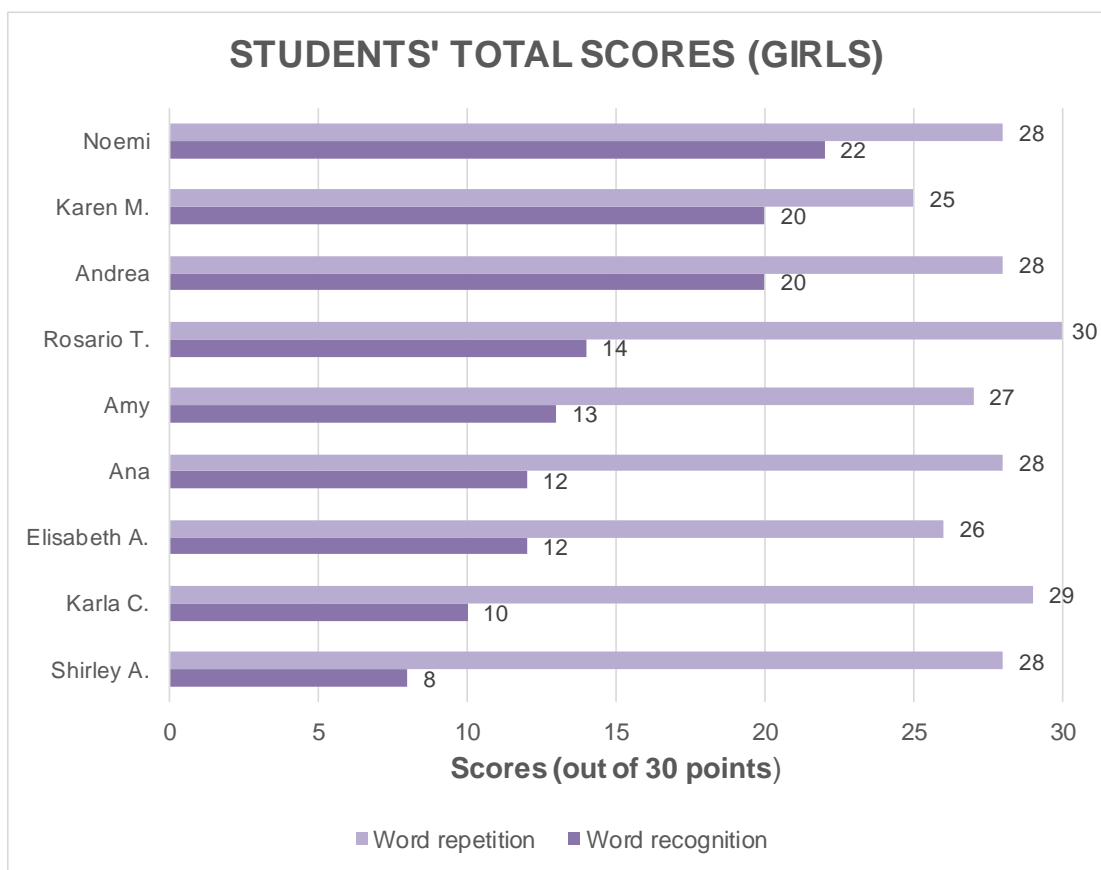


Figure 2: Female Students' Total Scores Author: Andrea Villegas

In the figure shown above, a comparison between the female students' scores on the two components of the vocabulary tests is displayed. Regarding word repetition, the scores range from 25 to 30 points out of 30. On the other hand, regarding word recognition, the lowest score is 8 points while the highest is 22 points out of the same 30 words. As shown in the

figure, the capability of students to repeat the vocabulary words they hear is considerably higher than their capability to recognize them semantically.

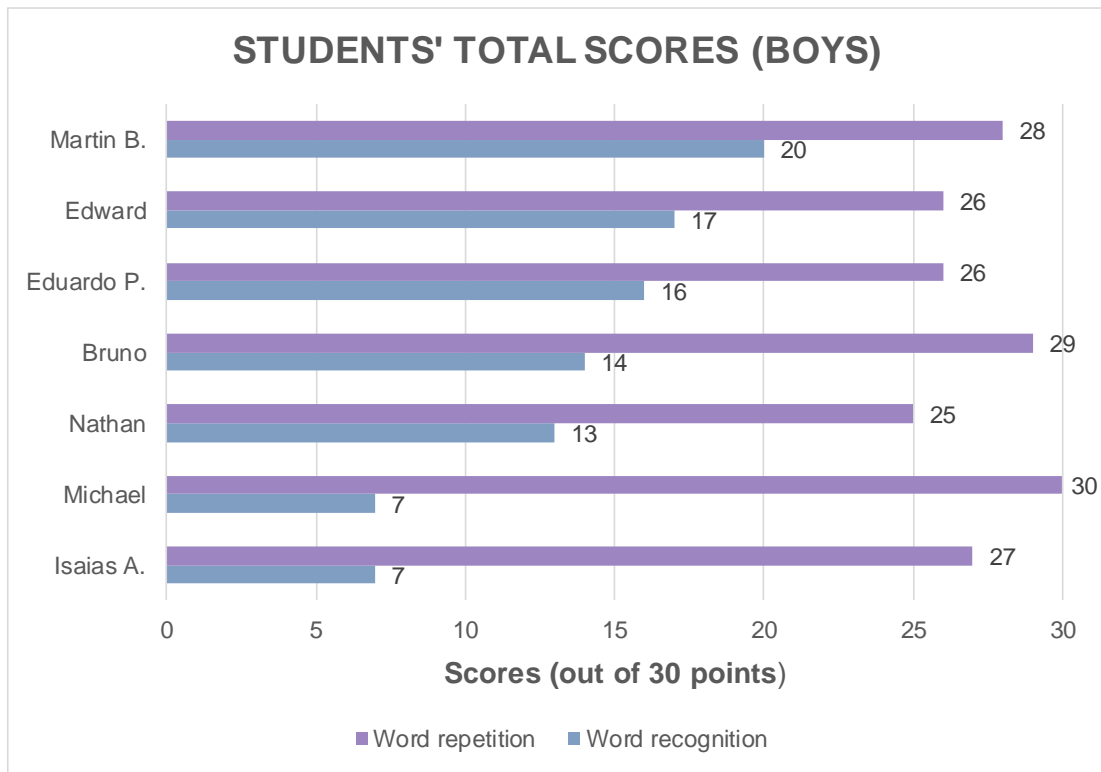


Figure 3: Male Students' Total Scores. Author: Andrea Villegas

In the same manner, the total scores of male students show that their phonological awareness is significantly higher than their word recognition capability. When displaying word repetition results, it could be seen that the scores range from 25 to 30 points; when it comes to word recognition, the scores range between 7 and 20 points out of 30.

It can also be observed that while the figures from 2 and 3 are compared, the word repetition scores fluctuate on the same range among male and female students (from 25 to 30 points out of 30), but in the semantic component of the test, boys (13,42) get a lower score average than girls (14,5).

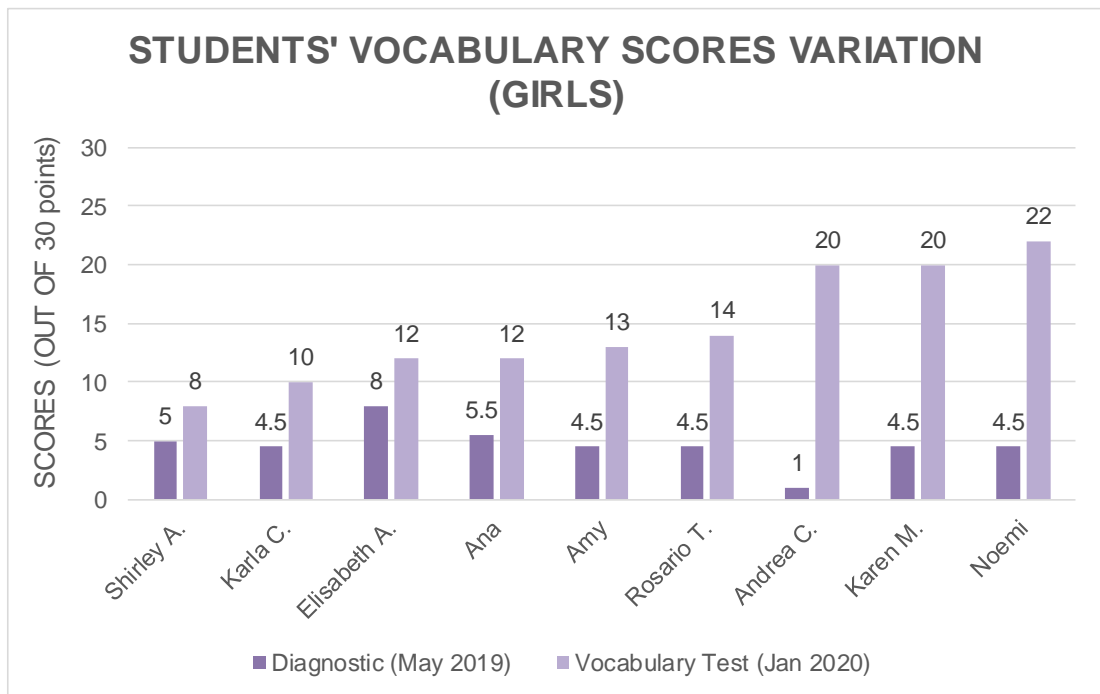


Figure 4: Female Students' Vocabulary Scores Variation. Author: Andrea Villegas

To determine the vocabulary variation of the participants, the scores from a diagnostic test that took place in May 2019 were used. A similar “one to one” vocabulary test, out of 30 points, was applied to the pupils by the project participants. The students’ final scores were provided to the researcher by the storytelling project director.

It can be observed in the figure above that the differences between the vocabulary test scores are substantial when comparing both tests (the diagnostic test and the vocabulary test) analysed for the present study. Regarding the diagnostic scores of the female students, they range between 1 to 5,5 points out of 30, these scores were obtained in May 2019. In the vocabulary test applied in January 2020, their scores range between 8 to 22 points out of 30.

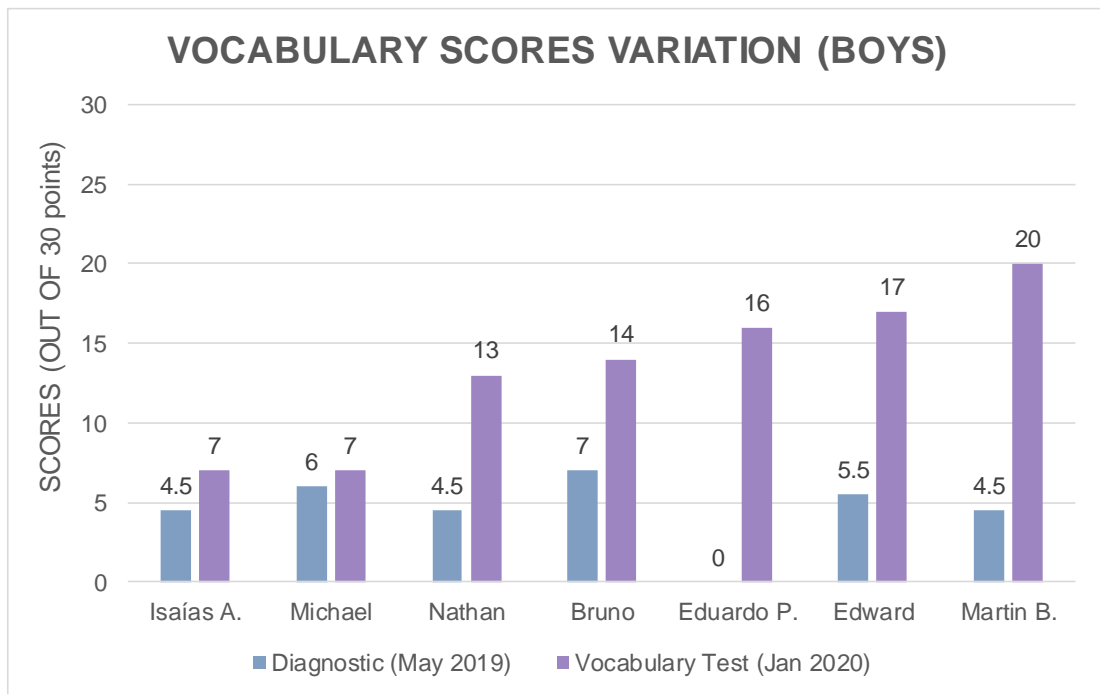


Figure 5: Male Students' Vocabulary Scores Variation. Author: Andrea Villegas

Similarly, the variation on the male pupils' vocabulary scores between the diagnostic and final tests is meaningful. In relation to the boys' diagnostic scores, there is a student who scored 0 out of 30 points. Thus, their scores range between 0 and 7 points. On the other hand, their scores in the final vocabulary test range between 7 and 20 points out of 30.

In addition, if the variation rates between male and female participants are compared, the average variation rate of the boys (8,86) is lower than the girls' one (9,89).

## CONCLUSIONS

Based on the analysis of the information collected through the instruments designed for the present research (observation checklist, and vocabulary test) it can be concluded that:

- Storytelling sessions directly affect vocabulary acquisition of third grade EFL students at UESJBP. The vocabulary test results show that in spite of lexical acquisition not being a specific objective of the English StoryTime project, there is a relation between the storytelling sessions and the participants' vocabulary increase.
- In general terms, third grade students demonstrate a higher phonological awareness than semantic knowledge regarding vocabulary words, as shown in the vocabulary test results.
- Regarding the difficulties that were identified during the storytelling sessions, the lack of time for the proper development of the session is one of the main obstacles encountered. The tellers and students meet once a week for 35 minutes which limits the activities they can engage for vocabulary enhancement.
- Another significant barrier encountered is the amount of use of the foreign language. The teller used the native language to translate the story as it was being told, to give instructions, and to ask questions. The student cannot be exposed to the English language because of the obstacles mentioned.
- No specific vocabulary teaching strategies were identified other than the oral drills and workshops, already programmed with anticipation and carried out during the session.

- The use of visual clues (images) was helpful for both the teller and the participants.
- Despite the storytelling session occurring inside the classroom, the outside noise affected third-graders' attention to the story.
- It was determined that there has been a significant vocabulary variation in students. The variation mentioned can be pointed out by the comparison between the diagnostic test carried out in May 2019 and the vocabulary test applied for this study in January 2020.

## RECOMMENDATIONS

From the conclusions obtained during this research, the following could be suggested:

- It is recommended that the “English StoryTime” project continues working on the institution as it has been proved to be improving the pupils’ vocabulary.
- It is advisable that the project participants (storyteller and collaborators) incorporate the flashcards with the key vocabulary words to the pupil’s environment by hanging them inside the children’s classroom until the next session. This is for the purpose of having them constantly exposed to new words. The visual material could also be integrated to the classroom on a bulletin board designed specifically for the project.
- It is recommended to acquire or design more visual clues (posters, flashcards, costumes, etc.) to engage students in the story and introduce new vocabulary.
- The institution teachers should help the storytelling sessions run smoothly by avoiding assigning students long tasks that take time from the sessions, and encouraging them to be ready for the sessions by the end of their classes.
- New vocabulary should be reinforced by the EFL teachers during classes through meaningful activities for pupils.

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## **APPENDIXES**

## Appendix 1: Observation Checklist

### Storytelling Session Observation Checklist

Observer: Andrea Villegas Cadena Date: 17/01/2020  
 Story: Stop monkeying around # of students: 16

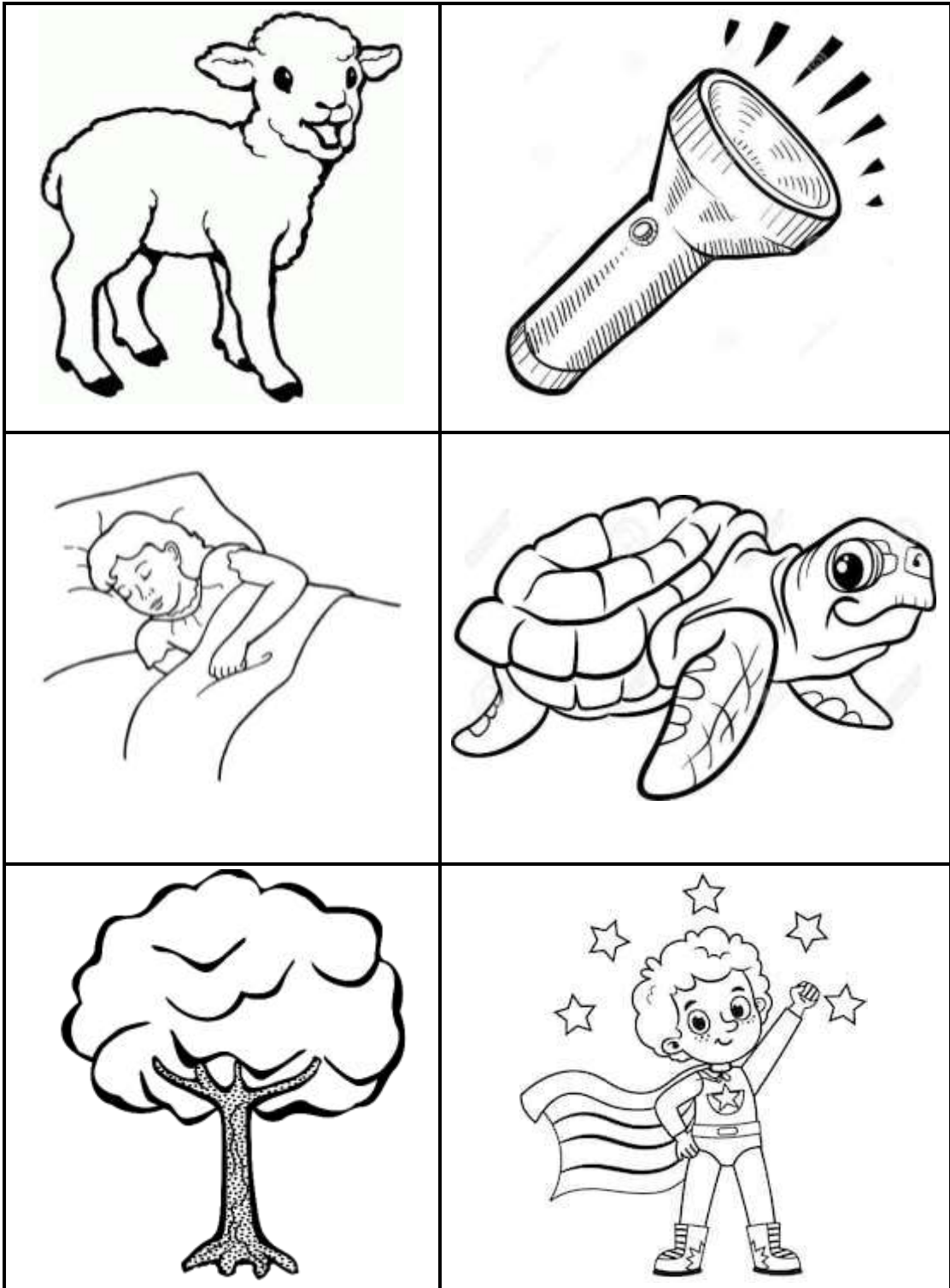
Storyteller and setting	Observed	Not Observed	Comments
1. The teller provides an introduction that relates to the theme of the story.		✓	Pupils knew what to sit. The teller went directly to the story.
2. The teller's voice is audible & intelligible.	✓		It was audible from the back of the seating arrangement.
3. The teller uses gestures that enhance meaning.	✓		She mimicked the animal sounds.
4. The teller is able to use props or visuals that enhance story meaning, plot and the understanding of words in the story.	✓		She used the images from the book.
5. The teller uses playful strategies during and after the storytelling sessions that allow the students to acquire English vocabulary		✓	The only strategy was drilling the key vocabulary words.
6. The location for the storytelling event is without distraction.	✓		It happened inside the classroom. There was some noise from outside.
7. The seating arrangement for the audience is conducive to listening.	✓		They were sitting on the carpet on the floor. It allowed them to sit and listen to the story-teller.
Students	Observed	Not Observed	Comments
8. Use visual clues (images and others) as aids to figure out the meaning	✓		they recognized animals by the images in the book.
9. Participate in the session by repeating key vocabulary words during and after the narration	✓		the drilling happened only after the narration.
10. Pronounce intelligibly	✓		Most of the pupils did.
11. Participate in oral activities and try to use L2 (English) words.		✓	The only moment pupils used L2 was when repeating key vocabulary words.
12. Participate actively in post-session activities	✓		Most students tried to solve the activity.

Appendix 2: Vocabulary Test

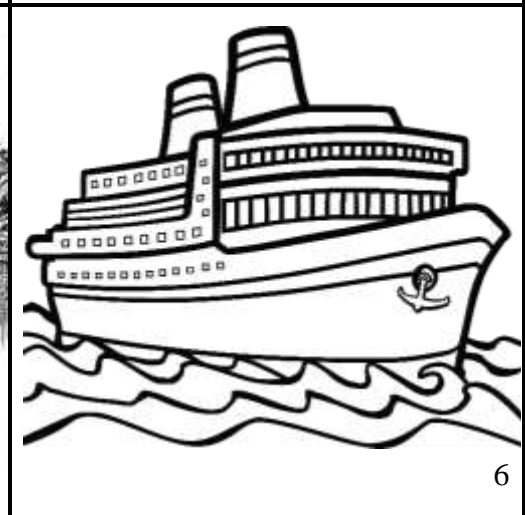
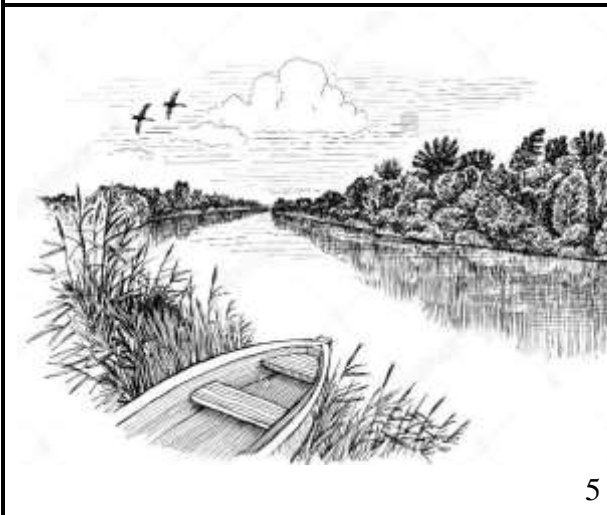
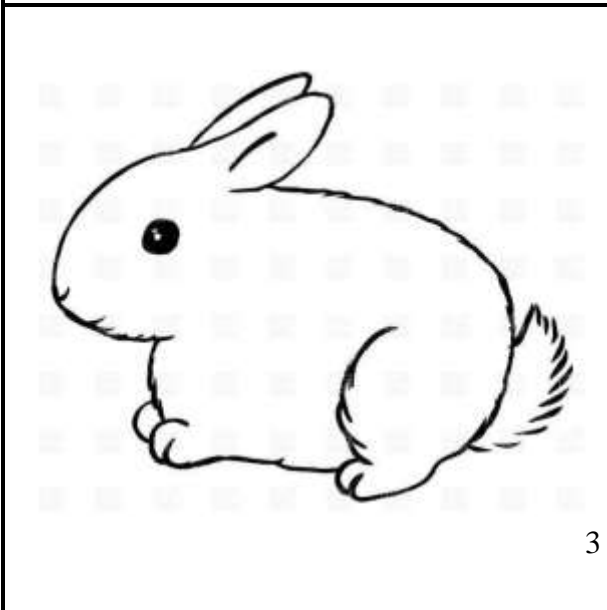
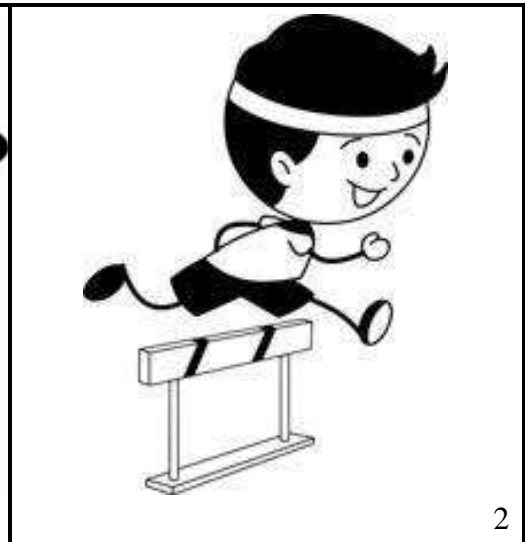
English Vocabulary Test

The student must repeat the word they hear; then point out at the correct picture.

Training plate

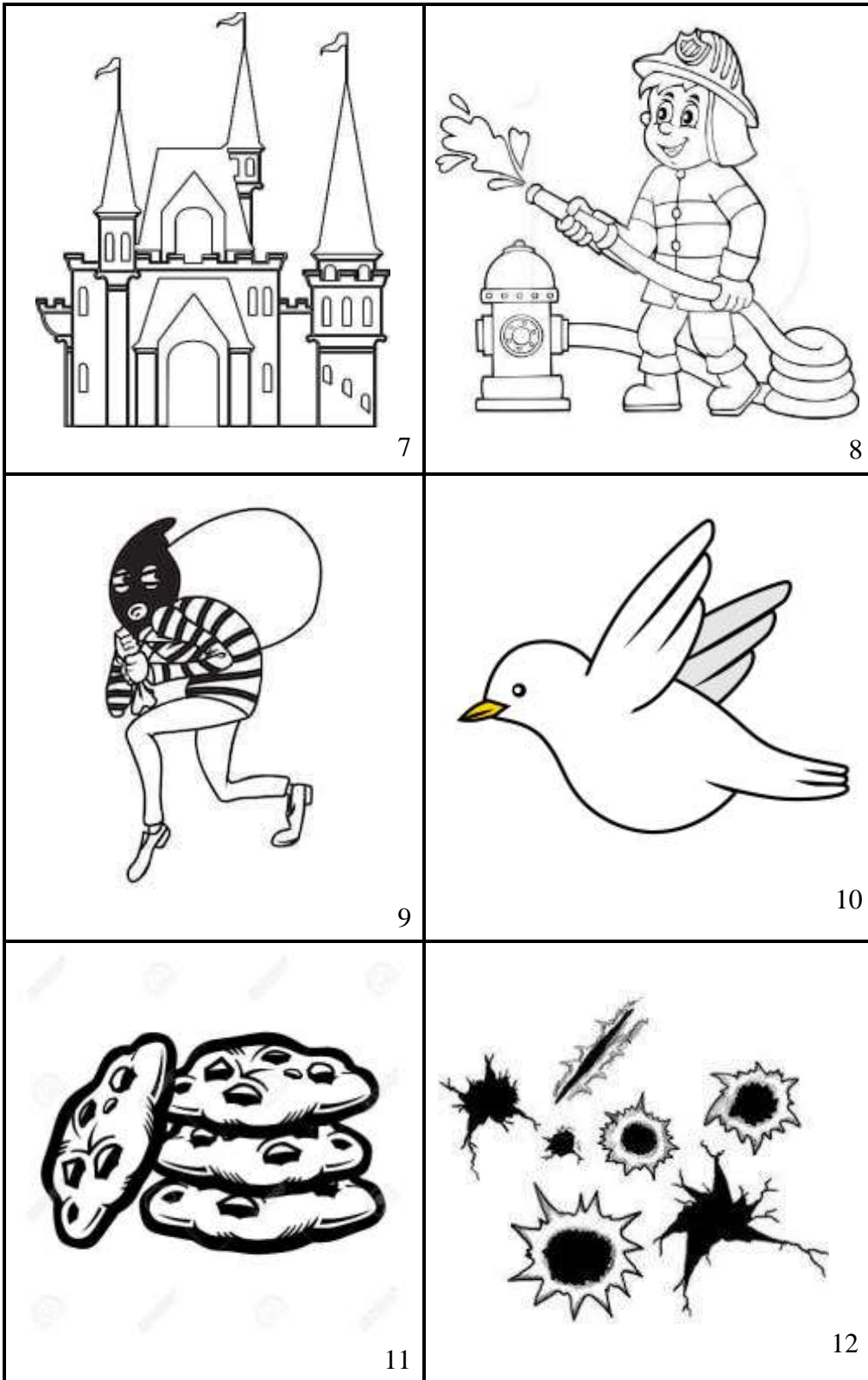


Set 1

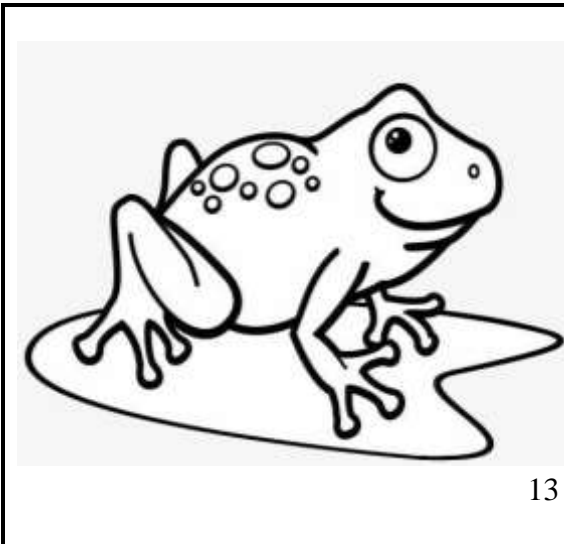




Set 2



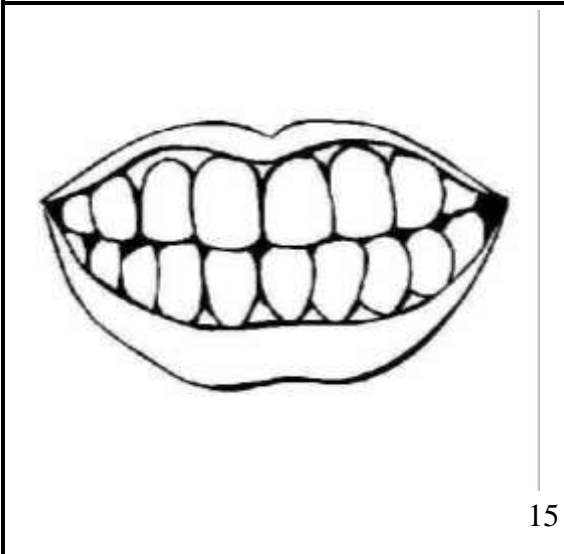
Set 3



13



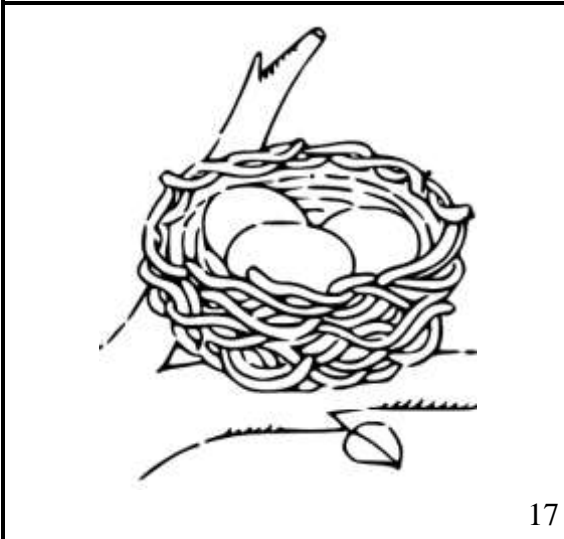
14



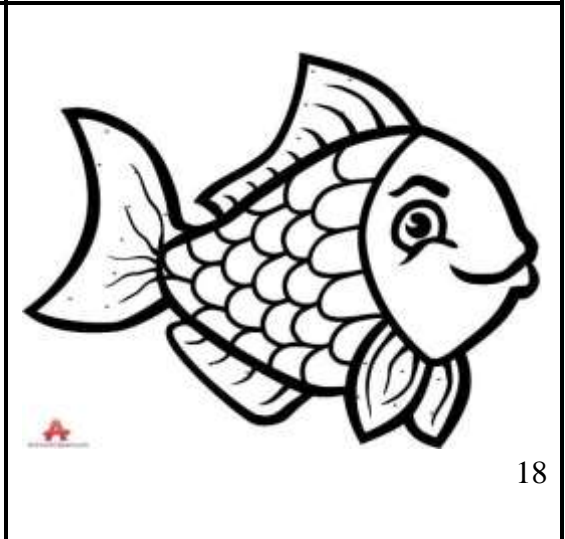
15



16

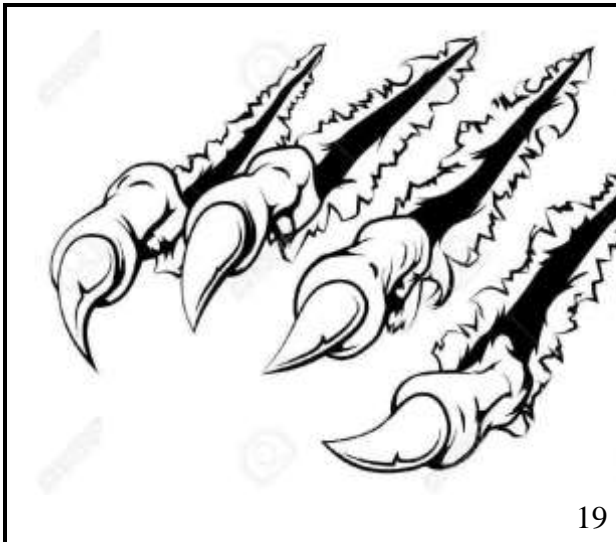


17

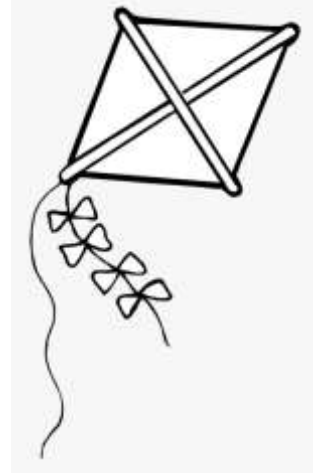


18

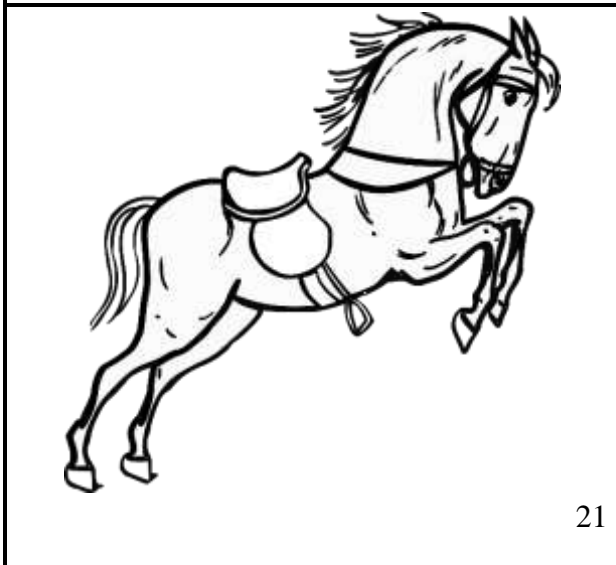
Set 4



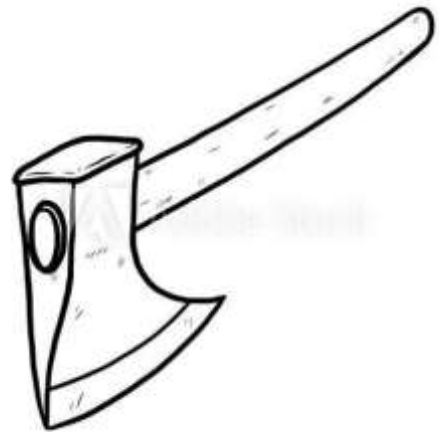
19



20



21

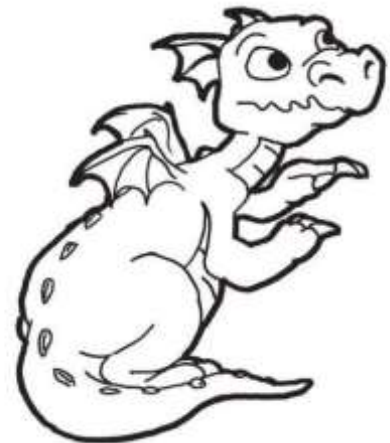


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22



23

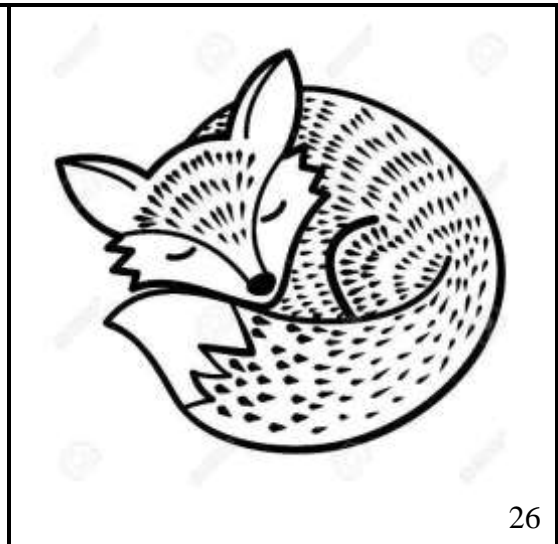


24

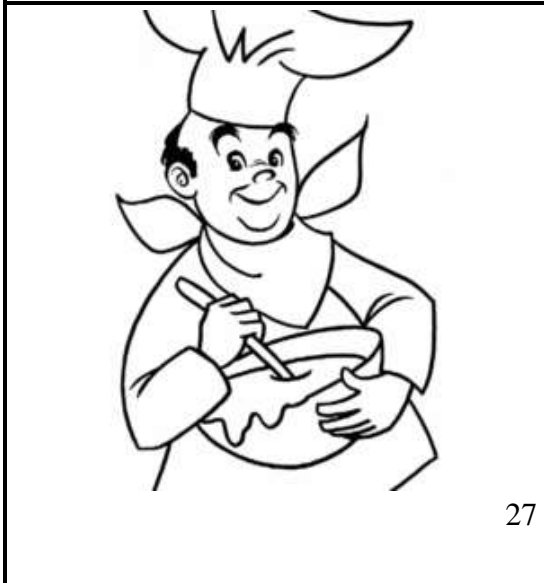
Set 5



25



26



27



28



29



30

Appendix 3: Vocabulary Test Assessment Score Sheet 1

Assessment Score Sheets

Repetition: 20  
Recognition: 8

Institution: UESJBP

Grade: 3rd

Name: Shirley A.

Date: 12/01/2020

Training Plate

Word	Repetition	Recognition
1. lamb	✓	✗
2. flashlight	✗	✗
3. sleep	✗	✗
4. turtle	✓	✗
5. tree	✓	✗
6. hero	✓	✗
Score:	4/6	0/6

Set 1

Word	Repetition	Recognition
6. ship	✓	✗
5. river	✓	✗
4. building	✓	✗
3. rabbit	✓	✓
2. jump	✓	✗
1. witch	✓	✗
Score:	6/6	1/6

Set 2

Word	Repetition	Recognition
7. castle	✓	✓
8. firefighter	✓	✗
9. thief	✓	✗
10. bird	✓	✗
11. cookies	✓	✗
12. holes	✓	✗
Score:	6/6	1/6

Set 3

Word	Repetition	Recognition
18. fish	✓	✗
17. nest	✓	✗
16. cage	✓	✗
15. teeth	✓	✓
14. milk	✓	✗
13. frog	✓	✓
Score:	6/6	2/6

Set 4

Word	Repetition	Recognition
19. claws	✓	✗
20. kite	✓	✗
21. horse	✓	✗
22. axe	✓	✗
23. rich	✓	✗
24. dragon	✓	✓
Score:	6/6	1/6

Set 5

Word	Repetition	Recognition
30. king	✓	✗
29. cottage	✓	✓
28. dirty	✓	✗
27. baker	✓	✗
26. fox	✓	✓
25. children	✓	✓
Score:	6/6	3/6

Appendix 4: Vocabulary Test Assessment Score Sheet 2

Assessment Score Sheets

Repetition: 30  
Recognition: 40

Institution: UESJBP

Grade: 3rd

Name: Karla C.

Date: 17/01/2020

Training Plate

Word	Repetition	Recognition
1. lamb	✓	✗
2. flashlight	✓	✗
3. sleep	✗	✗
4. turtle	✓	✗
5. tree	✓	✗
6. hero	✓	✗
Score:	5/6	0/6

Set 1

Word	Repetition	Recognition
6. ship	✓	✗
5. river	✓	✗
4. building	✓	✓
3. rabbit	✓	✓
2. jump	✓	✗
1. witch	✓	✓
Score:	6/6	3/6

Set 2

Word	Repetition	Recognition
7. castle	✓	✓
8. firefighter	✓	✗
9. thief	✓	✗
10. bird	✓	✗
11. cookies	✓	✓
12. holes	✓	✗
Score:	6/6	4/6

Set 3

Word	Repetition	Recognition
18. fish	✓	✗
17. nest	✓	✗
16. cage	✓	✗
15. teeth	✓	✗
14. milk	✓	✗
13. frog	✓	✗
Score:	6/6	0/6

Set 4

Word	Repetition	Recognition
19. claws	✓	✗
20. kite	✓	✓
21. horse	✓	✗
22. axe	✓	✓
23. rich	✓	✗
24. dragon	✓	✓
Score:	6/6	3/6

Set 5

Word	Repetition	Recognition
30. king	✓	✓
29. cottage	✓	✗
28. dirty	✓	✗
27. baker	✓	✗
26. fox	✓	✗
25. children	✓	✓
Score:	6/6	2/6

Appendix 5: Vocabulary Test Assessment Score Sheet 3

Assessment Score Sheets

Repetition: 26  
Recognition: 92

Institution: UESJBP

Grade: 3rd

Name: Elizabeth A.

Date: 12/01/2020

Training Plate

Word	Repetition	Recognition
1. lamb	✓	✓
2. flashlight	✗	✓
3. sleep	✓	✓
4. turtle	✓	✓
5. tree	✓	✓
6. hero	✓	✓
Score:	5/6	6/6

Set 1

Word	Repetition	Recognition
6. ship	✓	✗
5. river	✓	✗
4. building	✓	✗
3. rabbit	✓	✓
2. jump	✓	✗
1. witch	✓	✗
Score:	6/6	1/6

Set 2

Word	Repetition	Recognition
7. castle	✓	✓
8. firefighter	✗	✓
9. thief	✓	✓
10. bird	✗	✓
11. cookies	✓	✓
12. holes	✓	✓
Score:	4/6	6/6

Set 3

Word	Repetition	Recognition
18. fish	✓	✓
17. nest	✓	✓
16. cage	✓	✗
15. teeth	✗	✓
14. milk	✓	✗
13. frog	✓	✗
Score:	5/6	3/6

Set 4

Word	Repetition	Recognition
19. claws	✓	✗
20. kite	✗	✗
21. horse	✓	✗
22. axe	✓	✗
23. rich	✓	✗
24. dragon	✓	✓
Score:	5/6	1/6

Set 5

Word	Repetition	Recognition
30. king	✓	✗
29. cottage	✓	✗
28. dirty	✓	✗
27. baker	✓	✗
26. fox	✓	✓
25. children	✓	✗
Score:	6/6	1/6

Appendix 6: Vocabulary Test Assessment Score Sheet 4

Assessment Score Sheets

Repetition: 28  
Recognition: 12

Institution: UESJBP

Grade: 3rd

Name: Ana

Date: 17/01/2020

Training Plate

Word	Repetition	Recognition
1. lamb	✓	✗
2. flashlight	✓	✗
3. sleep	✓	✓
4. turtle	✗	✓
5. tree	✓	✓
6. hero	✓	✓
Score:	5/6	2/6

Set 1

Word	Repetition	Recognition
6. ship	✓	✓
5. river	✓	✓
4. building	✓	✗
3. rabbit	✓	✓
2. jump	✓	✗
1. witch	✓	✓
Score:	6/6	4/6

Set 2

Word	Repetition	Recognition
7. castle	✓	✗
8. firefighter	✗	✓
9. thief	✓	✗
10. bird	✓	✓
11. cookies	✓	✓
12. holes	✓	✗
Score:	5/6	3/6

Set 3

Word	Repetition	Recognition
18. fish	✓	✗
17. nest	✓	✓
16. cage	✓	✗
15. teeth	✓	✗
14. milk	✓	✗
13. frog	✓	✓
Score:	6/6	2/6

Set 4

Word	Repetition	Recognition
19. claws	✗	✗
20. kite	✓	✗
21. horse	✓	✗
22. axe	✓	✓
23. rich	✓	✗
24. dragon	✓	✓
Score:	5/6	2/6

Set 5

Word	Repetition	Recognition
30. king	✓	✗
29. cottage	✓	✗
28. dirty	✓	✗
27. baker	✓	✗
26. fox	✓	✓
25. children	✓	✗
Score:	6/6	7/6



Appendix 7: Vocabulary Test Assessment Score Sheet 5

Assessment Score Sheets

Repetition: 29  
Recognition: 13

Institution: UESJBP

Grade: 3rd

Name: Amy

Date: 13/01/2020

Training Plate

Word	Repetition	Recognition
1. lamb	✓	✗
2. flashlight	✓	✗
3. sleep	✓	✗
4. turtle	✓	✓
5. tree	✓	✓
6. hero	✓	✗
Score:	6/6	2/6

Set 1

Word	Repetition	Recognition
6. ship	✓	✗
5. river	✓	✗
4. building	✗	✗
3. rabbit	✓	✓
2. jump	✓	✗
1. witch	✓	✓
Score:	5/6	2/6

Set 2

Word	Repetition	Recognition
7. castle	✓	✓
8. firefighter	✗	✓
9. thief	✓	✗
10. bird	✓	✓
11. cookies	✓	✓
12. holes	✓	✗
Score:	5/6	4/6

Set 3

Word	Repetition	Recognition
18. fish	✓	✓
17. nest	✓	✗
16. cage	✓	✓
15. teeth	✓	✓
14. milk	✓	✓
13. frog	✓	✗
Score:	6/6	4/6

Set 4

Word	Repetition	Recognition
19. claws	✓	✗
20. kite	✓	✗
21. horse	✓	✓
22. axe	✓	✗
23. rich	✓	✗
24. dragon	✓	✓
Score:	6/6	2/6

Set 5

Word	Repetition	Recognition
30. king	✗	✓
29. cottage	✓	✓
28. dirty	✓	✗
27. baker	✓	✗
26. fox	✓	✓
25. children	✓	✗
Score:	5/6	4/6

Appendix 8: Vocabulary Test Assessment Score Sheet 6

Assessment Score Sheets

Repetition: 30  
Recognition: 14

Institution: UESJBP

Grade: 3rd

Name: Rosario T.

Date: 12/01/2020

Training Plate

Word	Repetition	Recognition
1. lamb	✓	✓
2. flashlight	✓	✗
3. sleep	✓	✗
4. turtle	✓	✗
5. tree	✓	✓
6. hero	✓	✗
Score:	6 / 6	2 / 6

Set 1

Word	Repetition	Recognition
6. ship	✓	✗
5. river	✓	✗
4. building	✓	✗
3. rabbit	✓	✗
2. jump	✓	✗
1. witch	✓	✗
Score:	6 / 6	0 / 6

Set 2

Word	Repetition	Recognition
7. castle	✓	✓
8. firefighter	✓	✓
9. thief	✓	✓
10. bird	✓	✓
11. cookies	✓	✓
12. holes	✓	✓
Score:	6 / 6	6 / 6

Set 3

Word	Repetition	Recognition
18. fish	✓	✗
17. nest	✓	✗
16. cage	✓	✓
15. teeth	✓	✗
14. milk	✓	✓
13. frog	✓	✗
Score:	6 / 6	4 / 6

Set 4

Word	Repetition	Recognition
19. claws	✓	✓
20. kite	✓	✓
21. horse	✓	✓
22. axe	✓	✓
23. rich	✓	✓
24. dragon	✓	✓
Score:	6 / 6	6 / 6

Set 5

Word	Repetition	Recognition
30. king	✓	✗
29. cottage	✓	✗
28. dirty	✓	✓
27. baker	✓	✗
26. fox	✓	✗
25. children	✓	✗
Score:	6 / 6	4 / 6

Appendix 9: Vocabulary Test Assessment Score Sheet 7

Assessment Score Sheets

Repetition: 29  
Recognition: 20

Institution: UESJBP

Grade: 3rd

Name: Andrea C.

Date: 12/01/2020

Training Plate

Word	Repetition	Recognition
1. lamb	✓	✗
2. flashlight	✓	✗
3. sleep	✗	✗
4. turtle	✗	✓
5. tree	✓	✓
6. hero	✓	✓
Score:	4 / 6	3 / 6

Set 1

Word	Repetition	Recognition
6. ship	✓	✓
5. river	✓	✗
4. building	✓	✗
3. rabbit	✓	✓
2. jump	✓	✓
1. witch	✓	✓
Score:	6 / 6	4 / 6

Set 2

Word	Repetition	Recognition
7. castle	✓	✓
8. firefighter	✓	✓
9. thief	✓	✓
10. bird	✓	✓
11. cookies	✓	✓
12. holes	✓	✓
Score:	6 / 6	6 / 6

Set 3

Word	Repetition	Recognition
18. fish	✓	✗
17. nest	✓	✗
16. cage	✓	✗
15. teeth	✓	✗
14. milk	✓	✓
13. frog	✓	✓
Score:	6 / 6	2 / 6

Set 4

Word	Repetition	Recognition
19. claws	✓	✓
20. kite	✓	✗
21. horse	✓	✗
22. axe	✓	✗
23. rich	✓	✓
24. dragon	✓	✓
Score:	6 / 6	2 / 6

Set 5

Word	Repetition	Recognition
30. king	✗	✓
29. cottage	✓	✓
28. dirty	✓	✓
27. baker	✓	✓
26. fox	✓	✓
25. children	✓	✓
Score:	5 / 6	6 / 6

Appendix 10: Vocabulary Test Assessment Score Sheet 8

Assessment Score Sheets

Repetition: 29  
Recognition: 30

Institution: UESJBP

Grade: 3rd

Name: Karen H.

Date: 12/01/2020

Training Plate

Word	Repetition	Recognition
1. lamb	/	/
2. flashlight	/	/
3. sleep	/	/
4. turtle	/	/
5. tree	/	/
6. hero	/	/
Score:	6/6	6/6

Set 1

Word	Repetition	Recognition
6. ship	/	/
5. river	/	x
4. building	/	x
3. rabbit	/	/
2. jump	/	/
1. witch	/	x
Score:	6/6	3/6

Set 2

Word	Repetition	Recognition
7. castle	/	/
8. firefighter	x	/
9. thief	/	/
10. bird	/	/
11. cookies	/	/
12. holes	/	x
Score:	5/6	5/6

Set 3

Word	Repetition	Recognition
18. fish	/	/
17. nest	/	x
16. cage	/	x
15. teeth	/	/
14. milk	/	/
13. frog	/	/
Score:	6/6	4/6

Set 4

Word	Repetition	Recognition
19. claws	/	/
20. kite	/	/
21. horse	/	/
22. axe	/	/
23. rich	/	x
24. dragon	/	/
Score:	6/6	5/6

Set 5

Word	Repetition	Recognition
30. king	/	/
29. cottage	/	x
28. dirty	/	x
27. baker	/	/
26. fox	/	/
25. children	/	x
Score:	6/6	3/6

Appendix 11: Vocabulary Test Assessment Score Sheet 9

Assessment Score Sheets

Repetition: 18  
Recognition: 12

Institution: UESJBP

Grade: 3rd

Name: Noemi

Date: 12/01/2020

Training Plate

Word	Repetition	Recognition
1. lamb	✓	✗
2. flashlight	✓	✓
3. sleep	✓	✓
4. turtle	✓	✓
5. tree	✓	✗
6. hero	✓	✓
Score:	6/6	4/6

Set 1

Word	Repetition	Recognition
6. ship	✓	✗
5. river	✓	✓
4. building	✓	✓
3. rabbit	✓	✓
2. jump	✓	✓
1. witch	✓	✓
Score:	6/6	5/6

Set 2

Word	Repetition	Recognition
7. castle	✓	✓
8. firefighter	✓	✓
9. thief	✓	✓
10. bird	✓	✓
11. cookies	✓	✓
12. holes	✓	✓
Score:	6/6	6/6

Set 3

Word	Repetition	Recognition
18. fish	✓	✓
17. nest	✓	✗
16. cage	✓	✓
15. teeth	✓	✓
14. milk	✓	✓
13. frog	✗	✓
Score:	5/6	5/6

Set 4

Word	Repetition	Recognition
19. claws	✗	✓
20. kite	✓	✓
21. horse	✓	✗
22. axe	✓	✓
23. rich	✓	✓
24. dragon	✓	✓
Score:	5/6	5/6

Set 5

Word	Repetition	Recognition
30. king	✓	✗
29. cottage	✓	✓
28. dirty	✓	✗
27. baker	✓	✗
26. fox	✓	✗
25. children	✓	✗
Score:	6/6	7/6

Appendix 12: Vocabulary Test Assessment Score Sheet 10

Assessment Score Sheets

Repetition 27  
Recognition 7

Institution: UESJBP

Grade: 3rd

Name: Isaias A.

Date: 12/01/2020

Training Plate

Word	Repetition	Recognition
1. lamb	✓	✗
2. flashlight	✓	✓
3. sleep	✓	✓
4. turtle	✓	✓
5. tree	✓	✗
6. hero	✓	✗
Score:	6/6	3/6

Set 1

Word	Repetition	Recognition
6. ship	✓	✗
5. river	✓	✗
4. building	✓	✗
3. rabbit	✓	✓
2. jump	✓	✗
1. witch	✓	✗
Score:	6/6	1/6

Set 2

Word	Repetition	Recognition
7. castle	✓	✓
8. firefighter	✗	✗
9. thief	✓	✗
10. bird	✓	✗
11. cookies	✓	✗
12. holes	✓	✓
Score:	5/6	2/6

Set 3

Word	Repetition	Recognition
18. fish	✓	✗
17. nest	✗	✗
16. cage	✓	✗
15. teeth	✓	✓
14. milk	✗	✗
13. frog	✓	✗
Score:	4/6	1/6

Set 4

Word	Repetition	Recognition
19. claws	✓	✗
20. kite	✓	✓
21. horse	✓	✗
22. axe	✓	✗
23. rich	✓	✗
24. dragon	✓	✓
Score:	6/6	2/6

Set 5

Word	Repetition	Recognition
30. king	✓	✗
29. cottage	✓	✗
28. dirty	✓	✗
27. baker	✓	✗
26. fox	✓	✓
25. children	✓	✗
Score:	6/6	1/6

Appendix 13: Vocabulary Test Assessment Score Sheet 11

Assessment Score Sheets

Repetition: 30  
Recognition: 7

Institution: UESJBP

Grade: 3rd

Name: Michael J.

Date: 17/01/2020

Training Plate

Word	Repetition	Recognition
1. lamb	✓	✓
2. flashlight	✓	✗
3. sleep	✓	✗
4. turtle	✓	✗
5. tree	✓	✓
6. hero	✓	✓
Score:	6/6	3/6

Set 1

Word	Repetition	Recognition
6. ship	✓	✗
5. river	✓	✓
4. building	✓	✗
3. rabbit	✓	✗
2. jump	✓	✗
1. witch	✓	✗
Score:	6/6	1/6

Set 2

Word	Repetition	Recognition
7. castle	✓	✓
8. firefighter	✓	✓
9. thief	✓	✗
10. bird	✓	✗
11. cookies	✓	✗
12. holes	✓	✗
Score:	6/6	2/6

Set 3

Word	Repetition	Recognition
18. fish	✓	✗
17. nest	✓	✗
16. cage	✓	✗
15. teeth	✓	✗
14. milk	✓	✗
13. frog	✓	✗
Score:	6/6	0/6

Set 4

Word	Repetition	Recognition
19. claws	✓	✗
20. kite	✓	✗
21. horse	✓	✗
22. axe	✓	✓
23. rich	✓	✗
24. dragon	✓	✓
Score:	6/6	2/6

Set 5

Word	Repetition	Recognition
30. king	✓	✗
29. cottage	✓	✗
28. dirty	✓	✓
27. baker	✓	✗
26. fox	✓	✓
25. children	✓	✗
Score:	6/6	2/6

Appendix 14: Vocabulary Test Assessment Score Sheet 12

Assessment Score Sheets

Repetition 27  
Recognition 13

Institution: UESJBP

Grade: 3rd

Name: Nathan

Date: 17/01/2020

Training Plate

Word	Repetition	Recognition
1. lamb	✓	✓
2. flashlight	✓	✓
3. sleep	✓	✗
4. turtle	✓	✓
5. tree	✓	✗
6. hero	✓	✓
Score:	6/6	4/6

Set 1

Word	Repetition	Recognition
6. ship	✗	✗
5. river	✓	✓
4. building	✓	✗
3. rabbit	✓	✓
2. jump	✓	✓
1. witch	✓	✓
Score:	5/6	4/6

Set 2

Word	Repetition	Recognition
7. castle	✓	✗
8. firefighter	✗	✓
9. thief	✓	✗
10. bird	✓	✓
11. cookies	✓	✓
12. holes	✓	✓
Score:	5/6	4/6

Set 3

Word	Repetition	Recognition
18. fish	✓	✗
17. nest	✓	✗
16. cage	✓	✗
15. teeth	✓	✗
14. milk	✓	✗
13. frog	✓	✗
Score:	6/6	0/6

Set 4

Word	Repetition	Recognition
19. claws	✗	✗
20. kite	✓	✓
21. horse	✓	✗
22. axe	✓	✗
23. rich	✓	✗
24. dragon	✓	✓
Score:	5/6	2/6

Set 5

Word	Repetition	Recognition
30. king	✓	✓
29. cottage	✓	✓
28. dirty	✓	✗
27. baker	✓	✗
26. fox	✓	✓
25. children	✓	✗
Score:	6/6	3/6



Appendix 15: Vocabulary Test Assessment Score Sheet 13

Assessment Score Sheets

Repetition: 29  
Recognition: 14

Institution: UESJBP

Grade: 3rd

Name: Bruno

Date: 12/01/2020

Training Plate

Word	Repetition	Recognition
1. lamb	✓	✓
2. flashlight	✓	✓
3. sleep	✓	✗
4. turtle	✓	✗
5. tree	✓	✗
6. hero	✓	✗
Score:	6/6	2/6

Set 1

Word	Repetition	Recognition
6. ship	✓	✗
5. river	✓	✗
4. building	✓	✗
3. rabbit	✓	✓
2. jump	✓	✗
1. witch	✓	✓
Score:	6/6	2/6

Set 2

Word	Repetition	Recognition
7. castle	✓	✗
8. firefighter	✓	✓
9. thief	✓	✗
10. bird	✓	✗
11. cookies	✓	✓
12. holes	✓	✗
Score:	6/6	2/6

Set 3

Word	Repetition	Recognition
18. fish	✓	✗
17. nest	✓	✓
16. cage	✓	✗
15. teeth	✓	✗
14. milk	✓	✓
13. frog	✓	✓
Score:	6/6	3/6

Set 4

Word	Repetition	Recognition
19. claws	✓	✗
20. kite	✓	✗
21. horse	✓	✗
22. axe	✓	✗
23. rich	✓	✗
24. dragon	✓	✓
Score:	6/6	1/6

Set 5

Word	Repetition	Recognition
30. king	✓	✓
29. cottage	✗	✓
28. dirty	✓	✓
27. baker	✓	✓
26. fox	✓	✓
25. children	✓	✓
Score:	5/6	6/6

Appendix 16: Vocabulary Test Assessment Score Sheet 14

Assessment Score Sheets

Repetition: 25  
Recognition: 16

Institution: UESJBP

Grade: 3rd

Name: Edurdo P.

Date: 17/01/2020

Training Plate

Word	Repetition	Recognition
1. lamb	✗	✓
2. flashlight	✓	✓
3. sleep	✓	✗
4. turtle	✓	✓
5. tree	✓	✓
6. hero	✓	✗
Score:	5 / 6	4 / 6

Set 1

Word	Repetition	Recognition
6. ship	✓	✗
5. river	✓	✗
4. building	✗	✓
3. rabbit	✓	✓
2. jump	✓	✗
1. witch	✓	✗
Score:	5 / 6	2 / 6

Set 2

Word	Repetition	Recognition
7. castle	✓	✓
8. firefighter	✗	✓
9. thief	✓	✓
10. bird	✗	✓
11. cookies	✓	✓
12. holes	✓	✓
Score:	4 / 6	6 / 6

Set 3

Word	Repetition	Recognition
18. fish	✓	✗
17. nest	✗	✗
16. cage	✓	✗
15. teeth	✓	✗
14. milk	✓	✓
13. frog	✓	✓
Score:	5 / 6	2 / 6

Set 4

Word	Repetition	Recognition
19. claws	✓	✗
20. kite	✓	✓
21. horse	✗	✗
22. axe	✓	✗
23. rich	✓	✓
24. dragon	✓	✓
Score:	5 / 6	3 / 6

Set 5

Word	Repetition	Recognition
30. king	✓	✗
29. cottage	✓	✓
28. dirty	✓	✗
27. baker	✓	✓
26. fox	✓	✓
25. children	✓	✗
Score:	6 / 6	3 / 6

Appendix 17: Vocabulary Test Assessment Score Sheet 15

Assessment Score Sheets

Repetition: 26  
Recognition: 17

Institution: UESJBP

Grade: 3rd

Name: Edward

Date: 17/01/2020

Training Plate

Word	Repetition	Recognition
1. lamb	✓	✓
2. flashlight	✓	✓
3. sleep	✓	✓
4. turtle	✓	✓
5. tree	✓	✓
6. hero	✓	✓
Score:	6/6	6/6

Set 1

Word	Repetition	Recognition
6. ship	✓	✗
5. river	✓	✗
4. building	✓	✗
3. rabbit	✓	✗
2. jump	✓	✗
1. witch	✓	✗
Score:	6/6	0/6

Set 2

Word	Repetition	Recognition
7. castle	✓	✓
8. firefighter	✓	✓
9. thief	✗	✓
10. bird	✓	✓
11. cookies	✓	✓
12. holes	✓	✓
Score:	5/6	6/6

Set 3

Word	Repetition	Recognition
18. fish	✓	✓
17. nest	✓	✗
16. cage	✗	✗
15. teeth	✓	✗
14. milk	✓	✗
13. frog	✓	✓
Score:	5/6	2/6

Set 4

Word	Repetition	Recognition
19. claws	✓	✓
20. kite	✓	✓
21. horse	✓	✓
22. axe	✓	✓
23. rich	✗	✓
24. dragon	✓	✓
Score:	5/6	6/6

Set 5

Word	Repetition	Recognition
30. king	✓	✓
29. cottage	✗	✓
28. dirty	✓	✗
27. baker	✓	✗
26. fox	✓	✓
25. children	✓	✗
Score:	5/6	3/6

Appendix 18: Vocabulary Test Assessment Score Sheet 16

Assessment Score Sheets

Repetition: 28  
Recognition: 20

Institution: UESJBP

Grade: 3rd

Name: Martin B.

Date: 22/01/2020

Training Plate

Word	Repetition	Recognition
1. lamb	✓	✓
2. flashlight	✓	✓
3. sleep	✓	✗
4. turtle	✗	✗
5. tree	✗	✓
6. hero	✓	✓
Score:	4 / 6	4 / 6

Set 1

Word	Repetition	Recognition
6. ship	✓	✗
5. river	✓	✗
4. building	✓	✗
3. rabbit	✓	✓
2. jump	✓	✓
1. witch	✓	✓
Score:	6 / 6	3 / 6

Set 2

Word	Repetition	Recognition
7. castle	✓	✓
8. firefighter	✓	✓
9. thief	✓	✓
10. bird	✓	✓
11. cookies	✓	✓
12. holes	✓	✓
Score:	6 / 6	6 / 6

Set 3

Word	Repetition	Recognition
18. fish		✗
17. nest	✗	✗
16. cage		✓
15. teeth		✗
14. milk	✗	✗
13. frog		✓
Score:	4 / 6	2 / 6

Set 4

Word	Repetition	Recognition
19. claws	✓	✓
20. kite	✓	✓
21. horse	✓	✓
22. axe	✓	✓
23. rich	✓	✓
24. dragon	✓	✓
Score:	6 / 6	6 / 6

Set 5

Word	Repetition	Recognition
30. king	✓	✓
29. cottage	✓	✓
28. dirty	✓	✗
27. baker	✓	✗
26. fox	✓	✓
25. children	✓	✗
Score:	6 / 6	3 / 6

## DECLARACIÓN Y AUTORIZACIÓN

Yo, **Villegas Cadena, Andrea Carolina**, con C.C: # **0940789357** autor/a del trabajo de titulación: **Effects of storytelling sessions in third-grade students' English vocabulary acquisition at Unidad Educativa San José Buen Pastor School - Guayaquil, 2019 B Term** previo a la obtención del título de **Licenciada en Lengua Inglesa** en la Universidad Católica de Santiago de Guayaquil.

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## **REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA**

### **FICHA DE REGISTRO DE TESIS/TRABAJO DE TITULACIÓN**

<b>TÍTULO Y SUBTÍTULO:</b>	Effects of storytelling sessions in third-grade students' English vocabulary acquisition at Unidad Educativa San José Buen Pastor School - Guayaquil, 2019 B Term		
<b>AUTOR(ES)</b>	Villegas Cadena, Andrea Carolina		
<b>REVISOR(ES)/TUTOR(ES)</b>	Hoyos Hernández, David Eduardo		
<b>INSTITUCIÓN:</b>	Universidad Católica de Santiago de Guayaquil		
<b>FACULTAD:</b>	Facultad de Artes Y Humanidades		
<b>CARRERA:</b>	Licenciatura en Lengua Inglesa		
<b>TÍTULO OBTENIDO:</b>	Licenciada en Lengua Inglesa		
<b>FECHA DE PUBLICACIÓN:</b>	27 de febrero de 2020	<b>No. PÁGINAS:</b>	78
<b>ÁREAS TEMÁTICAS:</b>	EFL, vocabulary acquisition, storytelling.		
<b>PALABRAS CLAVES/ KEYWORDS:</b>	Storytelling, vocabulary acquisition, EFL, elementary school, vocabulary variation, educational tool, vocabulary learning strategies.		
<b>RESUMEN/ABSTRACT (150-250 palabras):</b>			
<p>The present study aimed at analyzing if EFL storytelling sessions may be contributing or not on third-grade student English vocabulary acquisition at “Unidad Educativa San José Buen Pastor” School. The methodological approach of the present research was the mixed method approach. To test the hypothesis and gather data, an observation checklist and a vocabulary test were applied to 16 third-grade students, 9 girls and 7 boys, at the aforesaid institution. A vocabulary diagnostic test and a final vocabulary test were used to see the performance difference. The findings provide evidence as to what is the relation between the storytelling sessions and the participants' vocabulary increase, and the difficulties they encountered during these sessions. Recommendations were provided on what the “English Storytime” project participants should do to enhance the students' vocabulary acquisition. This research provides a background for any further research on topics related to the use of storytelling as a foreign language vocabulary teaching tool in the classroom.</p>			
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