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**Facultad de la Educación, el Arte y la Comunicación**

**Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros**

**Storytelling and English vocabulary learning among eighth-grade students  
at a public institution in Loja, during the 2022-2023 school year.**

**Narración de cuentos y aprendizaje de vocabulario en inglés en estudiantes  
de octavo grado de una institución pública de Loja, durante el año lectivo  
2022-2023.**

**Trabajo de Integración Curricular  
previo a la obtención del título de  
Licenciada en Pedagogía del Idioma  
Inglés.**

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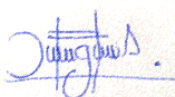
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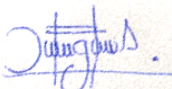
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## **Dedication**

I dedicate this curricular integration work, first of all, to God for granting me good health and allowing me to achieve my dream. To my beloved mothers, Rosa Granda and Maria Hortencia Lopez, who have been my pillars and endless sources of love and guidance throughout my life. To my children, Pablo and Joselin, who are the reason for my efforts and the driving force that pushes me to be better every day. Thank you for being my greatest motivation and the light in the darkest moments.

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*Carmen Esperanza Sarmiento Granda*

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## **1. Title**

**Storytelling and English vocabulary learning among eighth-grade students at a public institution in Loja during the 2022-2023 school year.**

## 2. Resumen

El propósito principal de este estudio fue mejorar el aprendizaje del vocabulario del idioma inglés utilizando la narración de cuentos en estudiantes de octavo grado de una institución pública de Loja, durante el año lectivo 2022-2023. En la investigación participaron 29 estudiantes de octavo de básica. El investigador empleó una metodología mixta para recolectar los datos necesarios. Los datos cuantitativos se obtuvieron a través de un pre-test y un post-test para evaluar los conocimientos de vocabulario de los estudiantes, mientras que los datos cualitativos se recogieron a través de un cuestionario y notas de campo para obtener las percepciones de los estudiantes. Los datos recogidos se analizaron mediante fórmulas estadísticas y se presentaron en tablas y gráficos, junto con un análisis temático presentado en forma narrativa. Los resultados revelaron una diferencia significativa entre el nivel de vocabulario antes y después de aplicar la estrategia narrativa. Además, se observó una mejora en los tres aspectos del vocabulario: forma, significado y uso. Además, los alumnos demostraron motivación e interés por aprender nuevas palabras mediante la estrategia narrativa, lo que también les permitió desarrollar su pensamiento crítico. En conclusión, este estudio demostró que la narración de cuentos es una buena estrategia para aprender vocabulario en inglés, ya que ofrece un enfoque dinámico que fomenta la participación activa, la creatividad y la retención de palabras, también capta la atención de los alumnos y estimula su desarrollo lingüístico. Es por eso que, la integración de la narración de cuentos en la enseñanza del vocabulario de inglés es una estrategia que se debe implementar.

***Palabras clave:** Aprendizaje del vocabulario, aspectos del vocabulario, narración de cuentos, tipos de historias.*

## 2.1 Abstract

The main purpose of this study was to improve the learning of English language vocabulary by using storytelling among eighth-grade students at a public institution in Loja, during the 2022-2023 school year. Twenty-nine eighth grade students participated in the research. The researcher employed a mixed methodology to collect the necessary data. Quantitative data were obtained through a pre-test and post-test to assess students' vocabulary knowledge, while qualitative data were collected through a questionnaire and field notes to obtain students' perceptions. The data collected were analyzed using statistical formulas and presented in tables and graphs, along with a thematic analysis presented in narrative form. The results revealed a significant difference between the vocabulary level before and after implementing the narrative strategy. In addition, an improvement was observed in all three aspects of vocabulary: form, meaning, and use. In addition, students demonstrated motivation and interest in learning new words through the storytelling strategy, which also allowed them to develop their critical thinking. In conclusion, this study demonstrated that storytelling is a good strategy for learning English vocabulary because it offers a dynamic approach that encourages active participation, creativity, and word retention, captures students' attention, and stimulates their linguistic. Therefore, storytelling should be implemented into English vocabulary instruction as a strategy.

***Key words:** Aspects of vocabulary, storytelling, vocabulary learning, types of stories.*

### 3. Introduction

English is a universally spoken language that people use to communicate around the world, since it allows to interact, learn, discover, get to know other culture, also it is used in education, business and technology, for the reasons aforementioned, Putra (2020), hold that due to the importance and usefulness of English in everyday life, its learning should be meaningful, competent and centered on the learner's interests and needs, as well as mentioning that English is not only a communication tool, but also facilitates adaptation to the environment and society. In fact, in Ecuador in 2019 a curriculum was designed to help students developing important skills such as, personal, social and intellectual which are necessary to improve and participate more effectively in the globalized world that operates in other languages. Likewise, the Ecuadorian Ministry of Education designed the curriculum in which eight-grade students are expected to reach the level A1.1. (Ministerio de Educación, 2019).

Overall vocabulary is an essential component of English language, as students use it to communicate in both written and spoken way. Likewise, vocabulary plays an important role when students are learning a new language since through vocabulary students can develop the languages skills such as listening, reading, writing and speaking. For instance, when students use the appropriate vocabulary, they can communicate in a correct way with others (Susanto, 2017).

However, during the pre-professional practices carried out in a public high school with eighth-grade students, the researcher could evidence that students did not understand when they read or listen some English words since their knowledge of vocabulary is low. Also, they did not know the meaning of the words and they tried to associate some words with Spanish language and when they wrote sentences, they used collocations incorrectly (Halah 2015).

For that reason, the present research work proposes the implementation of storytelling as a strategy to improve English vocabulary learning. In this regard, the researcher formulated the following general research question: How does storytelling improve English vocabulary learning among eighth-grade students at a public institution in the city of Loja, during the 2022-2023 school year? Additionally, this general question has been divided into two sub-questions which were: 1) What is the effectiveness of storytelling in the improvement of vocabulary learning among eighth-grade students at a public institution in the city of Loja in EFL classrooms? 2) What are the student's perceptions regarding the implementation of storytelling to improve the learning of English language vocabulary?

Previous studies have shown that the use of storytelling improves vocabulary learning. According to Farisawati (2016), teaching vocabulary through the use of storytelling is

considered an effective teaching strategy. In fact, storytelling in the classroom brings many benefits for teachers and professors, it is considered effective strategy for learning vocabulary, as it develops thinking skills making students more critical when making a point and encourages students to listen to their peers by stimulating their imagination. Likewise, Halah (2015) remarked that storytelling can help teachers to save time and effort because by telling stories they can make the content more understandable, can better remember the vocabulary learned, and by presenting another way of teaching the teacher can make the class not have a boring environment.

However, despite obtaining good results in previous research, it is important to mention that there is a lack of investigation regarding certain aspects related to the use of storytelling for vocabulary learning. This is because in previous studies, it was found that students do not have a strong grasp of vocabulary aspects, on the other hand the lack of didactic material for its comprehension. Farisawati (2016) mentioned that the majority of students struggled to communicate about their daily activities in English due to their limited language proficiency. This issue arose from the lack of accessible reading materials that could help them improve their comprehension skills. That is why Halah (2015) remarked that storytelling can be a valuable tool for teachers, as it allows them to save time and effort. By incorporating storytelling, educators can enhance content comprehension and facilitate better retention of vocabulary among students. Moreover, this strategy introduces variety, preventing the class from becoming monotonous and creating a more engaging and dynamic learning environment.

Based on the aforementioned and in response to the problem of learning vocabulary as a foreign language, it was important to emphasize that the use of storytelling was necessary; therefore, the objective of this study was to examine how the use of storytelling helps students improve vocabulary. To achieve this objective, the following specific objectives were established: to find out the effectiveness of storytelling in the improvement of vocabulary learning in EFL classrooms and to recognize the students' perceptions regarding the implementation of storytelling to improve the learning of English language vocabulary among eighth-grade students at a public institution in the city of Loja.

The results of this research were highly significant as they provided valuable insights into an effective strategy that improved vocabulary learning among students. Furthermore, these findings benefit educators by making their classes more interesting and interactive through the use of storytelling, fostering better comprehension of words, use, and form. For researchers, this study contributes valuable information regarding the use of strategies for English language learning, highlighting the impact of storytelling on vocabulary acquisition

along with its advantages and limitations. This information can serve as a basis for further exploration of the strategy's effectiveness in educational settings and the development of more in-depth studies in language acquisition. Moreover, the study demonstrated that storytelling is a pedagogical resource that not only motivates students but also enhances their critical thinking skills, pronunciation, spelling, and the ability to utilize new words effectively for communication.

Finally, the scope of this research encompassed the application of storytelling through lesson plans covering the types of stories, such as history, animal tales, technology, science fiction to enhance vocabulary learning, particularly its aspects, which are form, meaning and use.

## **4. Theoretical framework**

This theoretical framework contains the study of different researchers and primary sources such as books, web pages, articles, theses, etc. This information is related to the two variables of this study, learning English vocabulary through the use of storytelling.

### **4.1. Storytelling**

#### ***4.1.1. Definition of Storytelling***

According to Farisawati (2016), storytelling is the art or craft of telling stories; the stories told may be spoken, sung or recited, and may also be written, printed or recorded. On the other hand, stories are a sequence of events that would take place in the order they have happened; however, the storyteller may include materials such as objects that may attract the attention of the listener or may make body movements that facilitate the comprehension of the story. Based on the information mentioned by the author, storytelling can be defined as the improvisation of events either in spoken, sung or narrated form.

In addition, Hsu Tsu (2015) mentions that storytelling is defined as a traditional strategy that has been used to improve the linguistic skills of the students since through this strategy they can tell stories, for this reason, today the use of storytelling has been effective since good results have been achieved with its use. On the other hand, it has been used as a pedagogical method since through the stories it is possible to transmit the culture or to communicate the literary patrimony since with the use of storytelling students can be motivated to explore their expressions.

#### ***4.1.2. Importance of Storytelling in Education***

According to Satriani (2019), the use of storytelling is not only a useful strategy for teaching vocabulary, but it also helps those who use it to develop their literacy skills and enhance their reading and writing skills. Likewise, Quispillo and Villaf (2022) stated that “storytelling is argued to be an effective educational tool in the teaching and learning process, as it provides meaningful context, engages students, and makes learning fun”. (p.5)

Additionally, Mutiarani and Lidiyatul (2015) mentioned that the use of stories helps young people to develop their critical thinking since at the moment of listening to a story they can make use of their imagination, thus helping them to develop their oral and written expression. Similarly, Davidson (2017) established that the story consists of a collection or set of stories where the characters are composed of heroes, victims and villains, it is considered important in teaching in the classroom because students can make scenarios based on reality and so they can ask their teacher some solutions that should be done in some cases in other words they can see reality from another perspective.



### ***4.1.3. Benefits of Storytelling in Learning***

Reading and listening to narrative stories can help students foster auditory attention, facilitate communication, on the other hand, it promotes the habit of recreational reading. It also allows children not only to read stories, but to create, invent and design them, either in written or oral form. Alkaaf (2017) mentioned that people who listen or tell stories at an early age, develop their mental and emotional capacities and acquire positive attitudes that will serve them in their lives, on the other hand, mentioned that it is important for teachers to use this type of activities as this way they can develop trust between the teacher and the student.

### ***4.1.4. Storytelling for Learning Vocabulary***

According to Farisawati (2016), teaching vocabulary through the use of storytelling is considered an effective teaching strategy. In fact, storytelling in the classroom brings many benefits for teachers and professors, it is considered a very effective strategy for learning vocabulary, as it develops thinking skills making students more critical when making a point and encourages students to listen to their peers by stimulating their imagination. Likewise, Halah (2015) remarked that storytelling can help teachers to save time and effort because by telling stories they can make the content more understandable and they can better remember the vocabulary learned, and by presenting another way of teaching the teacher can make the class not have a boring environment.

Additionally, Hetty (2018) showed when teachers introduce in the classroom the use of storytelling to learn vocabulary, it helps students to reinforce their values such as respect, empathy and responsibility. This is achieved because the students are the creators of the texts and they are the ones who use different tools to make the story more understandable and also include a personal dimension, thus fostering understanding and appreciation for literature.

### ***4.1.5. Strategies of Storytelling in the Learning Vocabulary***

Chamidah (2018) mentioned that the application of storytelling in the classroom provides students with a wide range of benefits that make the teaching-learning process more meaningful, interesting and stimulating. Another positive aspect of the use of storytelling is that students formulate their own words and expressions when telling stories, which helps students to significantly improve their skills.

**4.1.5.1. Select Appropriate Stories.** It is important to take into account some aspects before teaching vocabulary through the use of storytelling, first you have to consider what kind of vocabulary will be taught and what it will be used for, on the other hand you have to know what type of story will be used according to the grade that the students are. According to Ananthia (2016) establish that “Before doing the storytelling activity in the language classroom,

the teacher as the storyteller should consider about what kind of story would be delivered to the learners”.

In addition, Izzah & Mutiarani (2015) emphasizes the crucial importance of carefully selecting the stories presented to students. They highlights that teachers should focus their attention on themes that are connected to the interests and experiences of the children, with the purpose of arousing their interest and engagement. Additionally, they underscores the relevance of characters in these narratives, as young students have a strong inclination towards animated creatures, cartoon figures, and fictional tales. According to her observations, this preference can have a significant impact on the effectiveness of the teaching and learning process. Therefore, the careful choice of stories that incorporate these elements could be an effective means to stimulate students' motivation and engagement in the classroom.

#### **4.1.5.2. Steps of the Storytelling Strategy**

Vocabulary learning is characterized by being an important component in learning because it can improve language skills such as reading and writing, on the other hand the use of storytelling to learn vocabulary is a good strategy because it is interactive, however according to Alkaaf (2017) it is important to follow different phases that involve designing and developing fun and interesting activities to capture the capture the attention of the students.

**4.1.5.2.1. Pre-storytelling Stage.** It is important for students to be able to associate or observe something related to the topic before learning, so before telling the story, the following activities will be carried out: the teacher can use index cards and ask students warm-up questions related to the story.

**4.1.5.2.2. During Storytelling Stage.** In this phase, the teacher can use different tones of voice to narrate the story, as well as different patterns of accent and intonation. Also sometimes, the educator may pause and ask questions about predictions and expectations about the upcoming events in the story. In addition, the teacher asks some stimulating questions and asks the students to participate in some activities such as role-playing, writing and drawing. Finally, the teacher expects the students to do some activities.

**4.1.5.2.3. Post-storytelling Stage.** At this stage, the teacher uses consolidation activities where the educator can determine what results the students have had with respect to the topics taught. This can be done through written or oral evaluations or any other activity the teacher deems appropriate.

**4.1.5.3. The Procedures of Using Storytelling Technique.** Storytelling has great value in developing students' cognition, emotions and skills. Through storytelling, the teacher can create a relaxed environment in which the different skills and abilities of the students can be

enhanced. The use of storytelling in the classroom can have a number of benefits. Likewise, Chamidah (2018) suggests some of the procedures that can be taken into account to introduce storytelling in the classroom.

- a. If they have not used stories to learn vocabulary, it is important to start with short stories.
- b. To make sure that everyone is seated correctly so that they can listen and feel comfortable.
- c. Read slowly and clearly.
- d. Use flashcards, pictures or gestures to make the word more understandable.
- e. Encourage students to participate so that they feel more confident.

By using the above procedure correctly, students may feel more confident or more committed to learning the vocabulary that will be presented, and can significantly improve their learning of English as a second language.

#### ***4.1.6. Types of Stories***

To implement storytelling in the classroom it is important to define what a story is, that is why Arcaya (2021) stated that the story is like a brief narrative that may or may not be based on real events, also points out that the argument of these narratives is very simple and can be told orally, written or visual on the other hand, it also highlights another important aspect of the use of stories: their ability to convey values and teachings. Stories are often imbued with moral lessons or underlying messages that can influence the way listeners or readers perceive life, develop empathy and make decisions.

Arcaya (2021) mentioned the versatility of stories as pedagogical tools in the educational field, whether for teaching or learning purposes. In their work, she mention a variety of story types that can enhance the educational experience. Among the genres they emphasize are animal stories, fantasy tales, historical narratives, and science fiction. These genres can be effectively utilized to capture students' attention and promote their engagement in the learning process. According to Morrow (1986), the elements within the narrative structure include scenic context, thematic development, plot, conflict resolution, and the sequential arrangement of events.

**4.1.5.1. Animal Tales.** Animal tales' stories are folktales that have been used in various cultures and situations around the world, which is why Rakhmatullah (2014) states that Animal Tales are narratives that point to a moral or are stories in which animals serve as characters, represent human beings, symbolize certain meanings and convey a certain set of moral and cultural messages.

Additionally, Ayrancı (2017) mentions that animal stories have been called prose stories which are beneficial for comprehension, the reason being that prose stories are less ornate on the other hand when animal stories are used in education it can be beneficial because when they are used, the student can memorize the content better and apply the message learned throughout his or her life.

**4.1.4.2. Fantasy.** The second type of story refers to fantasy stories are based on something invented where magic, sorcery and the characters have powers as well in this type of story where the narrator can make use of the imagination or can write or tell something that is unreal that does not exist. Cassell and Ryokai (2001) indicate that a common form of storytelling among students is fantasy play, which is called spontaneous since students are able to imagine different situations by their own will, on the other hand, fantasy stories foster children's cognitive and linguistic skills since children practice their ability to represent objects, actions and feelings by making use of different resources.

**4.1.4.3. History.** This type of story uses a real event to place the characters and the time and space, but they do not have to be true to reality, for example, it could be a story about the narrator taking a break one day to go on a trip. Besides, Westbya and Culatta (2016) argues Narration is the act of telling a story, in some kind of chronological order, of fictional or real events. It is the ability of the storyteller to either write or narrate some event or life stories integrated with various experiences that happened, which can be real or invented, for example, a camping trip. In general, the story tells about life over a long period of time.

Additionally, Hussain (2017) said that in the history of the human race, the invention of writing was an event of yesterday, for this reason, speaking is a fundamental skill in communication and that at the moment of telling a story that happened, he makes use of learning and teaching oral expression, as well as the different activities and tasks that are used to improve communication skills.

**4.1.4.4. Science fiction.** Finally, the fourth type is science fiction, which are those that describe the future or the present but with very advanced technological advances (which do not yet exist in real life). Vega (2014) mentioned that science fiction stories contain social conflicts and introducing these stories in the classroom can help students solve problems concerning their environment. On the other hand, science fiction stories are about a distant future with different perspectives, so the students can contribute their own arguments to defend their position and thus they can improve their critical thinking.

## **4.2. Vocabulary**

Moyo (2018), “People regard vocabulary as referring to big words that learners have to look up in dictionaries to understand their meanings. However, that is not always the case as will be seen from the various definitions of the term”. Likewise, Iman (2016) mentions that vocabulary is an essential component of language proficiency and provides much of the basis for learners' speaking, listening, reading and writing in general vocabulary is the knowledge of words with their meaning which are used for sentence forms, dialogues, etc.

On the other hand, teaching vocabulary through the use of storytelling is considered an effective teaching strategy. In fact, storytelling in the classroom brings many benefits for teachers and professors, it is considered a very effective strategy for learning vocabulary, it also develops thinking skills, encourages students to listen to their peers and stimulates their imagination (Farisawati, 2016).

### ***4.2.1. English Vocabulary***

Vocabulary plays an important role in learning because it is a component that allows students to develop their skills in a better way. In fact, according to Wati Bhakti and Marwanto (2018), vocabulary is necessary when learning the English language since it is immersed in the four linguistic skills for instance it is necessary to have a good use of it since an inadequate vocabulary can hinder learning. On the other hand, vocabulary is often considered as a critical aspect of foreign language learners, since a limited vocabulary in a second language impedes successful communication. Moreover, good use of vocabulary leads to an increase in knowledge and plays an important role in the formation of complete oral and written important role in the formation of complete oral and written texts (Susanto 2017).

The author stated that if the student does not master or know the vocabulary, he or she will not be able to speak correctly or express ideas in written and oral form. Learners who do not have an enriched vocabulary are presented with a barrier that does not allow them to learn adequately, which is why teachers must teach interesting classes by generating knowledge that allows them to obtain meaningful vocabulary learning in the other hand, Iman (2016) mentioned that “one of the elements which learners need in order to be able to function in a second language is vocabulary. It has always been an essential element of language teaching” (p. 5).

### ***4.2.2. Importance of Learning Vocabulary***

Vocabulary plays an essential role in individuals' ability to communicate effectively and meaningfully. Through an enriched linguistic repertoire, people can convey their thoughts and concepts precisely, enabling a deeper understanding among interlocutors. Furthermore,

vocabulary not only facilitates the communication of factual information but also allows for the expression of intrinsic emotions, desires, and feelings. That is why, according to Kamuna (2022), “vocabulary is a very important means to express our thoughts and feelings, either in spoken or written form” (P. 73). On the other hand, Sahar (2016) emphasized the importance of students paying special attention to the accurate use of vocabulary, including aspects such as pronunciation, spelling, and structure. He highlighted that in order to achieve a complete mastery of English, it is crucial to become familiar with a list of words along with their meanings.

The communities recognize that vocabulary learning is a very important factor for children to advance in their learning so that they can develop their language skills in a better way. Which is why Hetty (2018) mentioned that vocabulary is the main means of communication between people and thanks to it we can exchange ideas and feelings. Similarly, Sahar (2016) establish that student should pay attention to the elements of the English language such as pronunciation, spelling, structure and vocabulary. In addition, to master English, students need to know the vocabulary of the language, that is, a list of words with their meaning, as it helps them to improve their skills, on the other hand, to speak and write in English, children need to learn between one thousand and two thousand words.

#### ***4.2.3. Ways to Learning Vocabulary Through Storytelling***

The use of storytelling is an important tool to contextualize and introduce the new language since stories make the language understandable and memorable. Also, the story strategy is also used to increase students' motivation to learn English. In the listening activity, the teacher presents the target vocabulary through illustrations. The illustrations attract the learners' attention (Noviya & Anugerahwati, 2021).

In their study Ameer and Abdul (2016) showed that many studies have shown that the use of stories in foreign language teaching is a powerful and effective way to improve and develop the correct use of vocabulary. In addition, it engages students in such activities where it can motivate them to be active learners, and it also affirms that stories are a very promising and influential educational medium for teaching because it draws their attention to the sequence of the story.

#### ***4.2.4. Types of Vocabulary***

It is important to be aware of the types of vocabulary, how many there are and what they are, because in order to teach effectively, interactively and efficiently it is necessary to understand each of these types and know in which context to apply them. On the other hand,

Dakhi and Fitria (2019) mentioned that there are two well-known categories: receptive and productive vocabulary.

**4.2.4.1. Receptive.** Receptive vocabulary is defined as the type of vocabulary that is acquired externally, i.e., it can be acquired through gestures, symbols, body movements or simply by listening when another person is speaking.

Additionally, Mohamad and Baharudin (2016) mentioned that “Receptive vocabulary knowledge is known and understood its meaning by learners when reading text or listening to the text. Learners know and recognize the meaning of words that caused them to understand the text they have read but not used to speak and write”. p. 263

**4.2.4.2. Productive.** Productive vocabulary refers to what the person wants to communicate by using basic skills such as speaking or writing. On the other hand, Mohamad Maskor and Baharudin (2016) stated that productive vocabulary can be considered an active word process because learners are able to generate words to express their thoughts and feelings and to be understood by others. In the same way Moyo (2018) defined that Productive vocabulary, also called free vocabulary, refers to words that are understood and used in speaking and writing, for example, in writing essays or speaking.

#### **4.2.5. Aspects of Vocabulary**

Vocabulary is a very important aspect in learning because through it, each of the English language skills can be improved. For this reason, learning vocabulary through the use of storytelling is a method that has been used and has had positive effects on English language learning, which is why Sukying (2022) indicated there are three fundamental aspects of vocabulary: form, meaning, and use. These aspects are essential to enhance both vocabulary teaching and learning. Approaches that address these three elements comprehensively can have a positive impact on students' linguistic development.

**4.2.5.1. Form.** It is important to take into account the form of the word to be learned since this implies its form, how it is pronounced or how it is written. According to Nation (2009) mentions the form of a word, it includes its pronunciation (spoken form) and spelling (written form) and also mentions that a good strategy for students to learn the form of the word is to associate it to known words and to write the word so that they repeat it over and over again in order to remember it better.

Additionally, Fausiani (2018) said the teacher has an important role since he/she is in charge of making the students focus on the construction of the language and teaches them how it is used or how it is used, how it is used or how it sounds and how it looks, likewise, the context

and the environment in which the students find themselves influences learning, so it is important to apply some strategies that help students stay focused.

1. Games
2. Writing activities: completing sentences or ordering.
3. Awareness-raising activities: the teacher asks, "How are these sentences alike?".

**4.2.5.2. Meaning.** Learning word meaning includes knowing t-concepts and word references and association, what meaning does this verb form point to, what verb form can be used to express this meaning in what other words does this verb form make students think of?

Additionally, Nation (2009), states that form and meaning work together, i.e., the concept and the elements it refers to, and the associations that come to mind when people think of a specific word or expression. Likewise, Fausiani (2018) asserted that students acquire a new language through meaningful contexts that enable them to understand the meaning more effectively, as these contexts are linked to real-life situations.

There are a few ways that help to create meaning:

1. Pose situations or dialogues by making use of different resources.
2. Using stories
3. Use images
4. Use children's experiences. Learning new words is not easy for students. That's where storytelling can help.

Janelle (2015) mentioned that narration can be an effective way to illustrate a difficult concept, likewise the teacher can make use of images, flashcards, videos, podcasts etc, with these resources can help students to retain the information in a more creative and easier to remember way, for example with the images presented you can ask the student to make a sequence of the story told and this will help the meaning of the words to be captured in a better way.

**4.2.5.3. Use.** Learning the use of the word, the learner must know the components related to the use of the word in a meaningful context such as in what patterns does the word appear? What words or types of words appear with it? What words or types of words should people use with it? Where, when, and how often can this word be found? According to Setiani, Selma, and Putri (2018) mentioned when teachers apply each of the aspects correctly it helps students increase their knowledge of words and phrases as well as how to use each of these words.

On the other hand, Fausiani (2018) mentioned that the teacher has the opportunity to try to speak in English so that the student feels more confident and familiar with the language



in a natural way and can use it in real communication. In other words, this stage creates the conditions in which children can use the language more easily, for this phase it is important that the teacher motivates the student to speak in English without fear of making mistakes.

**Table 1.** *Aspects of vocabulary*

| Aspects | Components            | Type | Content  |
|---------|-----------------------|------|--|
| Form    | Spoken                | • R  | The student recognizes the spoken form of the word.                              |
|         |                       | • P  | The student can pronounce the word correctly.                                    |
|         | Written               | • R  | The student recognizes the writing form of the word.                             |
|         |                       | • P  | The student can spell and write the word correctly                               |
|         | Words parts           | • R  | The students recognize the word parts.   |
|         |                       | • P  | The student can effectively use the word parts in his/her speeches or sentences. |
| Meaning | Meaning               | • R  | The student recalls the appropriate meaning for the word form.                   |
|         |                       | • P  | The student produces the appropriate word form to express the target meaning.    |
|         | Association           | • R  | The student can produce common association for the word.                         |
|         |                       | • P  | The student can recall the word when presented with a related idea.              |
| Use     | Grammatical functions | • R  | The student can recognize correct uses of the word in context.                   |
|         |                       | • P  | Students hear words that appear with other words.                                |
|         | Collocation           | • R  | What words or type of words occur with this one                                  |
|         |                       | • P  | Students link words that appear together   |

**Note:** Table 1 indicates which are the three aspects of the vocabulary and to which indicators each of these is derived.

In conclusion, the present study aims to enhance vocabulary learning through the application of storytelling to eighth-grade students in a public institution. Taking into account the review of previous literature, storytelling has a significant positive impact on the acquisition of new vocabulary, as it effectively supports students in their critical thinking development while also aiding in the learning of vocabulary aspects. Consequently, the use of strategy storytelling has sparked creativity in the adoption of didactic materials to address the diverse needs students have in enhancing their knowledge of new vocabulary. Finally, the authors suggest that the utilization of different types of stories helps improve teaching methodology. In this manner, researchers advocate for the use of storytelling as an effective strategy to encourage students to learn the facets of vocabulary and to enhance their learning experience.

## **5. Methodology**

In this section, the methodology explains how the researcher conducted this study. The segments that researcher considered for this investigation were setting, participants, procedure and data analysis.

### **5.1. Setting and Participants**

This research work was carried out at a public institution in the city of Loja, located in southern Ecuador and belongs to the province of Loja in South America. Loja has a population of approximately 483.846 people. The geographical coordinates of the institutions where the researcher developed the study are with a latitude of  $-3.752138156936305^{\circ}$  south and longitude of  $-79.2118805490699$  west.

Participants were selected by using a nonprobability sample or convenience. This type of sample is based on the fact that respondents are chosen based on the convenience and availability of the researcher (Creswell and Creswell, 2018). For this reason, the researcher requested permission from the corresponding institution to carry out this intervention and it was also possible to choose the research participants as a sample. In this case, the sample selected was 29 eighth grade students with proficiency level A1.1. Of the whole group, 15 were males and 14 were females, with ages between ten and twelve years old, during the 2022-2023 school year.

### **5.2. Procedure**

#### **5.2.1. Method**

The study utilized a mixed methods approach, combining both quantitative and qualitative data collection techniques. This comprehensive approach enabled the researcher to thoroughly investigate the effects of storytelling on vocabulary acquisition. The qualitative method involves delving into the deeper meanings and experiences of individuals or groups, using techniques like open-ended questions and observations. In contrast, the quantitative method focuses on gathering numerical data to identify patterns and relationships, often using surveys and statistical analysis (Creswell and Creswell, 2018). In this way, the mix method approach was used to explore a comprehensive and nuanced comprehension of the impact of storytelling on vocabulary acquisition was achieved. This integrative approach not only generated valuable insights from the perspective of the students but also effectively captured their individual interpretations alongside measurable outcomes.

#### **5.2.2. Research design**

The objective of this study was to improve English vocabulary learning of eight- grade students by using the Storytelling strategy. The procedure used for this study was a practical

action research approach, in which the trainee teacher assumed the role of both researcher and facilitator through the implementation of an action plan. In addition, the researcher followed the action research cycle proposed by Susman (1983), this cycle is an effective problem-solving approach that allows teachers to design, develop and search for a solution to improve learning, the use of action research design proposed the following steps: Diagnosing, Action Planning, Taking Action, Evaluating and Specifying Learning.

**5.2.2.1. Diagnosing.** In order to carry out this research, it is important to start by identifying the problem. The problem was concerned with the lack of vocabulary learning of students which was identified which was based on the observation during the pre-professional practices carried out in a public high school, the researcher could evidence that students could not pronounce words correctly, could not order words, when they read, they did not understand their meaning or grammatical usage within sentences etc. as their vocabulary knowledge is low. To solve the problem described above, the researcher proposed to apply an innovative strategy which is storytelling to solve the problem which was how does storytelling improve vocabulary learning among eighth-grade Students at a Public Institution in Loja During the 2022-2023 School Year?

**5.2.2.2. Action Planning.** Once the problem was identified, the researcher reviewed the literature and then designed the necessary resources for the research, which allowed her to achieve the proposed objective, The first technique used was the creation of a document to obtain approval from the institution. In this document ([see Annex 1](#)) the research plan that was carried out with the eighth-grade students was exposed. This research plan was previously approved by the coordination of the English department.

The researcher proceeded by creating a consent instrument, which facilitated the acquisition of parental consent for implementing the intervention plan with eighth-grade students. Subsequently, the researcher devised both a pre-test and a post-test. These tests consisted of closed-ended questions designed to collect quantitative data that would help the researcher learn about the participants' vocabulary level. The pre-test and post-test were evaluated using the national grading scale. The questionnaire was another technique that was used to obtain information about the students' perceptions regarding the implementation of storytelling to improve vocabulary learning. Additionally, the researcher used field notes to have a record of the students' progress and attitude during the application of storytelling for learning English language vocabulary, the use of these field notes allowed the researcher to support the results of the quantitative data.

The pre-service teacher decided to develop a plan of action in accordance with his or her variables, in agreement with the 5E Instructional Model designed by Roger Bybee. It encouraged collaborative and participative learning for students to have a better understanding of each lesson (Ballone & Duran, 2004). This model consists of five learning stages that includes: engage, explore, explain, elaborate and evaluate ([see Annex 2](#)).

**5.2.2.3. Taking Action.** In this section, after the researcher planned the possible solutions and found the necessary resources to use them, the researcher put them into practice. Before applying the intervention plan, the teacher informed the students about the intervention plan and asked them to provide their parents with a consent form ([see Annex 3](#))

that allows the students to participate. After that the researcher evaluated the students' vocabulary through a pre-test ([see Annex 4](#)). The intervention plan was developed during six weeks of classes of the 2022-2023 school year. In this intervention proposal, the trainee teacher used the storytelling through different resources such as flashcards, videos, presentations images, stories and flip charts to improve the students' vocabulary learning, for instance the previously designed lesson plans were implemented. At the end of the intervention plan, the teacher evaluated the students' progress during the six weeks through a post-test ([see Annex 5](#)), where storytelling was used to learn vocabulary. Additionally, the teacher used questionnaire ([see Annex 6](#)) in order to obtain the students' perceptions, likewise, the researcher used field notes to record the learning progress of the students, as well as their reactions or attitudes regarding the activities used. These notes were elaborated at the end of each class.

**5.2.2.4. Evaluating.** The objective of this step was to evaluate the students to obtain the results after having applied Storytelling for learning vocabulary in English as a second language and to determine what impact it had and what could be improved. That is why, once the data collection process was completed, the qualitative and quantitative data collected during the intervention were analyzed and interpreted using bar charts as a graphical representation of the results.

First, the results of the pre-test and post-tests were collected and organized for analysis in order to determine and compare and measure the degree of improvement in students' vocabulary learning. In addition, the responses of the questionnaire containing open-ended and closed-ended questions were also collected and tabulated, this helped us to know the perception of the students with reference to the use of Storytelling. The answers to each item of the questionnaire helped us to know the reasoning and explanations of the students regarding each question.

**5.2.2.5. Specifying Learning.** In this section the results obtained during the research process, in which the researcher concluded that the use of storytelling was satisfactory in the learning of vocabulary, this result was obtained from the post-test since resulted in an advance in the students' grades, also in the questionnaire applied to the student it was possible to observe the perception of the students. After having analyzed the conclusions, it is important to mention that during the intervention there were some limitations such as the low previous knowledge of the language on the part of the students or the low interest in learning, therefore it is recommended that the innovative strategies that will be used in future research be of interest to the students so that they feel motivated and committed at the time of learning.

### **5.3. Data Collection Sources and Techniques.**

As reported by Sajar (2016) data collection and the use of resources and techniques is the process that allows to collect and measure information on the variables of interest, in a defined and organized manner, which allows to find answers to the questions posed in the research; therefore, the researcher used the following tools for collecting information during the development of this study.

The pre-test and post-test and were based on regarding components meaning, form and use of the vocabulary, that included multiple choice, matching, and complete questions, to facilitate this process, the researcher designed a test scoring guide ([see Annex 7](#)) that allowed students to be graded. Similarly, in order to achieve tangible outcomes, the researcher adhered to the National Grading Scale ([see Annex 8](#)) provided by the Ministry of Education.

The questionnaire was another technique that was used with the questionnaire instrument, which was used to obtain information about the students' perceptions regarding the implementation of storytelling to improve vocabulary learning.

Additionally, the researcher used field notes ([see Annex 9](#)) to have a record of the students' progress and attitude during the application of storytelling for learning English language vocabulary, the use of eight field notes allowed the researcher to support the qualitative analysis of the data collected through the instruments aforementioned.

### **5.4. Data Analysis.**

Yellapu (2018), stated that descriptive statistics is an analytical process that helps researchers to summarize the data obtained in an organized way, thus obtaining the relationship between the variables of the research being conducted. It also mentions that descriptive statistics is an important step in conducting research because it helps researchers to establish the logic associated with quantification.

The researcher used analysis of the quantitative data was processed and analyzed through the use of a descriptive statistical method, which was presented through a tabulation of data that was reflected in tables and graphs as well as the results obtained allowed the researcher to measure the central tendency of the results obtained in the pre-test and post-test.

Qualitative methods of data collection play an important role in research, as they provide useful information to understand the processes underlying the observed results. Likewise qualitative data are also known to be non-numerical and are usually descriptive or nominal in nature, i.e., they usually address questions that answer "how? why?" resulting in data collected in the form of words and phrases. For that reason, the researcher used a thematic analysis that closely examined the data to identify common themes and codes that appear repeatedly. The qualitative data obtained from the questionnaire was used to supplement and explain the effectiveness of storytelling in enhancing students' vocabulary learning.

## 6. Results

This section presents the analysis and description data to expose the most relevant results. The objective is to identify the effectiveness of storytelling for vocabulary learning in eighth grade students of a public school in the city of Loja, school year 2022-2023.

### 6.1 Pre-test and post-test Results

**Objective 1.** To find out the effectiveness of storytelling in the improvement of vocabulary learning in EFL classrooms.

**Sub-question 1:** What is the effectiveness of storytelling in the improvement of vocabulary learning among eighth-grade students at a public institution in Loja in EFL classrooms?

**Table 2.** Means of pre-test and post-test eighth-grade students

| Aspects    | N° students | Meaning<br>(3/3) | Form<br>(3/3) | Use<br>(4/4) | Mean<br>(10/10) |
|------------|-------------|------------------|---------------|--------------|-----------------|
| Pre-test   | 29          | 2.2              | 2             | 2.36         | 6.56            |
| Post-test  | 29          | 2.5              | 2.7           | 2.7          | 7.9             |
| Difference | na          | 0.3              | 0.7           | 0.34         | 1.34            |

Table 2 shows the data collected before and after applying the storytelling strategy. It can be observed that eighth-grade students had a score of 6.56 before implementation of the intervention plan. Regarding the aspect "form" the participants obtained a mean score of 2/3 indicating that they have difficulties in writing the correct form of words. Also, the participants were able to recognize the meaning of the words in the sentences, as their mean score was 2.2/3, indicating that they possessed considerable knowledge of the "meaning" aspect. In addition, in the aspect "Use" it was observed that the students had a slight ability 2.36/4 to make correct use of the grammatical forms of words and also the collocations within a sentence. In general, the analysis of the results obtained showed the importance of developing an intervention plan, since the overall mean was 6.56/10, which led the researcher to implement the use of a strategy to improve vocabulary learning.

After implementing the intervention plan, a significant improvement was observed among eighth-grader students. Regarding "Form" aspect, there was a substantial increase of 0.7 difference between pre-test and post-test, which means that students were able to learn new vocabulary and write it correctly. In addition, in "meaning" there was a slight improvement of 0.3 from the pre-test of 2.2/3 to the post-test of 2.5/3, which showed that students made progress in knowing the meaning of new words. With the last "aspect", it is possible to note that there is a modest change of 0.34 in "use" since at the beginning of the practices the trainees had an average of 2.36 and at the end, they reached a score of 2.7, indicating that the application of

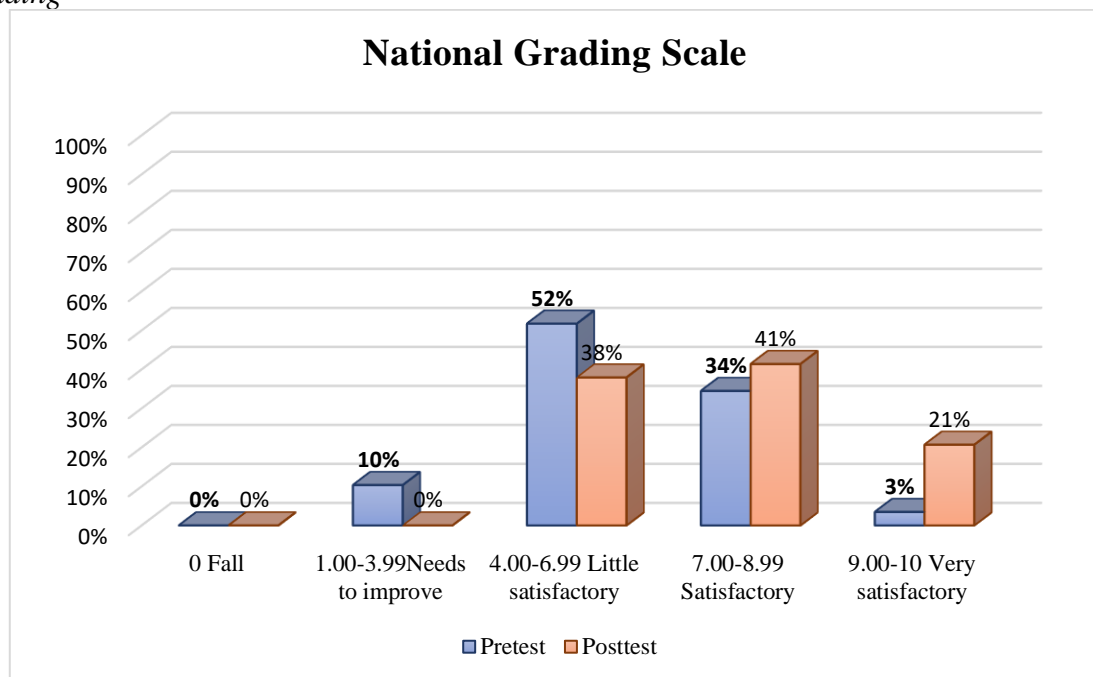
storytelling was useful to make correct use of the grammatical form of words and their collocations.

Finally, these results reflect a positive impact on the students' vocabulary learning, with an increase in the average score of 1.34, which means that they were able to reach the base score of 7.9/10.

## 6.2 Comparison with the National Grading Scale.

After applying the storytelling strategy for vocabulary learning, an increase in students' scores is observed, as compared to the National Grading Scale. The results are presented in a bar chart along with their respective analysis and interpretation

**Figure 1.** Results obtained from the pre-test and post-test in comparison with the National Grading



This section shows the comparison of the results obtained in the pre-test and post-test compared to the national rating scale. After 6 weeks of intervention, it is evident that 21% of the students master the required learning while 41% reach the required learning and 38% are close to reaching the required learning. In addition, there was a significant growth of the students in reaching the level established by the Ministry of Education, which shows that the implementation of the storytelling had a positive impact on vocabulary learning.

In addition, it is important to note that the numerical data mentioned above support and complement the qualitative data obtained through the field notes and questionnaire. The qualitative data collected through the field notes provide valuable contextual insights and capture significant aspects of the research. On the other hand, the questionnaire responses



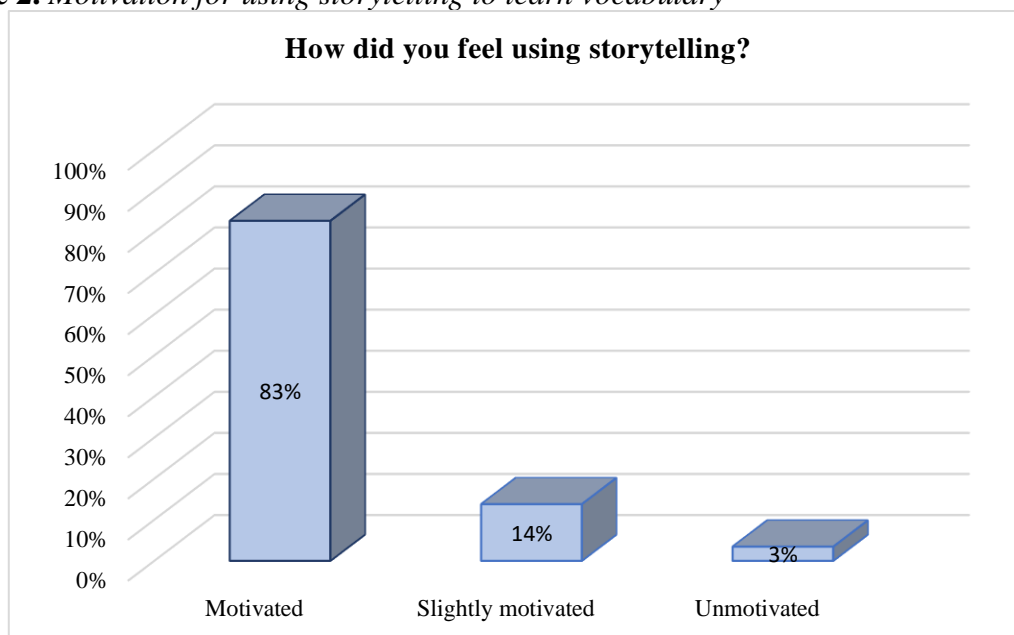
provide quantitative data that can be subjected to statistical analysis, providing numerical evidence to support the qualitative findings. The combination of both types of data strengthens the validity of the research results and allows for a more comprehensive and detailed interpretation of the findings.

### 6.3 Questionnaire results

**Objective 2:** To recognize the students’ perceptions regarding the implementation of storytelling to improve the learning of English language vocabulary among eighth-grade students at a public institution in the city of Loja.

**Sub-question 2:** What are the student’s perceptions regarding the implementation of storytelling to improve the learning of English language vocabulary?

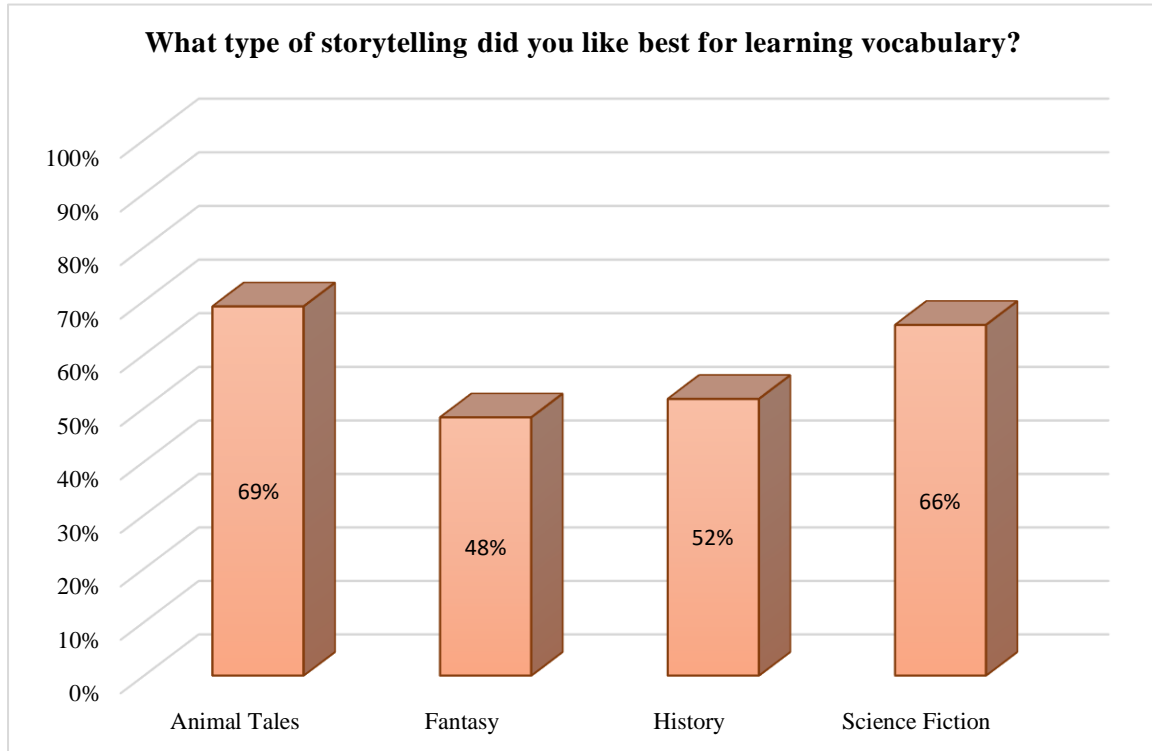
**Figure 2.** *Motivation for using storytelling to learn vocabulary*



The questionnaire that was applied to eighth-grade students regarding their perceptions of the application of storytelling to learn vocabulary exposed the following results. As it can be seen Figure 2 shows in relation to how the students felt when using storytelling to learn vocabulary, 83% of the students showed that they felt “motivated” through the use of storytelling. In the open-ended question, students mentioned that through the use of different types of stories, they were able to learn new vocabulary. Similarly, the field notes corroborate these findings, since during the intervention it was observed that through the support of materials, lesson plans and stories that could attract their attention, the learning of new words was facilitated and thus they improved their vocabulary knowledge.

On the other hand, a small part of the students (3%) stated that they felt unmotivated because the support activities applied were not enough to learn new vocabulary and the images contained in the stories made them stay distracted and they did not pay the necessary attention.

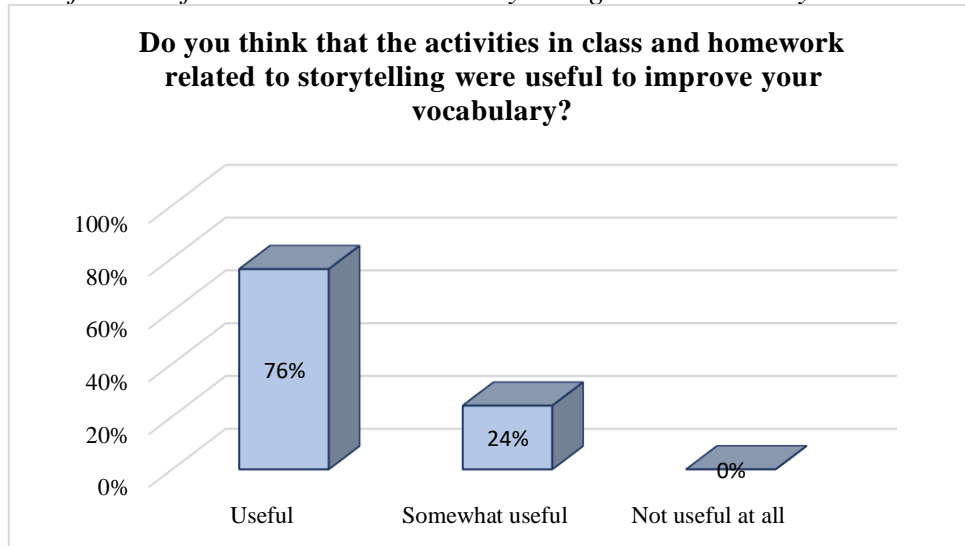
**Figure 3.** *Most like type of Storytelling to learn vocabulary.*



The overall response on the types of stories used to apply the storytelling strategy to this question was very positive, the highest percentage of students (69%) expressed that "animal tales" were one of the best types of stories for learning vocabulary. In the students' opinion, the animal tales' story was useful because they learned how to pronounce the words and the meaning of each word. Also, 66% of them considered that "Science fiction" was an interesting story to learn vocabulary. Some of them said that this story allowed them to relate the pictures to the words and thus better remember the word. In addition, the story about "history" was selected by 52% of the students.

According to the researcher's field notes, when using this type of story, the students were able to make use of their imagination since they had to write memories of their lives, the teacher could see that the students had a great interest in learning vocabulary, which was evident in the activities they did. Additionally, a percentage of the students (48%) selected the "Fantasy" option as a good story to learn vocabulary. In the open-ended questions, students mentioned that it was very interesting and fun to imagine how a story can change reality, however they mentioned that this type of story contained more advanced vocabulary which they did not understand very well.

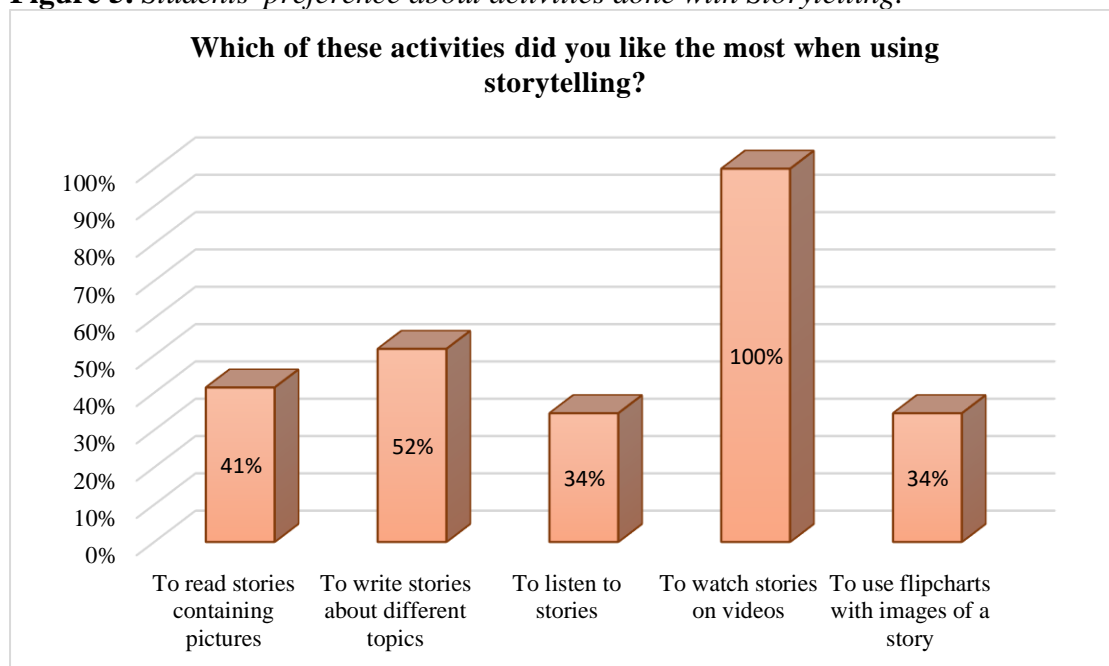
**Figure 4.** *Usefulness of activities related to Storytelling and vocabulary.*



As shown in Figure 4, the highest percentage of students (76%) responded that the use of storytelling was very useful for learning vocabulary and mentioned that they enjoyed learning English with different types of stories in class. Based on the researcher's observations, the teacher was able to identify that many students were able to understand the vocabulary while using the printed story that allowed them to remember or associate with the images it contained.

On the other hand, a smaller percentage of students (24%) responded that the use of stories was not very useful because they said that, in some cases, they felt confused since their level of English was low and they did not understand most of the words.

**Figure 5.** *Students' preference about activities done with Storytelling.*



As it can be seen in Figure 5, 100% of the students stated that they preferred "watching videos of stories" to learn vocabulary, some of them mentioned that when watching the video, they were able to see the images, subtitles and see the name of the word as it was spelled so they could write down, remember the words and then perform the activities. Likewise, "writing stories" was chosen by 52% of the students. From the researcher's field notes, it was identified that students could learn better when they wrote their story using new vocabulary when the teacher asked the meaning of a word they already knew because they had the opportunity to write the word into their stories. Similarly, a percentage (41%) of the students selected "reading stories". From the open questions, the students expressed that they learned a lot about the pronunciation of the words when they read the stories because if they did it incorrectly, the teacher gave them correctly pronunciation and they could improve. Finally, "listening to stories" and "using flipchart with pictures" had a similar percentage of 34%, students mentioned that listening to stories was difficult for them to learn new words because their level of English did not allow them to understand what the teacher was reading. Likewise, in the field notes the researcher found that when using pictures on the flipchart the students did not understand since they wanted to see pictures with the name of the words and thus write down its meaning and the correct form of the word.

**Figure 6.** *Students' preference about didactic materials used in the classroom.*

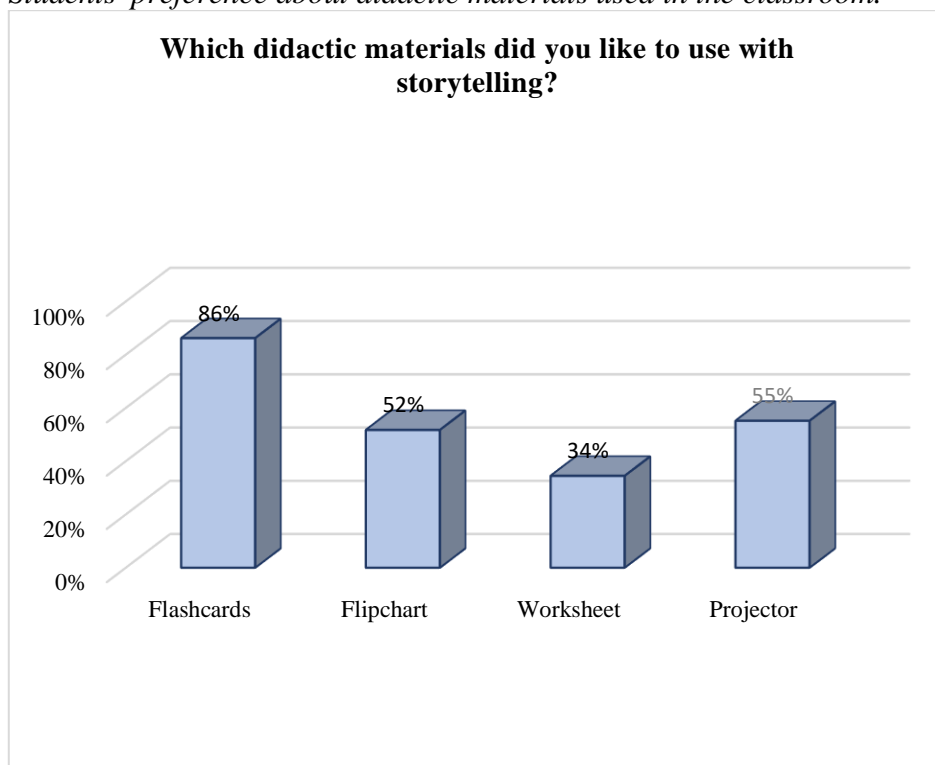
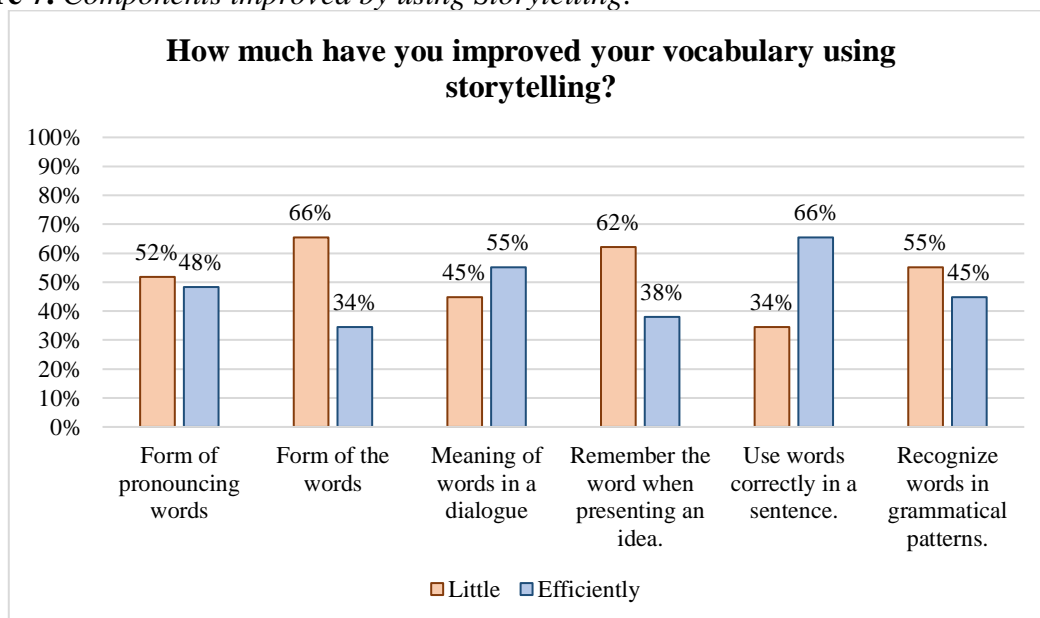


Figure 6 shows the didactic materials that were used during the use of the storytelling that helped students learn English vocabulary, the highest percentage of students (86%)

expressed that “flashcard” were one of the best materials. It is interesting to note that by using flashcards students were able to observe the image and the name of the word thus remember it better, they also mentioned that these flashcards were used at home, to relate to the things they encountered which allowed them to reinforce the learning outside the classroom. Moreover, 55% of the students felt that the use of the "projector" was a good way to learn English vocabulary. From the researcher's field notes, it appears that students were able to improve their pronunciation while watching and listening to the story. The use of “flipcharts” obtained 52%, in the open-ended questions students mentioned that when the teacher used this material, they had more time to write down what was written. Finally, the "worksheets" obtained 34% of the selection by the students. It is important to highlight that the activities allowed them to learn and reinforce the learning of vocabulary aspects such as form meaning and use; however, in the field notes it could be observed that some students did not like to develop the activities because they felt tired.

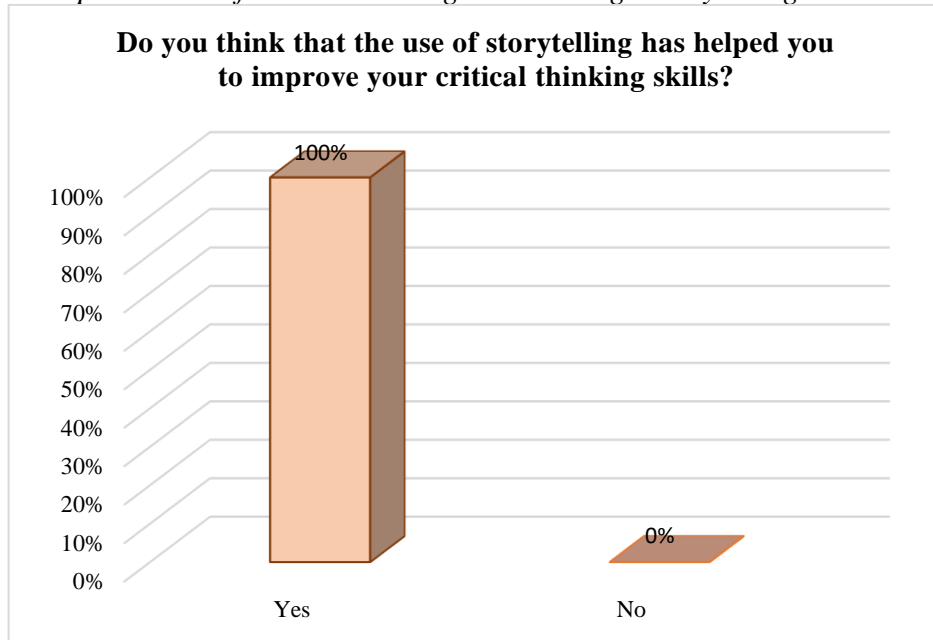
**Figure 7.** *Components improved by using Storytelling.*



As it can be seen in Figure 7 shows the components in which students were able to improve after using storytelling to learn vocabulary. A little more than half (66%) of the students were able to “effectively” improve how to use words correctly in a sentence, which means that the use of different types of stories and materials worked in learning. 55% of the students were able to maintain dialogues where they expressed the meaning of the words.

On the other hand, a significant percentage (66%) mentioned that it was difficult to write a word correctly, since it is necessary to have more practice and the time spent was not enough. Likewise, 62% of the students mentioned that they could not remember some words, since there are some words that sound like Spanish but do not have the same meaning.

**Figure 8.** *Improvement of critical thinking skills through Storytelling*



The results displayed in figure 8 show that 100% of the students argued that the use of storytelling allowed them to improve their critical thinking. They demonstrated that when using stories, they were able to give their point of view when the teacher asked them what message the story left after reading it. Additionally, in the field notes the teacher observed that students used their imagination when writing their story or reading the different types of stories.

## 7. Discussion

The present research project was proposed with the objective of improving the learning of English language vocabulary by using storytelling among eighth grade students of a public institution in the city of Loja during the 2022-2023 school year. Based on the general objective, this section describes the discussion of this study where the researcher shows a comparison of the results obtained with previous studies. Similarly, this section seeks to answer the main research question and sub-questions formulated at the beginning of the study, as well as to describe the limitations that were presented throughout the research project and finally some suggestions for further studies.

Regarding the main research question sought to answer "How does storytelling improve English vocabulary learning among eighth-grade students at a public institution in the city of Loja, during the 2022-2023 school year?". From the results obtained, it was evident that the use of storytelling had a positive effect on the students' vocabulary learning. Because it is important to mention that the use of different types of stories such as animal tales, history, science fiction and technology contributed to make the class more dynamic and the students feel motivated to learn. These findings supported the ideas of Chamidah (2018), who mentioned that the application of storytelling in the classroom provides students with a wide range of benefits that make the teaching-learning process more meaningful, interesting and stimulating. Another positive aspect of the use of storytelling is that students formulate their own words and expressions when telling stories, which helps students to significantly improve their skills. These results are also in agreement with Izzah and Mutiarani (2015) who stated that when choosing stories, teachers should pay attention to themes related to children's interests or experiences in order to arouse their interest.

Derived from the previous general research question, the first sub-question in this study sought to identify what is the effectiveness of storytelling in the improvement of vocabulary learning among eighth-grade students at a public institution in the city of Loja in EFL classrooms? When comparing the average of the pre-test score which was 6.56/10 while after applying the intervention plan with the use of storytelling, the students reached an average post-test score which was 7.9/10, which indicates a difference of 1.34, this means that the use of the types of stories, didactic materials and support activities such as reading, listening, writing and watching stories it helped significantly to develop their level of understanding.

Likewise, it is important to mention that in Figure 7 it can be observed which vocabulary components the students improved with the use of storytelling, showing that they

effectively improved the correct use of words, their pronunciation and meaning. Additionally, as shown in Figure 6, the use of different types of didactic materials for vocabulary learning had good results, since this helped students to feel interested in learning, from the researcher's notes it was possible to obtain that the use of flashcards helped the students to retain the information of new words. These results are consistent with the research of Halah (2015) who emphasized that storytelling can help teachers to save time and effort because by telling stories they can make the content more understandable and they can better remember the vocabulary learned, and by presenting another way of teaching the teacher can make the class not have a boring environment. Similarly, Alkaaf (2017) mentioned that people who listen or tell stories at an early age, develop their mental and emotional capacities and acquire positive attitudes that will serve them in their lives. Moreover, Cox (2015) mentioned that narration can be an effective way to illustrate a difficult concept, for this the teacher can make use of images, flashcards, videos, podcasts etc, with these resources can help students to retain the information in a more creative and easier to remember way

On the other hand, the second sub-question: What are the student's perceptions regarding the implementation of storytelling to improve the learning of English language vocabulary? According to observation through field notes and a questionnaire, students had a positive perception of the use of storytelling to learn vocabulary. For instance, students stated that they felt motivated and interested in learning new words since this strategy allowed them to remember words, repeat phrases and expressions from the stories they had read, use the words correctly in sentences and discuss the message of the stories with their classmates, allowing them to develop their critical thinking skills.

In that sense, students also noted that the implementation of storytelling in IFL classrooms increased their vocabulary knowledge and kept them engaged in learning because the different types of stories made learning more dynamic. These findings are corroborated of Izzah and Mutiarani (2015) who stated that when choosing stories, teachers should pay attention to themes related to children's interests or experiences in order to arouse their interest. On the other hand, Julia (2015) mentioned that storytelling is defined as a strategy that has been used as a pedagogical method because through stories, culture can be transmitted or literary heritage can be communicated, and this makes them feel motivated to learn.

Within the development of the intervention plan, the limitations were that the English level of the students was not the same since some of them had more advanced levels and this prevented them from learning in the same way. In addition, the intervention period was very short, so it was not possible to achieve better results.



Finally, it is suggested to continue researching the use of storytelling and to explore different types of stories that contribute to the improvement of vocabulary and other English skills. This would allow a better understanding of the effectiveness of storytelling in the learning process.

## 8. Conclusions

The storytelling application had a positive impact on students' vocabulary learning. This is due to the fact that this strategy helped the students to improve the acquisition of new words, making use of different materials. On the other hand, the types of stories helped the students to feel more interested at the moment of using the different types of stories.

Additionally, students demonstrate significant progress in vocabulary learning with the application of storytelling, especially in the correct use of words such as grammatical function and collocations, as well as in word form in these two components of vocabulary, students made further progress. The students were able to place the grammatical forms correctly within the sentences and were able to order the letters to write the words correctly. However, based on the results, it could be observed that due to time or other limitations, better results could not be obtained, so it is necessary for the students to continue working to improve their knowledge in the vocabulary aspects such as meaning, form and use. Thus, the researcher concludes that storytelling is an effective strategy that helped students to improve vocabulary learning.

Finally, storytelling helped students feel motivated to learn new vocabulary, creating interest and curiosity to learn new words. The students' preference for storytelling, especially the animal tales where they used their imagination, and gave their point of view after listening to the meaning of the story, helped them to improve their critical thinking. In addition, the use of different materials to teach vocabulary through the storytelling application such as the projector and the worksheets was well received by the students, especially because it contained details that helped them to better learn the words they found in the story. Consequently, the use of storytelling aroused the students' interest.

## **9. Recommendations**

Considering, the analysis and conclusions of the present study, where it was observed that the use of storytelling helped students to improve vocabulary learning, it is possible to suggest that teachers select stories that capture students' interest and that are appropriate for their age and level of linguistic competence, since attractive stories can motivate students to actively participate in the learning process. Likewise, these stories can help learners understand the meaning and use of words in a natural way as they see them in real-life situations.

In fact, the storytelling strategy helped the researcher to know the vocabulary level of the learners. Therefore, it is suggested that teachers keep using the storytelling strategy in the English teaching and learning process to help learners improve the three aspects of vocabulary: meaning, form, and usage. In addition, it is recommended that after reading or listening to the story, interactive activities related to vocabulary, including quizzes or word games, be organized to allow students to actively engage with the new words.

Considering the limitations of why the researcher did not obtain better results, it is necessary to recommend that the time available in the study plan to be developed for the execution of the research should be considered, as well as the students' knowledge of English in order to use more concise and shorter stories to obtain better results.

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## 11. Annexes

### Annex 1. Official Request



UNL

Universidad  
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de Loja

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN  
CARRERA DE IDIOMA INGLÉS  
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES  
Y EXTRANJEROS

O fc.006-DC-II/PINE-NG-FEAC-UNL  
Loja, Febrero 8 del 2023

Magíster

Kléber Mussoline Barzallo Carrión,

**DIRECTOR DE LA ESCUELA EDUCATIVA BÁSICA "MIGUEL RIOFRÍO"**

Ciudad

De mis consideraciones:

Me dirijo a usted, muy comedidamente, para comunicarle que, conforme consta en la Malla Curricular de la Carrera de Idioma Inglés de la Facultad de la Educación, el Arte y la Comunicación de la Universidad Nacional de Loja, las/los estudiantes del CICLO 7 y 8 deben aprobar la asignatura de DESIGN OF TEFL PROJECTS, en la que inician con el desarrollo del **TRABAJO DE INTEGRACIÓN CURRICULAR**. Debo manifestar que el cumplimiento del mismo, es uno de los requisitos para aprobar el presente ciclo, para egresar y posteriormente para la graduación.

Conocedora de su alto espíritu de colaboración, con todo lo que significa adelanto y progreso de la juventud lojana, me permito solicitarle, se digne autorizar a quien corresponde, se brinde la apertura necesaria a **CARMEN ESPERANZA SARMIENTO GRANDA**, para que realice las observaciones necesarias en la prestigiosa institución de su acertada regencia, con la finalidad de que pueda desarrollar eficientemente el Proyecto de Investigación; y, posteriormente, culminar con el Trabajo de Titulación.

Por la atención favorable que se digne dar al presente, le anticipo mis agradecimientos, a la vez que aprovecho la oportunidad para expresarle los sentimientos de mi especial consideración y estímulo.

Atentamente,

EN LOS TESOROS DE LA SABIDURÍA  
ESTÁ LA GLORIFICACIÓN DE LA VIDA



ROSA PAOLA MORENO  
ORDÓÑEZ

Lcda.M.Sc. Rosa Paola Moreno Ordóñez,  
DIRECTORA ACADÉMICA

Elaborado por:  
Dra.M.Sc. Nela Aguilera Asanza,  
ANALISTA DE APOYO A LA GESTIÓN ACADÉMICA



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## Annex 2. Lesson Plans

| Intervention plan # 1   |   |
|---|---|
| <b>Class:</b> 8 <sup>th</sup> EGB "B"<br><b>Number of Students:</b> 29 (15 boys, 14 girls)<br><b>Language Level:</b> A1.2 | <b>Date:</b> May 03 <sup>rd</sup> , 2023 – May 04 <sup>th</sup> , 2023<br><b>Schedule:</b> Wednesday: 08h35 – 09h55<br>Thursday: 09h15 – 09h55<br><b>Time per lesson:</b> 40 minutes<br><b>Total hours:</b> 3 |
| <b>School year:</b><br><b>Type of institution:</b>  | 2022-2023<br>Public   |
| <b>Preservice teacher:</b>  | Carmen Esperanza Sarmiento Granda   |

|                          |   |   |
|--------------------------|---|---|
| <b>Research Problem</b>  | How does storytelling improve English vocabulary learning among eighth-grade students at a public institution in Loja, during the 2022-2023 school year?  |   |
| <b>Lesson Topic</b>      | What are they wearing?  |   |
| <b>Lesson Objectives</b> | At the end of the lesson, students will be able to identify sentences in the present progressive tense and recognize people's clothing.   | At the end of the lesson, students will be able to write sentences in the present progressive tense to describe the clothes people are wearing.   |
| <b>Engage</b>            | <ul style="list-style-type: none"> <li>❖ Students develop a pre-test given by the teacher.</li> </ul>   | <ul style="list-style-type: none"> <li>❖ Teacher asks students to observe and try to describe what their classmates are wearing at the moment.</li> </ul>   |
| <b>Explore</b>           | <ul style="list-style-type: none"> <li>❖ Teacher gives and shows the students a story about what are they doing? and they identify the clothes that the characters are wearing.</li> </ul> <div style="text-align: center;">  </div> | <ul style="list-style-type: none"> <li>❖ Students use the story to identify verbs in the present continuous tense.</li> </ul> <div style="text-align: center;">  </div> |
| <b>Explain</b>           | <ul style="list-style-type: none"> <li>❖ Teacher explains the structure to form sentences in present progressive tense to describe clothes of people by using a slide.</li> <li>❖ Teacher writes some examples on the board using present progressive.</li> </ul>   | <ul style="list-style-type: none"> <li>❖ Students use the verbs that they found and make a sentence describing the clothes of their classmates.</li> </ul>  |

|   |   |  |
|---|---|--|
| <b>Elaborate</b>                                    | <ul style="list-style-type: none"> <li>❖ Students watch a video entitled what are they doing? and they identify the sentences in present progressive.</li> </ul>  | <ul style="list-style-type: none"> <li>❖ Some students go to the board and write their sentences and explain it to the class.</li> </ul>   |
| <b>Evaluate</b>                                     | <ul style="list-style-type: none"> <li>❖ Students write the sentences that they found in the story and then identify their structure and the name of each clothing that they found.</li> </ul>                              | <ul style="list-style-type: none"> <li>❖ Students do the activities on a worksheet (<a href="https://n9.cl/i923m">https://n9.cl/i923m</a>).</li> </ul>   |
| <b>Materials /Bibliography/Research Instruments</b> | <ul style="list-style-type: none"> <li>❖ Whiteboard</li> <li>❖ Markers</li> <li>❖ Pre-test</li> <li>❖ Students' book (Ramón, V., &amp; Calderón, F. (s.f.). IT'S ENGLISH TIME! Grupo Editorial Líderes Editores)</li> </ul> | <ul style="list-style-type: none"> <li>❖ Projector</li> <li>❖ Story about what are they doing? (<a href="https://n9.cl/8zped">https://n9.cl/8zped</a>)</li> <li>❖ Whiteboard</li> <li>❖ Markers</li> <li>❖ Worksheets</li> </ul> |
| <b>Thesis Director</b>                              | Mgtr. Edgar Mariano Castillo Cuesta   |  |

 a brown I am wearing hat.  
 shirt she is wearing pink.  
 blue: He is jeans wearing.  
 red scarf wearing is she.

2. Look and match.

He is wearing a hat.  
 He is wearing a red shirt.  
 She is wearing black boots.

3. In a three-line paragraph describe what **clark** is doing and how he is wearing?





.....

.....

.....

| Intervention plan # 2   |   |
|---|---|
| <b>Class:</b> 8 <sup>th</sup> EGB "B"<br><b>Number of Students:</b> 29 (15 boys, 14 girls)<br><b>Language Level:</b> A1.2 | <b>Date:</b> May 10 <sup>th</sup> , 2023 – May 11 <sup>th</sup> , 2023<br><b>Schedule:</b> Wednesday: 08h35 – 09h55<br>Thursday: 09h15 – 09h55<br><b>Time per lesson:</b> 40 minutes<br><b>Total hours:</b> 3 |
| <b>School year:</b><br><b>Type of institution:</b>  | 2022-2023<br>Public   |
| <b>Preservice teacher:</b>  | Carmen Esperanza Sarmiento Granda   |


|                          |  |   |
|--------------------------|--|---|
| <b>Research Problem</b>  | How does storytelling improve English vocabulary learning among eighth-grade students at a public institution in Loja, during the 2022-2023 school year?   |   |
| <b>Lesson Topic</b>      | Sequence words   |   |
| <b>Lesson Objectives</b> | Students will be able to use sequence words to write sentences.  | Students will be able to use sequence words to describe the order of events in a story.   |
| <b>Engage</b>            | <ul style="list-style-type: none"> <li>❖ Teacher gives students flashcards about sequence words (first, second, then, next and finally) and they try to guess what the order is.<br/><a href="https://n9.cl/v3m3e">https://n9.cl/v3m3e</a></li> </ul>  | <ul style="list-style-type: none"> <li>❖ Teacher gives students pictures about Little Red Riding Hood. (similar to a puzzle)</li> </ul>   |
| <b>Explore</b>           | <ul style="list-style-type: none"> <li>❖ Teacher gives and reads a story about <b>Little Red Riding Hood</b> and the students write some sequence words that they listen in the story.</li> </ul> <div style="text-align: center;">  <p><b>Little Red Riding Hood</b></p> <p>There was once a sweet little girl who lived with her father and mother in a pretty little cottage at the edge of the village, on the sunny side of the road and not far from the river.</p> <p>One day she went to visit her grandmother, who lived in a little cottage in the woods.</p> <p>She carried a basket full of goodies for her grandmother, and she was singing a song as she walked.</p> <p>One morning Little Red Riding Hood's mother said, "Put on your shawl and go to see your grandmother. She has asked to have some of the goodies that she has made for you."</p> <p>So Little Red Riding Hood took her basket and went to the woods.</p> </div> | <ul style="list-style-type: none"> <li>❖ Students use their imagination and try to order the images correctly.<br/><a href="https://n9.cl/0jmnh">https://n9.cl/0jmnh</a><br/>Little Red Riding Hood Story With Moral</li> </ul> <div style="text-align: center;">  </div> |
| <b>Explain</b>           | <ul style="list-style-type: none"> <li>❖ Teacher explains grammar about sequence words to form paragraph or sentences to describe the order by using a flipchart.</li> <li>❖ Teacher writes some sentences on the board using sequence words.</li> </ul>   | <ul style="list-style-type: none"> <li>❖ Teacher shows the students the video of Little Red Riding Hood and they write the new vocabulary.</li> <li>❖ Teacher explains the meaning of the new vocabulary.</li> </ul>  |
| <b>Elaborate</b>         | <ul style="list-style-type: none"> <li>❖ Students read the story again and students identify the sentences with sequence words.</li> <li>❖ Students take turns to read the sentences that they found in the story.</li> </ul>  | <ul style="list-style-type: none"> <li>❖ After watching the video, students in pairs look at the images and check if it was ordered correctly.</li> </ul>   |
| <b>Evaluate</b>          | <ul style="list-style-type: none"> <li>❖ Some students go to the board and write sentences that they read before and identify which sequence word they have found.</li> </ul>  | <ul style="list-style-type: none"> <li>❖ Students do the activity in the book page number 30 exercise number 11 (use the sequence words to describe a sequence of events).</li> </ul>   |

|   |  |   |
|---|--|---|
| <b>Materials<br/>/Bibliography/Research<br/>Instruments</b> | <ul style="list-style-type: none"> <li>❖ Whiteboard</li> <li>❖ Markers</li> <li>❖ Flashcards</li> <li>❖ Flipchart</li> <li>❖ Story about Little Red Riding Hood</li> <li>❖ (<a href="https://n9.cl/ich168">https://n9.cl/ich168</a>)</li> <li>❖ (<a href="https://www.k5learning.com/worksheets/reading-comprehension/grade-5-story-riding-hood.pdf">https://www.k5learning.com/worksheets/reading-comprehension/grade-5-story-riding-hood.pdf</a>)</li> </ul> | <ul style="list-style-type: none"> <li>❖ Whiteboard</li> <li>❖ Markers</li> <li>❖ Flashcards</li> <li>❖ Projector.</li> <li>❖ Video about Little Red Riding Hood<br/>(<a href="https://www.youtube.com/watch?v=LDMWJCrDVM">https://www.youtube.com/watch?v=LDMWJCrDVM</a>)</li> <li>❖ Students' book (Ramón, V., &amp; Calderón, F. (s.f.). IT'S ENGLISH TIME! Grupo Editorial Líderes Editores)</li> </ul> |
| <b>Thesis Director</b>                                      | Mgtr. Edgar Mariano Castillo Cuesta  |   |



| <b>Intervention plan # 3</b>  |   |
|---|---|
| <b>Class:</b> 8 <sup>th</sup> EGB "B"<br><b>Number of Students:</b> 29 (15 boys, 14 girls)<br><b>Language Level:</b> A1.2 | <b>Date:</b> May 17 <sup>th</sup> , 2023 – May 18 <sup>th</sup> , 2023<br><b>Schedule:</b> Wednesday: 08h35 – 09h55<br>Thursday: 09h15 – 09h55<br><b>Time per lesson:</b> 40 minutes<br><b>Total hours:</b> 3 |
| <b>School year:</b><br><b>Type of institution:</b>  | 2022-2023<br>Public   |
| <b>Preservice teacher:</b>  | Carmen Esperanza Sarmiento Granda   |

|                          |  |  |
|--------------------------|--|--|
| <b>Research Problem</b>  | How does storytelling improve English vocabulary learning among eighth-grade students at a public institution in Loja, during the 2022-2023 school year? |  |
| <b>Lesson Topic</b>      | Music and movies through the years.  |  |
| <b>Lesson Objectives</b> | <ul style="list-style-type: none"> <li>❖ After present some information about music and movies through the</li> </ul>                                    | <ul style="list-style-type: none"> <li>❖ At the end of the lesson, students will be able to ask and answer questions about their favorite genre</li> </ul> |

|   |  |  |
|---|--|--|
|   | years, students will be able to identify what types of music they like.  | of music and what type of movie they like best.  |
| <b>Engage</b>                                       | <ul style="list-style-type: none"> <li>❖ Teacher gives students flashcards about types of music and videos and they try to identify what type are.<br/>(<a href="https://n9.cl/2uqgz">https://n9.cl/2uqgz</a>)</li> </ul>  | <ul style="list-style-type: none"> <li>❖ <b>Movie and Music Mashup:</b><br/>Pair up participants and give each pair a popular song and a famous movie. Challenge them to create a new movie trailer using the song.<br/>This activity encourages creative thinking.</li> </ul> |
| <b>Explore</b>                                      | <ul style="list-style-type: none"> <li>❖ Teacher gives and read the students a story about THE PIED PIPER OF HAMELIN and they share your opinion what type of music the flouter is playing.</li> </ul> <p style="text-align: center;"><small>THE PIED PIPER OF HAMELIN</small></p> <p style="text-align: center;"><small>Once upon a time there was a little town called Hamelin, located among the mountains and surrounded by beautiful fields.</small></p> <p style="text-align: center;"><small>One day, a lot of rats arrived in Hamelin. The rats ran around everywhere and so the terrified citizens went to plead with the town councilors to free them from this plague.</small></p> <p style="text-align: center;"><small>The mayor was in his office trying to think of a plan, when a young man with a golden flute appeared, and offered to rid him and the town of rats in exchange for one million euros.</small></p> <p style="text-align: center;"><small>"If you solve this problem, I will pay you," said the mayor.</small></p>  | <ul style="list-style-type: none"> <li>❖ Teacher asks the students to read the story again and to use their thinking as to whether it is the instrument or the musical genre that influenced the children's behavior.</li> </ul>   |
| <b>Explain</b>                                      | <ul style="list-style-type: none"> <li>❖ Teacher writes the names of the musical genres and types of films and the instruments used in each of them.</li> <li>❖ Teacher writes some examples on the board.</li> </ul>  | <ul style="list-style-type: none"> <li>❖ Teacher explains the structure to form questions and ask partners what kind of music and videos they like.</li> <li>❖ Teacher writes some examples on the board.</li> </ul>   |
| <b>Elaborate</b>                                    | <ul style="list-style-type: none"> <li>❖ Students write in their notebook what is your favorite movie and what kind of music they prefer to dance.</li> <li>❖ Students take turns to say their answers.</li> </ul>   | <ul style="list-style-type: none"> <li>❖ Students ask their classmates which musical genre they liked the most and why and which instrument is used.</li> </ul>  |
| <b>Evaluate</b>                                     | <ul style="list-style-type: none"> <li>❖ Students develop the activity 3 page 34 in the book.<br/>(Get in pairs and discuss the following questions)</li> </ul>  | <ul style="list-style-type: none"> <li>❖ Speaking activities students go in front of the blackboard and present the questions posed above.</li> </ul>  |
| <b>Materials /Bibliography/Research Instruments</b> | <ul style="list-style-type: none"> <li>❖ Whiteboard</li> <li>❖ Markers</li> <li>❖ Flashcards</li> <li>❖ Story about THE PIED PIPER OF HAMELIN<br/>(<a href="https://n9.cl/etnqbg">https://n9.cl/etnqbg</a>)</li> </ul>   | <ul style="list-style-type: none"> <li>❖ Whiteboard</li> <li>❖ Markers</li> <li>❖ Story about THE PIED PIPER OF HAMELIN (<a href="https://n9.cl/etnqbg">https://n9.cl/etnqbg</a>)</li> </ul>   |


|                        |  |  |
|------------------------|--|--|
|                        | ❖ Students' book (Ramón, V., & Calderón, F. (s.f.). IT'S ENGLISH TIME! Grupo Editorial Líderes Editores) |  |
| <b>Thesis Director</b> | Mgrtr. Edgar Mariano Castillo Cuesta   |  |



| Intervention plan # 4                             |  |
|---|--|
| <b>Class:</b> 8vo EGB "B"                         | <b>Date:</b> May 24 <sup>th</sup> , 2023 – May 25 <sup>th</sup> , 2023 |
| <b>Number of Students:</b> 29 (15 boys, 14 girls) | <b>Schedule:</b> Wednesday: 08h35 – 09h55<br>Thursday: 09h15 – 09h55   |
| <b>Language Level:</b> A1.2                       | <b>Time per lesson:</b> 40 minutes                                     |
| <b>School year:</b>                               | <b>Total hours:</b> 3  |
| <b>Type of institution:</b>                       | 2022-2023  |
| <b>Preservice teacher:</b>                        | Public   |
|   | Carmen Esperanza Sarmiento Granda                                      |

|                          |  |  |
|--------------------------|--|--|
| <b>Research Problem</b>  | How does storytelling improve English vocabulary learning among eighth-grade students at a public institution in Loja, during the 2022-2023 school year? |  |
| <b>Lesson Topic</b>      | Grammar: Simple Past Tense   |  |
| <b>Lesson Objectives</b> | At the end of the lesson, students will be able to identify regular and irregular verbs in past simple.  | At the end of the lesson, students will be able to describe past events in affirmative and negative form.  |
| <b>Engage</b>            | ❖ <b>The flyswatter.</b> The teacher places technology vocabulary and verbs in present and past tense on the board and the students                      | ❖ <b>Tingo Tango:</b> Students play tingo tango with a ball and the student who keeps the ball go to the front of the class and he/she have to say |



|   |   |   |
|---|---|---|
|   | <p>pass the fly swatter to the front to select what their teacher asks them to select.</p>  | <p>a verb that he/she remember of the previous class.</p>   |
| <b>Explore</b>                                      | <ul style="list-style-type: none"> <li>❖ Teacher gives students story about Tommy’s Robot and they highlight the unknown words for them.</li> </ul> <p style="text-align: center;"><b>Tommy’s Robot</b></p> <p>Tommy was a smart kid. He was great with computers and with tools. He was always searching for a new challenge and something new to build. Today, he decided to build a robot, so he went into his shop and got to work.</p> <p>First, he worked on the electronics. He had to get all the wires, lights, and sensors ready. He was very busy all morning putting the pieces together.</p> <p>Second, he started designing the body of the robot. This took a lot of metal and plastic. He chopped, cut, shaped, and welded the pieces into the proper shape. It looked really good so far.</p> <p>Next, he began assembling the robot. He had to rework pieces to fit together just right. After all, the robot had to move around and do stuff. It was important to make sure it could do everything he wanted. When that was done, it was time for a lunch break!</p> <p>It was after lunch when he started working on the programs for the robot. It wasn’t enough to have wires, lights, motors, and speakers in the robot. It had to do stuff, and that meant he had to use his computer to tell his robot what to do.</p> <p>The final step was to decorate the robot. He added stickers, paint, and decals.</p> <p>Now it was finally time to test the robot. Tommy swarmed and flipped the power switch. The robot hopped up and began moving around, full of life.</p> <p>“What are your orders?” The robot asked.</p> <p>“Clean up this mess. I’m tired and need to go to sleep.” Tommy answered.</p> <p>Making robots was tough work, and he didn’t even have the energy to play with his creation. Minutes later, Tommy was asleep, while his robot cleaned the shop.</p>  | <ul style="list-style-type: none"> <li>❖ Teacher gives students some flashcards with verbs and they try to identify which one is regular and irregular.</li> </ul> <p>(<a href="https://n9.cl/ry4hq">https://n9.cl/ry4hq</a>)<br/>(<a href="https://n9.cl/a2uka0">https://n9.cl/a2uka0</a>)</p> |
| <b>Explain</b>                                      | <ul style="list-style-type: none"> <li>❖ Teacher explains the types of verbs (regular and irregular) and the rules to conjugate them through a flipchart.</li> <li>❖ Teacher writes some examples of verbs in simple past tense.</li> </ul>   | <ul style="list-style-type: none"> <li>❖ Teacher explains the structure to form affirmative sentences in past simple.</li> </ul>  |
| <b>Elaborate</b>                                    | <ul style="list-style-type: none"> <li>❖ Students use the story about Tommy’s Robot to circle the verbs in past tense.</li> </ul>   | <ul style="list-style-type: none"> <li>❖ Students underline the affirmative sentences in simple past tense that they find in the story.</li> </ul>  |
| <b>Evaluate</b>                                     | <ul style="list-style-type: none"> <li>❖ Students classify the regular and irregular verbs that they found in the story.</li> </ul>   | <ul style="list-style-type: none"> <li>❖ Students do the activities on a worksheet.</li> </ul> <p>(<a href="https://n9.cl/t6koh">https://n9.cl/t6koh</a>)</p>   |
| <b>Materials /Bibliography/Research Instruments</b> | <ul style="list-style-type: none"> <li>❖ Whiteboard</li> <li>❖ Markers</li> <li>❖ Worksheets</li> <li>❖ Flyswatter</li> <li>❖ Flipchart</li> <li>❖ Story about Tommy’s Robot</li> </ul> <p>(<a href="https://n9.cl/opd6ev">https://n9.cl/opd6ev</a>)</p>  | <ul style="list-style-type: none"> <li>❖ Whiteboard</li> <li>❖ Markers</li> <li>❖ Worksheets</li> <li>❖ Flashcards</li> <li>❖ Flipchart</li> <li>❖ Story about Tommy’s Robot</li> </ul> <p>(<a href="https://n9.cl/opd6ev">https://n9.cl/opd6ev</a>)</p>  |
| <b>Thesis Director</b>                              | <p>Mgtr. Edgar Mariano Castillo Cuesta</p>  |   |

SIMPLE PAST TENSE

## Past simple



A. Put the verbs in the correct column.

| Regular verbs | Irregular verbs |
|---------------|-----------------|
|               |                 |

B. Complete the sentences with past form of the verbs in A.

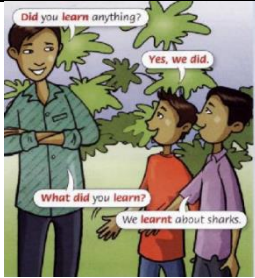
1. (+) Yesterday I ..... football in the park.
2. (+) My mother ..... a book last year. It's very interesting.
3. (-) Peter ..... this colour when he was younger.
4. (?) ..... you ..... a letter to your grandma?
5. (-) We ..... TV last weekend.

### Intervention plan # 5

|   |   |
|---|---|
| <b>Class:</b> 8 <sup>th</sup> EGB "B"<br><b>Number of Students:</b> 29 (15 boys, 14 girls)<br><b>Language Level:</b> A1.2 | <b>Date:</b> May 30 <sup>th</sup> , 2023 – May 31 <sup>st</sup> , 2023<br><b>Schedule:</b> Wednesday: 08h35 – 09h55<br>Thursday: 09h15 – 09h55<br><b>Time per lesson:</b> 40 minutes<br><b>Total hours:</b> 3 |
| <b>School year:</b><br><b>Type of institution:</b>  | 2022-2023<br>Public   |
| <b>Preservice teacher:</b>  | Carmen Esperanza Sarmiento Granda   |

|                          |   |  |
|--------------------------|---|--|
| <b>Research Problem</b>  | How does storytelling improve English vocabulary learning among eighth-grade students at a public institution in Loja, during the 2022-2023 school year?                                      |  |
| <b>Lesson Topic</b>      | Grammar: Simple Past Tense  |  |
| <b>Lesson Objectives</b> | At the end of the lesson, students will be able to ask questions and respond it in the past tense.  | At the end of the lesson, students will be able to use past tense to interact in a dialogue.   |
| <b>Engage</b>            | ❖ <b>Tic Tac Toe</b><br>Draw a tic tac toe grid and write the infinitive of an irregular verb in each square. Teams try to win the game by making sentences using the verb in the past tense. | ❖ <b>Backwards day</b><br>The teacher asks the students what they did the day before, but orders the question backwards. Students must find the error. |
| <b>Explore</b>           | ❖ The teacher gives the students a picture and they classify the words contained in the picture (verb-vocabulary-subjects).   | ❖ The teacher gives a dialogue to the students and the students try to identify what the question is and what the answer is and why?                   |



|   |  |   |
|---|--|---|
|   | <a href="https://n9.cl/gu0r1">https://n9.cl/gu0r1</a>                                |                    |
| <b>Explain</b>                                      | ❖ Teacher explains the structure to form questions in past simple.                   | ❖ Teacher explains the structure to form a dialogue.  |
| <b>Elaborate</b>                                    | ❖ Students write a short story containing questions using the image provided before. | ❖ Students work in pairs writing a dialogue in which they ask themselves what they did yesterday.     |
| <b>Evaluate</b>                                     | ❖ Students take turns to read the story previously written.                          | ❖ Students do the activities on a worksheet.<br><a href="https://n9.cl/s1x7o">https://n9.cl/s1x7o</a> |
| <b>Materials /Bibliography/Research Instruments</b> | ❖ Whiteboard<br>❖ Markers<br>❖ Picture   | ❖ Whiteboard<br>❖ Markers<br>❖ Worksheets<br>❖ Dialogue   |
| <b>Thesis Director</b>                              | Mgtr. Edgar Mariano Castillo Cuesta  |   |

0 **Did the children play computer games after school?**

Yes, the children played computer games after school.



1 \_\_\_\_\_

Yes, the girls watched TV.

2 \_\_\_\_\_

Yes, the family walked to the beach.



3 \_\_\_\_\_

Yes, the children visited a zoo.

4 \_\_\_\_\_

Yes, Harry climbed a tree.



**Annex 3. Informed Consent**



**UNIVERSIDAD NACIONAL DE LOJA  
DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS  
NACIONALES Y EXTRANJEROS**

**DECLARACIÓN DE CONSENTIMIENTO INFORMADO**

Yo ....., con cédula de identidad ..... representante legal del estudiante ....., autorizo que mi representado sea participe del Proyecto de Investigación de Integración Curricular o Titulación, llevado a cabo por Carmen Esperanza Sarmiento Granda, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Nacional de Loja.

Comprendo que la participación de mi representado, no tendrá ninguna repercusión en sus actividades escolares, evaluaciones o calificaciones. Además, la identidad de mi representado no será publicada, y los datos registrados durante la ejecución del proyecto, se utilizarán únicamente para fines de investigación y de aprendizaje.

Declaro haber sido informado/a que mis datos personales y de mi representado/a, serán protegidos por el anonimato y la confidencialidad. Tomando en ello en consideración, otorgo mi consentimiento para que se realicen la toma de notas de campo de la clase de inglés.

Loja,.....de.....de 2023

Firma: \_\_\_\_\_

Nombres y Apellidos: \_\_\_\_\_

C.I: \_\_\_\_\_

**Representante Legal**

**Annex 4. Pre Test**



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NACIONALES Y EXTRANJEROS**

**DATA COLLECTION INSTRUMENT: PRE-TEST**

**Dear student,** answer the following test with sincerity and honesty. Your answers will be anonymous and confidential.

**Student's code:**.....

**Date:**.....

**MEANING**

**1. You are going to see the pictures about different clothes and match each one with its meaning. (1p)**



Jumper

Blouse

Shirt





Dress

**2. Underline the correct definition of the word about vocabulary of music and movies through the years. (2p)**

| Word       | Definition   |
|------------|--|
| a. Music   | 1. Instrument used to measure the temperature of people.<br>2. It is an art form that combines either vocal or instrumental sounds.                    |
| b. Dancing | 1. The activity of moving the body and feet to the rhythm of music.<br>2. Activity of picking up garbage from the parks.                               |
| c. Culture | 1. The customs, arts, social institutions, and achievements of a particular nation, people, or other social group.<br>2. The men, women, and children. |
| d. History | 1. Something that happens in the future.<br>2. The study of past events.   |

**FORM**

**3. Circle the words correctly spell. (1p)**

|  |  |
|--|--|
|   | <p>Horror / Horor / Hororr</p>                           |
|   | <p>Science fiction/ Fiction Science/ Science Ficsion</p> |
|   | <p>Romantic/ Romantict/ Rromantic</p>                    |
|  | <p>Comeedy/ Comedy / Comedi</p>                          |

**4. Order the letters to form the word according to the picture. (2p)**



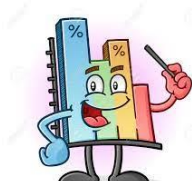
CERPUTOM  
\_\_\_\_\_



RBOTO  
\_\_\_\_\_



NOCHLTEOGY  
\_\_\_\_\_



GRICAPH  
\_\_\_\_\_

**USE**

**5. Complete the paragraph with the hobbies from de box. (2p)**

|         |           |         |
|---------|-----------|---------|
| Singing | Dancing   | Cooking |
|         | Listening |         |

Luis decided to invite his friends to spend the weekend at his house. During the first day his friend Rosa was..... romantic music with her new microphone, the next day they were all ....., by the evening they were tired, and on Sunday they were all .....to music while Luis was .....a delicious food.

**6. Complete the sentences with the collocations from the boxes. (2points)**

BEST

FOOD

CASUAL

GOOD

He invited his .....friend to watch movies.

Maria buys fast ..... to watch horror movies.

Students were able to wear .....clothes

It was a .....idea to go for a walk, I am happier.

**THANKS FOR YOUR COLLABORATION**

Annex 5. Post-test



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**DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS**  
**NACIONALES Y EXTRANJEROS**  
**DATA COLLECTION INSTRUMENT: POST-TEST**

Dear student, answer the following test with sincerity and honesty. Your answers will be anonymous and confidential.

Student's code:.....

Date:.....

**MEANING**

1. You are going to see the pictures about different clothes and match each one with its meaning. (2P)



|       |
|-------|
| HAT   |
| SCARF |
| GLOVE |
| CAP   |



2. Underline the correct definition of the word. (2p)

| Word                  | Definition  |
|-----------------------|---|
| a. World              | 1. Self-governing nation occupying a given territory.<br>2. The earth or globe, considered as a planet. |
| b. Musical Instrument | 1. Flat-bodied stringed instrument<br>2. Device to produce a musical sound.                             |
| c. Singer             | 1. A person who sees another person singing.<br>2. A person who sings.                                  |
| d. Concert            | 1. Musical performance in public or private.<br>2. Dancing while cooking.                               |

## FORM

3. Circle the words correctly spell.

|   |  |
|---|--|
|    | <p style="text-align: center;">Adventure / Adventeru / Advuntere</p> |
|    | <p style="text-align: center;">Fantasy/ Fantacy/ fantasi</p>         |
|   | <p style="text-align: center;">Mystery/ Mistery/ Misteri</p>         |
|  | <p style="text-align: center;">Action/ Actcion/Aktion</p>            |

4. Order the letters to form the word about vocabulary of the music and movies according to the picture.



TERCOMPU



IRDAO



AUTOBOT



MIVOES

**5. Complete the paragraph with the hobbies from de box.**

|         |          |
|---------|----------|
| Playing | Swimming |
| Cycling | Camping  |

Maria was on vacation she went to visit her brother, the first day they were.....in the mountain with her brother after that they was ..... soccer, the next day they went to the beach where they were.....and they took many pictures and then at night, they went out dancing together, the rest of the days they spent time doing different activities such as....., finally the weekend Maria returned to her hometown.

**6. Complete the sentences with the collocations from the boxes.**

ACTION

COMBAT

ENERGY

SCHOOL

He love watching.....movie  
The film is about the.....mission  
The singer saved.....energy for his concert  
The students attended the music..... to learn to sing.

**THANKS FOR YOUR COLLABORATION**



Annex 6. Questionnaire



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NACIONALES Y EXTRANJEROS  
QUESTIONNAIRE

Student's code: \_\_\_\_\_ Course: \_\_\_\_\_

Date: \_\_\_\_\_

Dear student, the aim of this questionnaire is to collect information about your perception of the use of storytelling to improve vocabulary learning. Please answer the following questionnaire with sincerity and honesty, your answers will be anonymous and confidential.

**Instruction:** Mark with X according to your personal point of view.

**1. How did you feel using storytelling?**

Motivated ( )

Slightly motivated ( )

Unmotivated ( )

Why? \_\_\_\_\_

**2. What type of storytelling did you like best for learning vocabulary?**

Animal tales

Fantasy

History

Science fiction

Why? \_\_\_\_\_

**3. Do you think that the activities in class and homework related to storytelling were useful to improve your vocabulary?**

Useful ( )

Somewhat useful ( )

Not useful at all ( )

Why? \_\_\_\_\_

**4. Which of these activities did you like the most when using storytelling?**

To read stories containing pictures ( )

To write stories about different topics ( )

To listen to stories ( )

To watch stories on videos ( )

To use flipcharts with images of a story ( )

Why? \_\_\_\_\_

**5. Which didactic materials did you like to use with storytelling?**

- Flashcards
- Flipchart
- Worksheets
- Projector

Why? \_\_\_\_\_

**6. How much have you improved your vocabulary using storytelling?**

|   | Little | Efficiently |
|---|--------|-------------|
| You can pronounce the word correctly.                       |        |             |
| You can spell and write the words correctly.                |        |             |
| You can maintain a dialogue expressing the desired meaning. |        |             |
| You can recall the word when presented with a related idea. |        |             |
| You can use words correctly in a sentence.                  |        |             |
| You can recognize words in grammatical patterns.            |        |             |

**7. Do you think that the use of storytelling has helped you to improve your critical thinking skills?**

Yes

No

Why? \_\_\_\_\_

**THANKS FOR YOUR COLLABORATION**

## Annex 7. Test Scoring Guide

Pre-test/post-test

| <b>N°</b>    | <b>Question</b>   | <b>Indicator</b> | <b>Score</b>     |
|--------------|---|------------------|------------------|
| 1            | You are going to see the pictures about different clothes and match each one with its meaning.        | Meaning          | 1                |
| 2            | Underline the correct definition of the word.   | Meaning          | 2                |
| 3            | Circle the words correctly spell.   | Form             | 1                |
| 4            | Order the letters to form the word about vocabulary of the music and movies according to the picture. | Form             | 2                |
| 5            | Complete the paragraph with the hobbies from the box  | Use              | 2                |
| 6            | Complete the sentences with the collocations from the boxes   | Use              | 2                |
| <b>TOTAL</b> |   |                  | <b>10 points</b> |

**Annex 8.** Grading Scale according to the Ecuadorian Ministry of Education

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| <b>Qualitative score range</b> | <b>Quantitative score range</b> |
|--------------------------------|---------------------------------|
| Very satisfactory              | 9-10                            |
| Satisfactory                   | 7-8.99                          |
| Little satisfactory            | 4-6.99                          |
| Needs to improve               | 1-3.99                          |
| Fail                           | 0                               |

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**Annex 9.** Field notes



**UNIVERSIDAD NACIONAL DE LOJA  
DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS  
NACIONALES Y EXTRANJEROS**

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**Setting:**

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**Individual Observed:**

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**Observation #:**

---

**Observer involvement:**

---

**Date/Time:**

---

**Place:**

---

**Duration of the observation:**

---

| Descriptive Notes | Reflective Notes |
|-------------------|------------------|
|                   |                  |



**UNIVERSIDAD NACIONAL DE LOJA  
DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS  
NACIONALES Y EXTRANJEROS**

**Setting:**

**Individual Observed:** Carmen Esperanza Sarmiento Granda

**Observation #:** week 1

**Observer involvement:**

**Date/Time:** May 3<sup>rd</sup> – May 4<sup>th</sup>, 2023

**Place:** Escuela de Educación Básica “Miguel Riofrio”

**Duration of the observation:** 3 periods (40 minutes each one)

| Descriptive Notes  | Reflective Notes   |
|--|--|
| <p>Some students were afraid to make mistakes in the pre-test.</p> <p>Students were motivated when the pre-service teacher gave them the story.</p> <p>Students were a little restless when they went to the audiovisual room to watch the video.</p> <p>Students participated in a good way when they had to describe the teacher clothes.</p> <p>Students work well doing the activities in the worksheet.</p> | <p>Students felt that the grade of the test could affect their average.</p> <p>The stories container some pictures which awake the student’s interest.</p> <p>Students feel interested when they had engaging material to learn something.</p> <p>Students feel better when they learn in the interactive way.</p> <p>The worksheet had pictures that motivated students</p> |