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ACTIVIDAD DE TITULACIÓN

**THE IMPACT OF THE USE OF STORYTELLING ON THE RETENTION  
OF VOCABULARY AND MOTIVATION LEVELS IN 4TH GRADE  
STUDENTS IN CHILE**

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## **Abstract**

The present research deals with the problem of a scarce use of didactic strategies and the use of traditional practices when teaching English as a foreign language. For this reason, it researches the impact of using storytelling, as a didactic strategy, in fourth graders in the “Liceo Manuel Barros Arriarán” in Chile. This study aims at finding if storytelling is an effective strategy that helps students to improve their vocabulary retention and levels of motivation. This will be pursued through three storytelling interventions that will be carried out in one of the groups of the sample. A mixed methodology is carried out to collect quantitative data through the implementation of a pre-test and post-test, and qualitative information to know students’ and the teacher’s perceptions in relation to the intervention. After a statistical analysis it was found that the impact of storytelling meant a significant improvement in the retention of vocabulary. Also, according to students’ and teachers’ perceptions, the levels of motivation and participation among the students showed an increase. It was concluded that the effectiveness of storytelling is widely related to the optimal input hypothesis. Also, as this strategy has been studied by other researchers, the present research corroborates that it boosts motivation among students. It is hoped that this strategy

can reduce the problems of acquiring vocabulary and the low levels of motivation in the English classroom.

**Keywords:** Storytelling, motivation, vocabulary retention, didactic strategies.

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## **Introduction**

Teachers can make use of different practices and strategies in their classes to teach their students English as a foreign language. On the one hand, there are traditional practices, which tend to be teacher-centered, monotonous, and repetitive classes. The lack of playful activities or striking material for the students negatively affects motivation and academic performance of students. According to Dişlen (2013) students are less motivated and have poor academic performance due to boring lessons and complex tasks without a detailed explanation from the lecturer.

On the other hand, there are didactic and playful practices. These types of strategies usually tend to be student-centered, appealing, and attractive to students. The use of audiovisual material and activities of reflection and connection of previous and new knowledge make the classes more interesting. As stated by Camelo (2017), these types of practices motivate students to actively participate in their learning process. This can lead students to feel more interested and happier when learning.

In the present research, in the school Liceo Manuel Arriarán Barros, where this study was conducted, teachers did not use didactic strategies when teaching. English classes were mainly teacher-centered, which did not foster the motivation and participation of the students. The main problem found in the 4th grades of this



school was the low motivation and retention of vocabulary due to the strategies and practices used by the teacher in English classes.

To overcome this problem, the use of storytelling has been chosen to see whether it helps to improve the vocabulary retention and increase the motivation of the students or not. Multiple research has been conducted into the effectiveness of storytelling as a didactic tool for English classes in other countries. Nevertheless, there is not enough evidence from Chilean studies on this topic, so the present study opens the door for future studies that may deepen the use of storytelling in the subject of English. Therefore, the general objective of this research is “to assess the impact of storytelling in the retention of vocabulary and motivation of students of 4th grade of the school Liceo Manuel Arriarán Barros”.

The theoretical support of this research is : The use of storytelling as an effective strategy, traditional and didactic practices, the importance of vocabulary in learning English as a foreign language, and the main hypothesis in this study, Krashen's Optimal input Hypothesis (2020) . The methodology used is mixed. The quantitative data was based on the numerical results obtained through the students' tests. The qualitative information was based on two interviews with the English teacher at the school, and “exit tickets” at the end of each intervention to collect information about the students' perceptions about the class. All this information will lead this study to conclude with confirming this research’s hypothesis: Storytelling is an effective strategy for learning vocabulary and increasing motivation in 4th-grade students in this school.

## **Relevance**

The relevance of this research relies on the search for playful strategies to teach young students. Even though there are many strategies such as reading activities, memorization or listening activities, that can be used to teach and learn lexicon and vocabulary, the storytelling strategy was chosen to be implement in this grades, because of its multiple and essential contributions to the curriculum that can be found in the theoretical framework since a great amount of literature has been written about how effective it is to use stories as a pedagogical tool for first, second, and foreign language acquisition. Storytelling is a strategy that can contribute significantly to students' learning and motivation if used and worked properly, recurrently, and successfully.

## Objectives

### General Objective

- To assess the impact of storytelling in the retention of vocabulary and motivation of students of 4th grade of the school Liceo Manuel Arriarán Barros.

### Specific Objectives

1.- To measure the improvement in vocabulary retention through a pre-test and a post-test.

2.- To gain insight of students' and teacher's perceptions to see whether their levels of motivation increased or decreased during the Storytelling interventions.

Along with the objectives of this research the following hypothesis was proposed:

“Storytelling is an effective strategy for learning vocabulary and increasing motivation in 4th-grade students in Liceo Salesiano Manuel Arriarán Barros.”

## **Research Questions**

This research focuses on vocabulary retention and perceptions of students' motivation through didactic teaching materials. The objective is to implement storytelling and assess the effectiveness of it in 4th graders. This will prove that storytelling is an effective tool for vocabulary retention and motivation of primary school students when learning a foreign language. The following questions will guide the procedure and will help this research keep the findings close to the expected results.

1. What kind of impact does storytelling have on the motivation and retention of vocabulary in fourth grade students?
2. What is the significance in the improvement of the results in terms of retention of vocabulary?
3. To what extent does storytelling increase the levels of motivation among the students?

## **1. Theoretical framework**

### **1.1 Teaching English as a Foreign Language in Chile.**

According to Rao “English has got the common qualities, it has been accepted as the global language among the speakers of thousands of different languages” (2019, p. 66). According to this, in a globalized world it is necessary to know different languages but especially English. As a result of globalization and the importance of learning English, Chile has begun to prioritize teaching English as a foreign language over the last years, making it a priority in the education system.

For this reason, a national English strategy was created in 2004 with the purpose of achieving the goal of becoming a bilingual country. Because of this national strategy, it was created the "Inglés abre puertas" program, which has three main lines of action which aim at:

1. Providing tools and strategies to English teachers in the public system to benefit their professional development, increasing their command of the language and improving their pedagogical practices.

2. Providing direct support to schools through the “Centro Nacional de Voluntarios Angloparlantes” [National Center of English-speaking Volunteers], winter and summer camps, debate tournaments, and scholarships to study the language abroad.

3. Implementing diagnostic tests that measure the levels of learning and achievement in the school system.

Under the same conception of the growing importance of teaching English, in 2005 the Ministry of Education made the foreign language subject compulsory from 5th grade onwards. However, schools are free to choose to teach the language earlier. This is mentioned since this research is carried out in 4th grades, which means that the school chose to teach English earlier. Likewise, it is important to mention that they use the national curriculum to guide their classes.

### **1.1.1 Pedagogical practices to teach English in Chile**

According to Hunter, M. (2018), teaching practices are understood as the actions and operations that teachers use to teach and that generally reflect beliefs and ethics about the teaching and learning process. It is important to mention this since each teacher is free to choose whether to use traditional or didactic practices when teaching English.

Due to the globalization and importance of English, as mentioned before, the National Curriculum adopted English as a priority covering the necessity of communicative aims, which requires the development of the four abilities (writing, reading, listening, and speaking).

According to Barahona, (2016), with the reforms made to the foreign language course from 2004 onwards, teachers not only had to change and reorganize the content of the course but also their teaching practices. Within this

same scenario, in Chile, a significant number of English teachers who teach a foreign language in public schools have opted for traditional practices. According to Yilorm (2016), the reason why they choose these practices is to achieve the communicative aims proposed by the national curriculum to reproduce knowledge and not to create it. It is worth mentioning that a traditional conception of language teaching and learning process does not respond to the needs of today's world. Although it is important to know the language to achieve successful communication, social and contextual factors must also be considered and not just learning perfect grammar or pronunciation.

### **1.1.2 Traditional practices**

In Heaysman & Tubin's (2019) view, traditional practices are related to Instructive practices. One of these practices is the *Initiation-Response-Evaluation*, which consists of different stages. At first, the teacher asks something, then students answer. Secondly, the teacher evaluates by obviating that he/she already knows the correct answer. Teacher-centered classrooms are also considered traditional practices since the teacher is the information giver and the student is the information receiver. In this case, the lectures are based on the teacher articulating the contents to be learned and the students repeating in chorus.

As also defined by Camelo (2017), in traditional education the teacher is the center of their classroom. In this type of approach, there is not sufficient

student participation hence some teachers talk incessantly. In this approach, the teacher is the one who delivers the content and where the whiteboard plays a huge role as it is a write and copy kind of learning and classrooms are regimented. Camelo, in the same research, has also stated that “For children to learn English traditionally is boring and limits their imagination” (2017, p.15).

According to Vera (2008), the process and practices in English classes are reduced to rote teaching and learning, which makes use of traditional support resources such as whiteboard, chalk or marker, videos, textbooks, with the consequent low-performance results, high rates of demotivation, and increasing lack of interest in learning.

In conclusion, traditional practices disregard other very important factors, which the more didactic practices do consider and will be reviewed in the following paragraphs. As English teachers, it is important to be aware of these practices, their advantages, and disadvantages in order to help students to learn English.

### **1.1.3 Motivation**

This concept is extremely important and interesting for a variety of disciplines that look for an explanation to human behavior, especially in learning. According to Hummel (1998) “The social psychological perspective has defined motivation as a composite of intensity and orientation that correspond respectively to the effort expended and to the learner’s goals.”. That means that students



change their behavior when feeling motivated, they show more effort to complete the goals.

When students are given exciting material that is connected to their likes and preferences. Students tend to show intrigue or fascination to participate and complete the class activities. This is called intrinsic motivation, in which “a person is moved to act for the fun or challenge entailed rather than because of external stimuli, pressures, or rewards” (Xie, et al., 2006).

To perceive motivation in the class it is important to understand that students show “more interest, excitement, and confidence, which in turn are manifested both as enhanced performance, persistence, and creativity, and as heightened vitality, self-esteem, and general well-being” (Deci & Ryan, 2000).

#### **1.1.4 Didactic practices or principles.**

According to Marius-Costel (2010) “The didactic principles are general norms through which are projected, organized and put the activities of teaching-learning-evaluating into practice so that the functioning of the objectives/competencies should become efficient at the level of the educational dimension” (p.26). The author mentions different principles on which didactic practices rely. One of the principles is the conscious and active participation of students. This principle states that students must have conscious attitudes and

participate effectively in the didactic activity. For this to happen, the teacher must provide the necessary tools for the students to achieve this.

“The organization of the didactic activities should be made taking into account the peculiarities of age and the individual characteristics of students, that is to say: their real intellectual and physical possibilities regarding age, sex, level of anterior training, physical and intellectual potential, motivational level, their attitude towards discipline” (Bocoş & Jucan, 2008, p. 54).

This is to say, didactic activities should be planned to consider the context where the language is being taught. Sometimes the activities that are present in the textbooks provided by the Ministry of Education are decontextualized activities that do not fit with the students and their realities and context. For example, using bibliographic texts of artists that students of those ages often do not know, and therefore fail to attract their attention and interest.

Another principle present in didactic practices is the “principle of intuition”, which refers to the unity between the concrete and the abstract or the unity between the sensorial and the rational, which means that didactic practices allow students to infer and relate as well. These two instances are essential to creating meaningful learning.

As stated by Camelo (2017), the teacher can adapt the class in many ways to use didactic practices and strategies. In these didactic ways, the active participation of the students in the classroom predominates, while they feel happy and motivated to learn English differently. These practices motivate students to be more open at learning English. One didactic activity teachers can use to promote didactic practices and motivate their students is the use of storytelling in the class. This strategy will be explained later.

#### **1.1.4.1 Teaching material for the increase of learners' motivations**

In a technological era, it is necessary to implement didactic teaching materials to increase levels of motivation in students: "Teaching materials are very important instruments to help the learners take part in the learning and teaching processes" (Seven & Engin, 2007, p.11). That is to say, teaching material plays an important role not only for students but also for teachers, since teachers' success depends on how their students are learning and feeling motivated at the same time.

Seven and Engin (2007) have concluded through a questionnaire that students' perception about teaching materials has an essential effect and role in language learning and teaching activities. As Seven and Engin (ibid) concluded in their research:

“By means of using the teaching materials, teachers increase students’ interests and motivations to the subjects and lessons. So, the students listen to the teacher more carefully and don’t forget whatever their teachers teach them. In this way, the teachers can create desire of learning and all the students participate in the lesson vividly and voluntarily” (p. 11)

This states that the design of teaching material plays a crucial role in learners' motivation and students’ participation. They must be exposed to didactic and innovative teaching material in which they will increase their understanding and motivation when learning a second language.

#### **1.1.4.2 Storytelling as a tool for increasing learners’ motivation**

In the search for new didactic material that can be attractive and interesting to students who are learning English, storytelling can be found as a useful one. This tool consists of the use of short stories that manage to capture students’ attention through body movements, different tones of voice, facial gestures, and audiovisual materials to enrich the experience and approach students’ attention from all angles (Arias, 2017). The use of storytelling has been used for centuries as an effective pedagogical method, being evident even in the Bible, in which storytelling was used to narrate stories. The use of this strategy was intended to transfer knowledge in a meaningful way and also to leave a moral lesson that would serve for life in general. On the other hand, stories work to connect with other people through experiences that enrich the value and meaning

of life. Feeling identified with a story helps to understand it in a better way since people can reflect on the characters and understand their motivations. This idea reaffirms the fact that it is an effective tool when it comes to motivating students as it keeps them engaged through empathy, the need to know how the conflict is resolved and how the story concludes.

Many strategies can be used to teach and learn lexicon and vocabulary, such as reading activities, memorization, and more. Davies (2007) highlights the use of storytelling over reading or listening activities. The advantages were divided into those related to students' personal development and the advantages in communicative development that storytelling can help improve.

Regarding those advantages of storytelling related to students' personal development, Davies (2007) highlights that, through storytelling, young students create spaces for reflection, since stories usually have multiple morals, which leads them to become more involved and interested. In addition, Davies (2007) explains that children can even develop empathy in these stories, which leads to the development of their social and interpersonal skills. In this same category, it is emphasized that storytelling stretches the imagination, which leads students to be transported into a fantasy world in which they can even live their daydreams, and thus even improve their mental health, by working on everyday life situations in the form of stories. Davies also explains that storytelling aids language development since students need to be exposed to language to fully understand its

implications, which also leads them to obtain a beneficial effect on reading skills and being able to associate meanings and emotions with words. According to all these advantages of the use of storytelling, just as reading skills are improved, listening and speaking skills are also impacted beneficially, since being exposed to oral input, they are able to learn and remember the pronunciation of words in context. Besides, through storytelling, students will learn how to communicate ideas and interact with others.

The use of storytelling in the present research work was not only focused on the reproduction of vocabulary since although this was the goal, but it is also believed that the storytelling interventions and activities will give students various strategies to generate autonomous knowledge through what they can conclude from the stories that are being presented to them. In addition, the understanding of these stories was facilitated thanks to the use of audiovisual material that they could associate with the words and sentences contained in the story. The students will not only remember the words but also create a mental image that will help them easily remember the concepts. Learning didactically, but also autonomously plays an important role in motivation when learning a second language, since the connection between previous knowledge and new knowledge is one of the points to achieve meaningful learning.

## 1.2 Vocabulary

According to McCarthy (1990) “when we speak of the vocabulary of a language we are speaking primarily, but not exclusively, of the words of that language. It is most convenient to think of words as freestanding items of language that have meaning” (p. 3-4). In other words, it can be said that vocabulary refers to all the words and concepts that are used in a specific language and context. It is also important to define the difference between vocabulary and lexicon. The latter refers to all the words and concepts existing in a language while vocabulary refers to the same but from the perspective of the acquisition of each person. For example, all the words that a person knows how to use. At the same time, within the definition of vocabulary, there are two subcategories, which are passive and active vocabulary. The first one is related to all the vocabulary that the students understand but are not yet able to use. On the other hand, active vocabulary is the words that students know and use while speaking and/or writing (Kaufmann, 2017). To exemplify this, it could be said that passive vocabulary can be the new lexicon presented to a student in an English class, while the active vocabulary is the lexicon that the student handles and can use in different communication situations, such as giving their opinion in classes or writing an argumentative essay.

The present research was focused on passive vocabulary as the goal is to measure whether students can retain and acquire the meaning of the new words

they are studying, but their ability to apply them in communication contexts was not evaluated.

### **1.2.1 The importance of vocabulary**

Only vocabulary was mentioned above as this research was focused toward this concept and because of its importance when learning or acquiring a foreign language. "Research has shown that second-language readers rely heavily on vocabulary knowledge and that a lack of vocabulary knowledge is the largest obstacle for second language readers to overcome" (Huckin & Bloch, 1993, p.154). Besides, Laufer & Sim (1985) designed a list of areas of language in decreasing importance order in reading ability. They provided written messages with different unknown language factors for the interviewees, such as vocabulary or grammatical structures. This last was aimed at finding out which factors would be most important for the interpretation of the written message. Their findings show that the most important area for better performance in reading is knowledge of vocabulary. The reason for these findings is that the understanding of words seemed to be the most important and safest landmark in searching for meaning, that is to say, it is more difficult for learners to correctly interpret the message when the vocabulary is incomprehensible. In other words, the meaning of words is the first step to being able to read sentences and therefore complete texts in a meaningful way.



### **1.2.2 Vocabulary retention**

Retention is understood as “the ability to recall or remember things after an interval of time. In language teaching, retention of what has been taught (e.g., grammar rules, vocabulary) may depend on the quality of teaching, the interest of the learners, or the meaningfulness of the materials” (Richards & Schmidt, 2013, p.457). According to Amin & Mojavezi (2017), retention of what is being taught will depend on the meaningfulness of the materials, the quality of teaching, the context or situation in which the meaning is inferred, and in some way on the emotional and mental energy that learners use when learning a word.

In order to deal with the factors, it is mandatory to differentiate between extrinsic and intrinsic elements that determine the learning process and the retention of vocabulary. For instance, the quality of teaching, the meaningfulness of the materials, and the context in which the meaning is inferred are some elements that teachers must consider when planning a class. In this research, the material and the planning of the classes were specially designed to have all these factors included in the class. For teaching materials to be meaningful and for students to pay attention to the class, it incorporated the use of illustrations and sounds that they enjoy and help to clarify the meanings of what is being taught. Hence, all that depends on the teacher or, in other words, an extrinsic factor in the learning process is covered in the present research. Naturally, there are some

factors that are completely intrinsic and, in those cases, it is out of the teacher's hands and outside the scope of this study.

### **1.3 SLA hypothesis: The input hypothesis**

As teachers of a foreign language, it is mandatory to know about second or foreign language acquisition models, theories, and hypotheses that would help students learn and acquire a new language. One of the most important authors about SLA models and theories is Stephen Krashen (1982). This author is the creator of some models, theses, and hypotheses that have helped teachers enhance their teaching. He put forward the 'Input Hypothesis', among other four hypotheses of his 'Monitor Model'. According to Wenquan Wu (2020). "the Natural Order Hypothesis and the Input Hypothesis are much more significant than the other three" (p. 137). This last is because they are more related to each other and to the acquisition of a second language.

"Krashen's Input Hypothesis has enjoyed considerable prominence in Second Language Acquisition research. It has brought together research findings from a number of different domains, is closely tied to recommendations for classroom practice and is readily understandable to Second Language teachers." (Wu, W., 2010, p. 137)

According to Krashen (1982), in the Input Hypothesis, learners acquire the language when they receive foreign language input that is one step beyond their

current stage of competence. In other words, if the learner is in a given stage 'i', the teacher will provide comprehensible input in the level 'i+1'. For that reason, it is necessary to deliver known vocabulary along with new vocabulary for students to acquire what has not been taught yet. If there is no comprehensible input, that is to say, too much unknown vocabulary, then the idea of "the current stage plus one" is not there, therefore there is no success.

To develop the present study, this hypothesis is predominant, since the interventions had been composed in order to use L1 the least possible, thus paving the way for foreign language acquisition. Considering that the goal is to motivate students and help them retain vocabulary, it is essential to use a strategy and a hypothesis that share some characteristics that are beneficial for the students. The Comprehensible Input Hypothesis is present when telling a story to teach English. This last idea refers that storytellings to be successful must bring known vocabulary (i) combined with new vocabulary (+1) for learners to understand the story and unwittingly learn or acquire the new vocabulary or structures (i+1).

### **1.3.1 Optimal input hypothesis**

It is indispensable to mention that Krashen & Mason (2020) made an update to the comprehensive input hypothesis, in which they stated that it is not just necessary for the input to be comprehensible, but it has to fulfill four more

features. The input must be: Comprehensible, compelling, rich, and abundant. ‘Comprehensible’ means that it has enough known content to understand what is not comprehensible yet. ‘Compelling’ can be understood to mean that it has to call the attention of students for them to forget for a moment that they are listening or reading in another language. With ‘rich’ referring to the language, it has to contribute to the understanding and the flow of the message. Lastly, ‘abundant’ means that it must provide numerous opportunities to acquire language, so there cannot be a small amount of meaning nor form. In this same update, Krashen gives examples of kinds of inputs that would satisfy the four characteristics, such as ‘stories’ and ‘story listening’.

### **1. 3.2. Learning and acquisition**

It is important to mention that in the present context, teaching English as a foreign language, classes must combine strategies to acquire language and also to learn it. Krashen argues that students of a second or foreign language can develop their knowledge or literacy in two ways: learning and acquiring. According to Krashen, the difference between these two concepts is the level of awareness when receiving input in another language. When students are conscious about what they are studying it is called “learning”. When learners are in front of a high level of exposure that lets them study without noticing or subconsciously it is known as “acquisition” (1982). For the present study, these two concepts are

used indistinctly, since students can learn and acquire, consciously and subconsciously, by means of different types of activities in class. The use of storytelling, for example, represents the subconscious way of receiving information or acquiring it. On the other hand, the pre-listening, while-listening, and post-listening activities are examples of conscious learning.

## **2. Methodological framework**

### **2.1. Methodology**

The hypothesis that led to this research is that storytelling is an effective strategy for learning vocabulary and increasing motivation in 4th-grade students in Liceo Salesiano Manuel Arriaran Barros. For this reason, this research is mixed research with a confirmatory character, since it seeks, at the end of the data analysis and subsequent discussion, to confirm or refute the hypothesis.

In this research a mixed method study design will be used since it combines the strengths of both quantitative and qualitative approaches to answer the research questions and objectives. The design of this research is sequential explanatory since a triangulation was used to integrate the two phases (quantitative and qualitative data), and this enables the interpretation of the combined findings. The quantitative data collected was analyzed statistically to corroborate or refute that the use of storytelling is an effective strategy to learn vocabulary in 4th graders of this school. On the other hand, the qualitative data is important to consider since this information allows the interpretation and understanding of the levels of motivation of the sample when using and learning through the didactic strategy of storytelling.

The quantitative data was collected through the pre-test and the post-test that was performed by the two groups of the research (experimental and control

group). Subsequently, this information was tabulated to show the numeric results of the study and to analyze them in terms of levels of achievement and levels of improvement in the two groups. This examination was complemented with a statistics analysis software in order to present scientific evidence of the veracity of this study.

The statistical analysis software is called “SPSS”, which is the abbreviation of “Statistical Package for the Social Sciences”, and it was created for the statistical analysis and management of social science data, and it is widely used by different researchers for complex statistical data analysis. The significance of using this software is the possibility to argue from data reliably. Statistics allows you to appraise or evaluate assertions based on quantitative evidence and help to discriminate between reasonable or scientific conclusions and interpretations from subjective or dubious ones.

To organize the data entered into the software, it was necessary to establish the variables of the experiment, which were the independent variable: the intervention of the Storytelling in each group, and the dependent variable: the level of the retention of vocabulary in the experimental group (those who had the Storytelling interventions) and the control group (those who did not have the Storytelling interventions).

Different tests were used throughout the statistical analysis. The first is called the Kolmogorov-Smirnov test or K-S1. This is a non-parametric test that aims to determine whether the frequency of data follows the same distribution

around their average. That is, to demonstrate whether the results obtained in a test reflect a normal distribution of data. This test was applied to the results of both groups in the pre-test.

Secondly, the Levene's test was carried out. This is an inferential statistical test used to evaluate the equality of variances for a variable calculated for two or more groups. This test was used to corroborate whether the variance between the results of the two groups was similar or not. Within the same scope, the T- student test was also applied, which is used to determine if there is a significant difference between the means of the two groups. These last two statistical tests were used to confirm if both groups were within a similar level of English at the time of starting the process of the present research.

After these tests, the comparison of means in the pre-test and post-test results in each group were needed to see if there was a significant difference or a significant improvement after the interventions. First, in the experimental group the Levene's test was again used since it is necessary for the comparison of means. On the other hand, the test used for the same purpose in the control group was the Wilcoxon test, since in this group the distribution was not normal.

The confidence level that was used in the present research is 95%, that is to say that the alpha " $\alpha$ " level or significance level was 0.05.

Whenever data are entered into the statistical tests, the "sig" value also called, "p" value, must be looked at. If this value is less than 0.05, the null hypothesis (H<sub>0</sub>) established in each test is rejected and the alternative hypothesis



(H1) is corroborated. Otherwise, if the "sig" value is higher than 0.05, it means that there is no evidence to reject the null hypothesis, so the alternative hypothesis is rejected instead.

The qualitative information was collected by the survey and the responses and reflections of the English teacher of the school. This information is found below, and it is relevant as it is what provides the starting point to begin with the interventions. Besides, more qualitative information was collected from the reflective questions that were asked to the students of the experimental group at the end of each storytelling intervention by an exit ticket. This material is also attached and explained later in this work, and with this strategy the researchers can collect subjective information that focuses on students' motivation or disincentive to use storytelling to learn vocabulary. The qualitative information from these Exit tickets was tabulated and graphed in the Analysis of Results section.

### **2.1.1 Setting**

The school which the students attend and where the interventions took place is the Liceo Salesiano Manuel Arriaran Barros located in La Cisterna, Santiago. They teach English from 1st grade, before the obligatory basic course (fifth grade), and for this they follow the orientations given by the Ministry of

Education. The interventions then follow the orientations given by the MINEDUC.

### **2.1.2 Sample**

The study was conducted in two fourth grades (4°A and 4°B) from September 2021 to November 2021.

Both groups are composed of male students and their ages vary between 8 and 9 years old. In addition, the average level of English in both groups is low, an observation that is based on the appreciation of the English teacher of the school and their academic performance at a general level. According to the curricular bases granted by Mineduc for this level, regarding listening comprehension skills, fourth-grade students should understand short and simple texts read by an adult or in audiovisual format. In reading comprehension, they should read and understand texts identifying general ideas, explicit information, and vocabulary including frequent words and expressions. In oral expression, they should play chants, songs, rhymes, poems, and very brief and simple dialogues. And finally, in written expression, they should complete and answer questions on known topics or other subjects through a template support model. (MINEDUC, 2020)

The fourth grade B was the experimental group to whom the storytelling strategy was applied at the beginning of each class, and the fourth grade A was the control group to whom the strategy was not applied. However, in both grades the

same topics were studied; the difference relies on the use of storytelling as a didactic practice to teach vocabulary or not. Therefore, as mentioned before, the independent variable is the existence or not of the storytelling strategy, and the dependent variable is the results obtained per group.

The number of students who were tested in the pre-test and post-test is 7 students for each course. In the current national context affected by the COVID-19 pandemic, only this number of students were attending school and face-to-face English classes in person. The rest of the students were connected from home through online classes. Because of these reasons, only these 7 face-to-face students were chosen to present to avoid external factors such as internet connection that may affect the performance of the online students.

### **2.1.3 Selection Criteria**

The practicum student at the Manuel Arriaran Barros school was the first researcher and intern of this work who had face-to-face contact at the school. For this reason, it has been decided to apply this research in this school, since it was needed to have a phenomenon to study and interventions to be implemented. Therefore, this aspect of this research sample is a convenience sample. According to Saunders (2012) this type of sample is widely used in research, due to its rapid

or immediate nature as well as the fact that it is more economical than other methods.

However, although the school has been chosen for convenience, the fourth grades have been chosen from among the different grades available to work with, for more profound reasons: it has been decided to apply the storytelling strategy specifically in this grade because the teaching practices that are currently being used in this grade are more related to traditional practices and not to playful and appealing. Besides, as explained before, the practicum teacher in these grades noticed a low level of retention of English vocabulary.

Even though our research hypothesis focuses more on the results of the storytelling strategy used and therefore there is more focus on the experimental group, it was decided to have a control group to compare the didactic strategies with the traditional ones and their results in terms of retention of vocabulary and motivation levels.

So, despite being an explanatory study with confirmatory character, both groups were used to contrast whether there was an improvement in the pre-test and post-test results for each group, and also to corroborate if the use of storytelling as a didactic practice made the students in the experimental group more motivated in class than those in the control group.

The decision made about which group would be the experimental and which would be the control was made after the results of the pre-test. It was possible to see that course 4°A obtained higher results in comparison with 4°B

and that is why the decision to take 4<sup>o</sup>A as the control group was taken, since it is reflected that the traditional teaching practices were giving good results in them, however, the research is focused on giving an alternative strategy for teaching vocabulary and motivating students. On the other hand, it was decided that 4th grade B would be the experimental group because it was considered that the best way to see if this group this group would be to implement the didactic strategy of storytelling and thus develop this research's hypothesis that storytelling is an effective strategy to help children learn and retain vocabulary.

The strategy of storytelling in a foreign language can be used at all ages. However, for this research, it is pertinent to work with children, since in this way the striking audiovisual material and fictitious, but at the same time interesting stories for children, help fulfill the objective of teaching and learning vocabulary through a didactic practice.

#### **2.1.4 Intervention Plan (Activity sessions organization)**

Three storytelling sessions were applied in each class of the experimental group. These stories were no more than three to five minutes long and contained the vocabulary presented and studied in each class. In conjunction with the storytelling implementation, audiovisual resources were used to facilitate the intertwining of the concepts and their meanings. Besides, the teacher was constantly using her body and voice to emphasize the content of the story. The

classes were 45 minutes long, and the subsequent activities after the storytelling were completed in that time.

Three interventions were chosen considering the time that was given to implement the strategy. The main topics of these three interventions were discussed among the members of this research group and the conclusion was to choose three important topics within the last unit that the children are studying in fourth grade. The name of this unit is "Let's Celebrate" and the three topics chosen are: "Birthday", "Christmas day" and "Earth Day".

In each of the classes for the experimental group, there were warm-up activities, then a few minutes were devoted to reviewing the vocabulary related to each topic. This vocabulary list was projected along with images to illustrate their meanings in order for students to recognize the vocabulary presented through the development of the story. Also, while the story was developed, short questions related to the story were asked to know if students were following the story and what they were understanding and learning. Finally, a short questionnaire was implemented at the end of the intervention. It is called "exit ticket" and it is thought to collect students' perception about the three different storytelling implementations.

The control group was exposed to the same topics: "Birthday, Christmas Day and Earth Day". The content was implemented through traditional practices

as explained previously in the theoretical framework. In this approach, the teacher is the mode of knowledge and not the facilitator and it is a write and copy kind of learning. This approach is currently used in the fourth level of Liceo Manuel Arriarán Barros, where the teacher projects the content and students write it into their notebooks without much interaction than the translation of the concepts and practice activities.

### **2.1.5. Material**

The material to be described in this section is based on adapted material created by the researchers of this research. The stories together with their activities and vocabulary were presented in PowerPoint slides. In addition, the two tests performed on the sample of students will also be explained in this section. On the other hand, for the qualitative collection on the perception of the English teacher, two interviews were created, authorized, and are transcribed later. All this material was attached in the appendix's sections at the end of the research.

#### **2.1.5.1 Storytelling Material**

For each intervention in the experimental group, there are PowerPoint presentations that contain the story that the teacher told and the activities to be performed, in addition to the vocabulary related to each topic. As mentioned before, the class started with a warm-up activity to know how the students are, their moods, among others. The examples of activities are in the appendix section.

They are also asked to infer from images, the main topic to be addressed in the story and class each day. Then, at the beginning of the story students were introduced to English vocabulary related to the topic seen, accompanied by allusive images. Students were asked to look at the vocabulary and its pictures and the teacher was reading them orally. Pictures were chosen to be related with the vocabulary presented. In this way, students were active participants of their knowledge and could finish the class relating their previous knowledge with the new knowledge and achieve meaningful learning.

Following from these, the teacher reads the story as the PowerPoint presentation progresses. The story was mostly written on slides accompanied by images, gifs, or videos that also narrate what happened in the stories. As the teacher reads the story, "while-listening" activities were presented to see if the students understood the plot and if they were attentive to what was happening. These while- listening activities were mainly focused on attracting the attention of the students, as well as to check their retention of the new vocabulary studied. Some examples of these questions were "what happened to the main character, why is he angry?" or "What are these characters preparing now?". These questions were included to give the teacher immediate knowledge of whether the students were paying attention and understanding the story. If the teacher noticed that the students were answering incorrectly or not at all, it was suggested to reread the story with more emphasis on vocabulary, giving them clues about the vocabulary, also by the use of voice and movements to get the students' attention even more



and to get them to understand the story better for a second time and to be able to answer the while-listening questions again correctly.

At the end of the reading of the stories, different activities were conducted to review and practice vocabulary. The first activities were focused on the moral value of the story with questions such as: “What is the learning of the story?” “What would you do in the position of the protagonist?”. These questions were focused on oral production in students. The second activity was related to the reinforcement of vocabulary. Students were practicing through questionnaires which include one picture and four different answers. Students had to choose the correct answer according to the picture and infer it from the story or taking into account their previous knowledge.

The last activity was focused on an “Exit ticket”, which contained four questions related to the perception of the students to collect information about their motivation levels in the lessons: The questions were in English and were the following ones: 1. “Did you like the story? Why?” 2. “How did you feel during the class?” 3. “What was the easiest part and the most difficult one?” and 4. “Write vocabulary you remember from the story”. The teacher explained the meaning of these questions if students do not understand them.

This is part of the qualitative data of this research. All the lessons include this Exit ticket since it is important for the research to see if the storytelling

implementations are recalling the attention of the students and also to determine if they were learning vocabulary.

These activities seek to motivate the students to respond and participate actively, using images and questions that attract their attention. It is important to mention that all the stories and activities used in each intervention are of original creation since the contents addressed had to be modified to achieve the standards of the national curriculum, which at this level focus on listening skills and comprehension of short and simple texts. In addition, the thematic content of the unit has been chosen to focus this research on celebrations and festivities.

#### **2.1.5.2 English teacher's appreciation**

The first instrument to find qualitative information was an interview with the English teacher of these courses. It was necessary to know the teacher's perception regarding the English level of her students. Besides, it was asked about the learning styles of the students. According to the problem of this research, it was asked if she noticed any difficulty in her students remembering vocabulary. In addition, it was asked what the type of practices she uses in her classes, and also it was important to know her opinion regarding the use of storytelling as a potentially effective tool for the acquisition of vocabulary in the students. A transcript of this interview is attached in the appendix section.

After the three implementations and the post-test, a second interview was conducted with the English teacher. It was necessary to know the teacher's perception regarding the difference in motivation levels between the two groups after the storytelling implementations were finished. She was also asked if, in her opinion, there was a significant change in the levels of motivation in both courses. In addition, she was asked about her personal reflection and whether she considers storytelling as an effective tool in terms of vocabulary retention and motivation, and if in her opinion, this strategy should be used more in the English classes. The last reflection question was about her opinion regarding the work carried out with this research project.

#### **2.1.5.3 Pre-test**

To evaluate the vocabulary knowledge in both groups at the beginning of the project, an initial or diagnostic test was taken to analyze the results according to their answers. This evaluation was taken individually, and it consists of flashcards with three different images. The teacher mentions different words and the student must indicate which image they think is related to the concept. The number of concepts that were asked is 12, (four for each topic that were addressed). The time is expected to be no longer than five minutes per student. Once the results are obtained, tables are created to organize the information in the analysis section.

This test is original material created for the purpose of this study. It has been chosen for this type of test because it is quick to evaluate and because it is a short test that does not demotivate or scare the students. Even though they know that it is only a diagnostic test and therefore without a grade, it was a priority not to cause them any stress.

In addition, it was decided to take this test in face-to-face mode and individually, due to the use of flashcards. If the test would have been written, the material and images would not have been as accessible and appealing for the students. Similarly, if it had been a test for students to answer virtually, there could have been external factors that could have influenced the students' results.

#### **2.1.5.4 Post-test**

The post-test was the same as the pre-test. It has been decided to implement the same test, this for comparing the achievement in relation to the pre-test in both groups. These results will help to analyze if the storytelling interventions increased the retention of the vocabulary studied in the experimental group. The results were again organized in tables detailing the percentage of improvement of both groups.

### **3. Analysis of Results**

Since this is mixed research that concentrates quantitative and qualitative data, both types of information will be analyzed. However, this section will begin with the quantitative information that is primordial in this work to corroborate or refute the hypothesis, to know the effectiveness of the experiment proposed and to reach the objectives proposed in this work. After this, the qualitative information will be also analyzed in order to support the idea that the storytelling intervention will impact the motivational context of the students, which also plays a crucial role in this research.

#### **3.1 Quantitative analysis**

The first step was to analyze the results of the pre-test in both groups. It is important to remember that in this test students were asked about 12 different concepts to see how much of the vocabulary studied in the unit they already had as prior knowledge and how much of the vocabulary they did not know.

**FIGURE 1** Pre-Test: Experimental group

Students	Group	Correct Answers: Pre Test	% Correct Answers : Pre Test	Incorrect answers: Pre Test	% Incorrect Answers: Pre test	No Answer: Pre test	% No answer: Pre Test
Student N°1	Experimental	8	66,667	2	16,667	2	16,667
Student N°2	Experimental	6	50,000	5	41,667	1	8,333
Student N°3	Experimental	8	66,667	4	33,333	0	0,000
Student N°4	Experimental	7	58,333	2	16,667	3	25,000
Student N°5	Experimental	5	41,667	6	50,000	1	8,333
Student N°6	Experimental	10	83,333	2	16,667	0	0,000
Student N°7	Experimental	5	41,667	5	41,667	2	16,667
Average	Experimental	7	58,333	3,714	30,952	1,286	10,714

In this table are presented the results of the pre-test applied in the first group or experimental group. Here is shown the number of correct answers of each student and their respective percentage. Then, it can be seen the number of wrong answers and their percentage as well as in the next columns where the number of questions without answer and their percentage. Finally, at the bottom of the table is presented the average of all the scores obtained by the experimental group.

Observing these results, it can be noted that the average number of correct answers (statistical average) in this group was 7 correct answers, which is equivalent to 58.333% of achievement. The average number of incorrect answers was 3.7, which in percentage is equivalent to 30.952% of the total answers, and

lastly, there was an average of 1.28 unanswered answers, which is equivalent to 10.714% of the total number of answers.

Besides, these data were entered into the SPSS Statistics program, to confirm that it is a suitable test for a normal distribution of the results.

The normal distribution is the graph that shows that most of the results obtained are within the average. It is important that the results yield a normal distribution to determine that the students' knowledge is within a common knowledge or that they are in the same level of understanding, and that therefore, there is no major difference in knowledge among the study sample, in other words, it is a course that is level in terms of the amount of vocabulary known.

**FIGURE 2: Kolmogorov-Smirnov test for a sample**

		Pretest
N		7
Normal Parameters <sup>b,c</sup>	Mean	7,0000
	Std. Deviation	1,82574
Most Extreme Differences	Absolute	,149
	Positive	,149
	Negative	-,137
Test Statistic		,149
Asymp. Sig. (bilateral)		0,200 <sup>d,e</sup>

a. Test distribution is normal

This test was applied to see if the data obtained comes from a normal distribution, to corroborate that there is no evidence to reject the null hypothesis.

The null hypothesis (H0) states that the data came from a normal distribution. On the contrary, the alternative hypothesis (H1), states that the data did not come from a normal distribution.

To obtain any of these results it is necessary to apply the K-S1 test in the SPSS program and implement the test statistic. In this test the sig value must be compared with the significance level ( $\alpha= 0,05$ ).

(H0 is rejected if  $\text{sig} < \alpha= 0.05$ )

By using the K-S1 sample test (Kolmogorov-Smirnov test for one sample), it was established that the results of the data reflect that there is no evidence to reject the null hypothesis, since the sig value = 0.200 is higher than the  $\alpha=0.05$ , and therefore, the results belong to a normal distribution.

**FIGURE 3:** Pre-Test: Control Group

Student	Group	Correct Answers: Pre Test	% Correct Answers : Pre Test	Incorrect answers: Pre Test	% Incorrect Answers: Pre test	No Answer: Pre test	% No answer: Pre Test
Student N°1	Control	11	91,667	1	8,330	0	0
Student N°2	Control	5	41,667	7	58,330	0	0
Student N°3	Control	7	58,333	5	41,670	0	0
Student N°4	Control	11	91,667	1	8,330	0	0
Student N°5	Control	9	75,000	3	25,0	0	0
Student N°6	Control	8	66,667	4	33,330	0	0
Student N°7	Control	11	91,667	1	8,330	0	0
Average	Control	8,857	73,810	3,143	26,189	0,000	0,000



Observing these results, it can be noted that the average number of correct answers (statistical average) in this group was 8.85 correct answers, which is equivalent to 73.81% of achievement. The average number of incorrect answers was 3.14, which in percentage is equivalent to 26.189 % of the total answers, and in last place there was an average of 0 unanswered answers, which is equivalent to 0% of the total number of answers.

As with the results of the previous group, the data were entered into the statistical program to corroborate that they showed the existence of a normal distribution through the K-S1 test.

**FIGURE 4: Kolmogorov-Smirnov test for a sample<sup>a</sup>**

		Pretest
N		7
Normal Parameters <sup>b,c</sup>	Mean	8,8571
	Std. Deviation	2,34013
Most Extreme Differences	Absolute	,249
	Positive	,180
	Negative	-,249
Test statistics		,249
Asymp. sig (bilateral)		0,200 <sup>d,e</sup>

a. Test distribution is normal

By using the K-S1 sample test (Kolmogorov-Smirnov test for one sample), it was established that the results of the data reflect that there is no evidence to reject the null hypothesis, since the sig value= 0.200 is higher than the  $\alpha=0.05$

Knowing already that both tests correspond to a normal distribution of results, the data from both tests were again entered into the SPSS statistics program together, to corroborate that there is no significant difference in variance between the two groups and also to corroborate that the averages of both groups are not significantly unlevelled after the pre-test.

To carry out these statistical tests, the Levene's test was used to corroborate that there is no significant difference in variance, and within the same test the data were also analyzed through the T-student test to confirm that the means of the Pre-test were not significantly unlevelled between both groups. Even though there are differences in their percentages, statistically these differences are not relevant. The variance is a measure of dispersion that tells us how far off students' scores are from the mean. It is necessary to analyze this, to know if the results are leveled among the sample.

**FIGURE 5: Independent Sample Test**

		Levene's Test for Equality of Variances		t- test for Equality of Means				
		F	Sig.	t	gl	Sig. (bilateral)	Mean Difference	Std. Error Difference
Pretest	Equal variances assumed	,609	,450	-1,655	12	,124	-1,85714	1,12183
	Equal variances not assumed			-1,655	11,330	,125	-1,85714	1,12183

In this table can be seen two tests taken at the same time. These tests are called Levene and T-student which are applied to see if the data obtained has similar variances and similar mean values. To corroborate that there is no evidence to reject the null hypothesis. The null hypothesis (H0) states that the data has similar variances and similar means (or averages). On the contrary, the alternative hypothesis (H1), states that there are not similar variances and means between the result of both groups in the Pre-test.

To obtain the variances similarities it is necessary to apply the Levene test in the SPSS program and then implement the test statistics. In the following formulas can be seen what each hypothesis means. The null hypothesis (H0) can be read as the variance of the group 1 or experimental group ( $\sigma^2_1$ ) is equal to the variance in the second group or control group ( $\sigma^2_2$ ). Once said this, the alternative hypothesis can be understood as the opposite of the null hypothesis, the variances are different.

$$H0: \sigma^2_1 = \sigma^2_2 \quad \text{V/S} \quad H1: \sigma^2_1 \neq \sigma^2_2$$

In this test it is also used the same  $\alpha$  value or significance level ( $\alpha = 0,05$ ) and it must be compared with the sig value. The Sig value given after implementing this test is =0,450, for instance, there is no evidence to reject the null hypothesis, and the variances in both groups are similar in the pre- test.

The following step in this statistical analysis is to compare the means of both groups in the pre-test. To corroborate if there is equal mean the T-student test was applied and the test statistic can be explained with the following formulas.

$$H_0: \mu_1 = \mu_2 \quad \text{V/S} \quad H_1: \mu_1 \neq \mu_2$$

Here it can be seen what each hypothesis means. The null hypothesis ( $H_0$ ) can be read as: The mean of group 1 or experimental group ( $\mu_1$ ) is equal to the mean in the second group or control group ( $\mu_2$ ). Once said this, the alternative hypothesis can be understood as the opposite of the null hypothesis, the means are significantly different between both groups. In this test it is also used the same  $\alpha$  value or significance level ( $\alpha = 0,05$ ) and it must be compared with the sig value, in this case the bilateral sig. The Sig value given after implementing this test is  $=0,124$ , for instance, there is no evidence to reject the null hypothesis, and the means in both groups are similar in the pre- test.

As explained, it was decided to apply these 3 statistical tests to demonstrate that both courses were at a similar level of English at the beginning of the present research. This, to later compare the results between pre-test and post-test of each group, and to be able to see if the strategies used in each of the groups were effective in learning the required vocabulary.

After the 3 interventions and instances of vocabulary practice in each course, the same test (post- test) was given to the students and the results were as shown below:

**FIGURE 6:** Post-Test: Experimental Group

Students	Group	Correct answers: Post Test	% Correct Answers: Post Test	Incorrects Answers: Post Test	% Incorrect Answers: Post Test	No Answer: Post test	% No Answer: Post test
Student N°1	Experimental	12	100,000	0	0	0	0
Student N°2	Experimental	8	66,667	3	25	0	0
Student N°3	Experimental	11	91,667	1	8,333	0	0
Student N°4	Experimental	11	91,667	1	8,333	0	0
Student N°5	Experimental	12	100,000	0	0,000	0	0
Student N°6	Experimental	10	83,333	2	16,667	0	0
Student N°7	Experimental	12	100,000	0	0,000	0	0
Average	Experimental	10,857	90,476	1,000	8,333	0,000	0,000

In table number 3 are presented the results of the Experimental group in the post-test. Observing these results, it can be noted that the average number of correct answers (mean) in this group was 10,857 correct answers, which is equivalent to 90.476% of achievement. The average number of incorrect answers was 1, which in percentage is equivalent to 8.333% of the total answers, and in last place there was an average of 0 unanswered answers, which is equivalent to 0% of the total number of answers.

As well as the results of the pre-test, the K-S1 test was implemented to confirm if there is a normal distribution of the results in the Post-test.

**FIGURE 7: Kolmogorov-Smirnov test for a sample**

		Posttest
N		7
Normal Parameters <sup>b,c</sup>	Mean	10,8571
	Std. Deviation	1,46385
Most Extreme Differences	Absolute	,253
	Positive	,217
	Negative	-,253
Test statistic		,253
Asymp. sig (bilateral)		,195 <sup>d</sup>

As in the previous results, the K-S1 test was applied to see if the data comes from a normal distribution. As it is mentioned before, the null hypothesis (H0) states that the data came from a normal distribution. On the contrary, the alternative hypothesis (H1), states that the data did not come from a normal distribution. (H0 is rejected if  $\text{sig} < \alpha = 0.05$ ). In this case the sig value is 0,195, which means that there is no evidence to reject the null hypothesis, since the sig value= 0.195 is higher than the  $\alpha=0.05$

In the following table are presented the results of the Control group in the Post-test.

**FIGURE 8:** Post-Test: Control group

Student	Group	Correct answers: Post Test	% Correct Answers: Post Test	Incorrects Answers: Post Test	% Incorrect Answers: Post Test	No Answer: Post test	% No Answer: Post test
Student N°1	Control	12	100	0	0	0	0
Student N°2	Control	12	100	0	0	0	0
Student N°3	Control	11	91,667	1	8,333	0	0
Student N°4	Control	12	100	0	0	0	0
Student N°5	Control	12	100	0	0	0	0
Student N°6	Control	12	100	0	0	0	0
Student N°7	Control	12	100	0	0	0	0
Average	Control	11,857	98,810	0,143	1,190	0,000	0,000

Observing these results, it can be noted that the average number of correct answers (mean) in this group was 11.857 correct answers, which is equivalent to 98.810% of achievement. The average number of incorrect answers was 0.143, which in percentage is equivalent to 1.190% of the total answers, and in last place there was an average of 0 unanswered answers, which is equivalent to 0% of the total number of answers.

As in the previous results, the K-S1 test was applied to see if the data comes from a normal distribution. The following table is presented.

**FIGURE 9: Kolmogorov-Smirnov test for a sample**

		Posttest
N		7
Normal parameters <sup>b,c</sup>	Mean	11,8571
	Std. Deviation	,37796
Most Extreme differences	Absolute	,504
	Positive	,353
	Negative	-,504
Test statistic		,504
Asymp. sig (bilateral)		,000 <sup>d</sup>

As it is mentioned before, the null hypothesis (H0) states that the data came from a normal distribution. On the contrary, the alternative hypothesis (H1), states that the data did not come from a normal distribution. (H0 is rejected if  $\text{sig} < \alpha = 0.05$ ). In this case the sig value is 0.000. This means that there is evidence to reject the null hypothesis, meaning that the data does not come from a normal distribution.

This result is due to the fact that the scores for this test in the control group were very similar among the students. Because of this, another statistical test was applied later. This result is discussed below, in order to know the perceptions of why there was no normal distribution.



### 3.1.1 Comparison between pre-test and post-test in the Experimental group

The results are now analyzed separately for each group, starting with the experimental group. To carry out a statistical analysis of the results of both tests in the experimental group, the results were entered into the SPSS Statistics program to scientifically identify whether there was a significant increase in vocabulary knowledge in this group. For this, the T-student test was performed again, to identify if in the experimental group after the interventions, there was a significant increase between the pre-test and post-test means.

**FIGURE 10:** Independent samples test: Experimental Group

		Levene test of equality of variances		t-Test for equality of means					95% confidence interval of the difference	
		F	Sig.	t	gl	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
VAR000	Equal variances assumed	,530	,480	-4,361	12	,001	-3,85714	,88448	-5,78427	-1,93002
01	Equal variances not assumed			-4,361	11,458	,001	-3,85714	,88448	-5,79442	-1,91987

Hypothesis test:

HO:  $\mu_3 = \mu_4$

V/S

H1:  $\mu_3 \neq \mu_4$

Here can be seen what each hypothesis means. The null hypothesis (H0) can be read as the mean of the pre-test in the experimental group ( $\mu_3$ ) is equal to the mean in the post-test ( $\mu_4$ ). On the other hand, the alternative hypothesis can be understood as the opposite of the null hypothesis, that is to say the means are significantly different between both tests. In this test it is also used the same  $\alpha$  value or significance level ( $\alpha= 0.05$ ) and it must be compared with the sig value, in this case the bilateral sig. The Sig value given after implementing this test is =0.001, for instance, there is evidence to reject the null hypothesis, and the means in both tests are significantly different.

### 3.1.2 Comparison between pre-test and post-test in the Control group

**FIGURE 11: Wilcoxon Test: Control Group**

	VAR00003 - VAR00002
Z	-2,388 <sup>b</sup>
Asymp. sig (bilateral)	,017

Hypothesis:

HO:  $\mu_5 = \mu_6$                       V/S                      H1:  $\mu_5 \neq \mu_6$

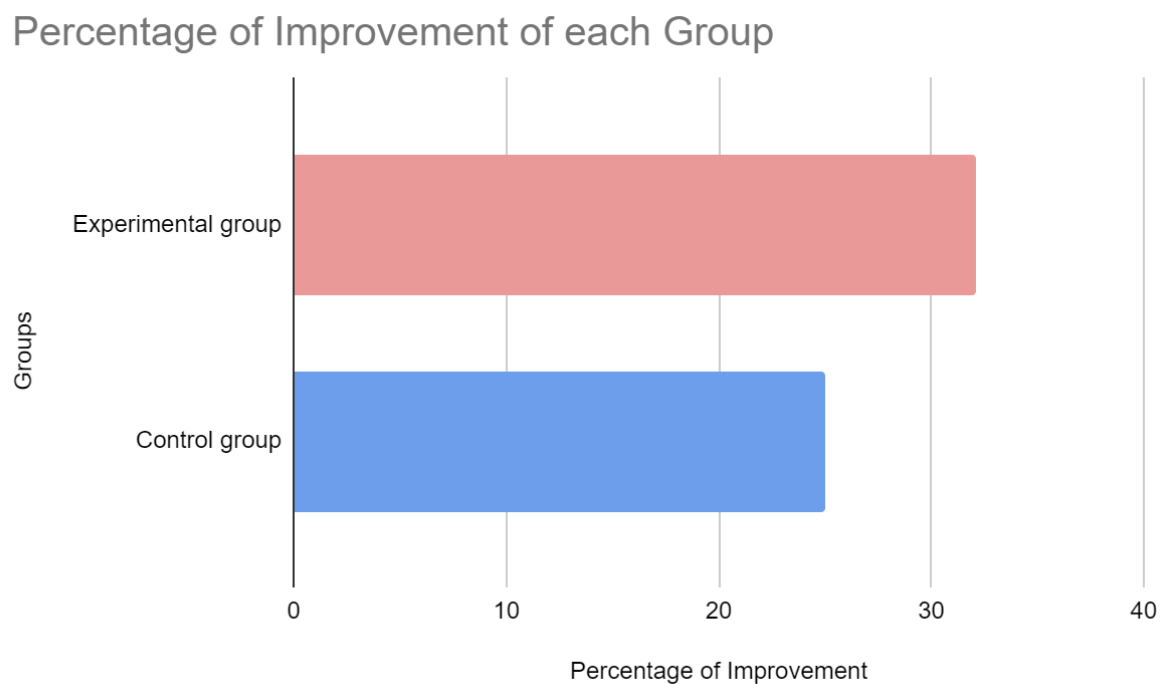
In this test, the null hypothesis (H0) can be read as the median of the pre-test in the experimental group ( $\mu_5$ ) is equal to the median in the post-test ( $\mu_6$ ). On the other hand, the alternative hypothesis can be understood as the opposite of

the null hypothesis, the medians are significantly different between both tests. In this test it is also used the same  $\alpha$  value or significance level ( $\alpha= 0.05$ ) and it must be compared with the sig value, in this case the bilateral sig. The Sig value given after implementing this test is =0.017, for instance, there is evidence to reject the null hypothesis, and the means in both tests are significantly different.

### **3.1.3 Comparison of the improvement percentage of both groups**

The main finding when comparing the pre-test and post-test results is that in both groups all students answered all 12 questions, unlike what happened in the pre-test where in the 4th grade B, only 2 students answered all 12 words in the indicated time.

In the following bar graph is shown the comparison of both groups in terms of level of improvement:

**FIGURE 12:** Percentage of Improvement of each Group.

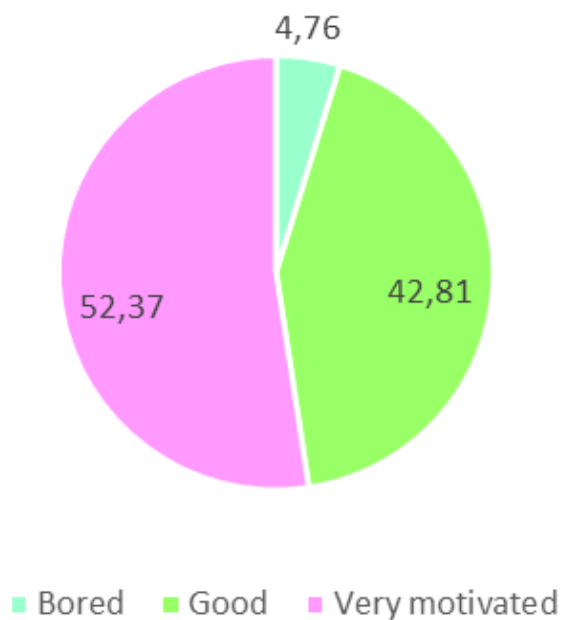
Even though an increase in the percentage of achievement was noticed in both groups, it is also crucial to mention the difference in the percentage of improvement. While the control group showed on average a 98.810% of achievement in the post-test and a percentage of improvement of 25% in comparison with the pre-test, the experimental group reached 90.476% of correct answers and therefore a 32.143% in the level of improvement in comparison between the pre-test and the post-test.

## **3.2 Qualitative Analysis**

### **3.2.1 Exit Tickets of Experimental Group**

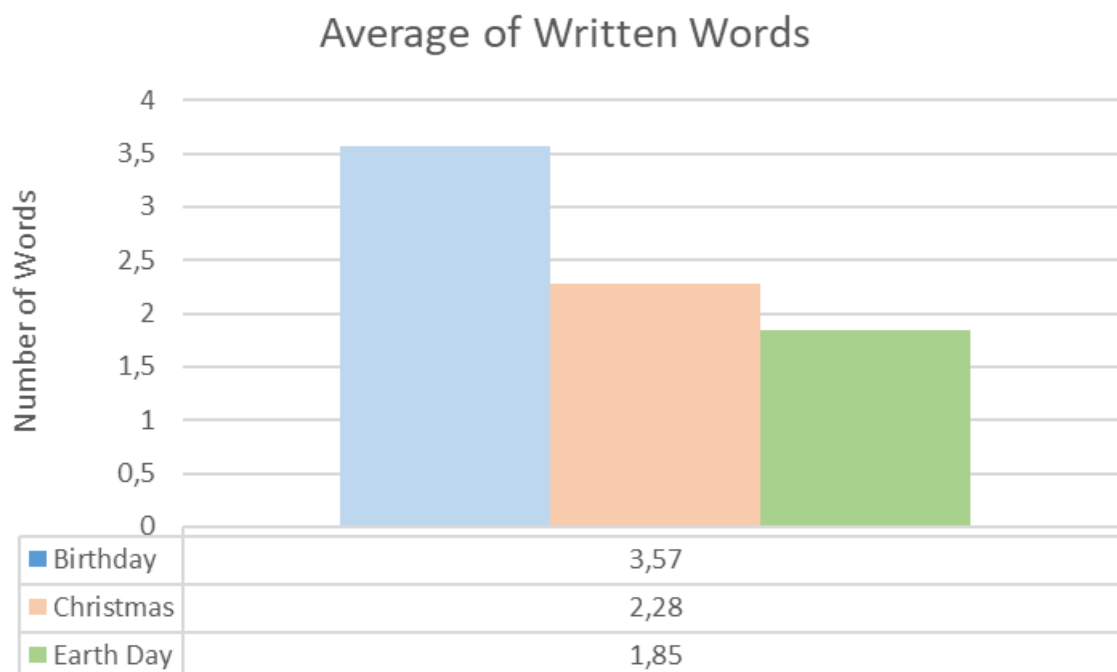
The qualitative data is collected through the implementation of “exit tickets” after every storytelling in the experimental group only, and two interviews to the teacher. These two materials are focused on the collection of students’ and teacher’s perceptions about the strategy implemented. In the exit tickets the first question is related to if they liked the story and why, and in the second question students had to mark how they felt during the class, choosing among 3 options “Bored”, “Good” and “Very motivated”.

After collecting students’ perceptions about how they felt during the 3 implementations, it was found that, on average, most students felt very motivated during the class, and the minority of the students felt bored during the intervention.

**FIGURE 13:** Perception of Students about Their Level of Motivation

It can be seen in the graph that just 4,76% of students felt “Bored”. This percentage equals one student. On the other hand, 42,81% of the students felt “Good” during the class and 52,37% felt “Very motivated”. This implies that the storytelling strategy has had a positive impact on students’ motivation during its implementation.

With respect to the last question of the Exit ticket, in which students were asked to write down the vocabulary they remember from the implemented story, the following graph was created to show the average number of words written per topic.

**FIGURE 14:** Written Words in the exit tickets

At the end of the class related to “Birthday”, students wrote 3.57 words on average, this is the highest number of words remembered among the three different topics. In the “Christmas” class, the average number of vocabulary words written was 2.28. After the intervention related to “Earth Day”, students wrote on average 1.85 number of words, being the theme with the lowest percentage of remembered words.

The discussion section will delve into the reasons why this difference in the number of words remembered per topic may have occurred.

### **3.2.2 Teacher's interviews**

For the qualitative analysis of the results, two interviews were conducted: the first one before the interventions, where the school teacher expressed the main problems presented in both groups, their strengths in terms of class interactions and her expectations on the implementation of the storytelling strategy interventions. The second interview took place after the three interventions, where the teacher expressed about the development of students through the implementation of storytelling.

#### **Teacher's perception about the type of learning in 4th grade students**

In terms of the type of learning that was witnessed on both groups, the teacher expressed that they are generally visual, and all the material must be related to things that catch their attention such as video games. Consequently, this type of material increases their participation in the class, even more when the material is linked with daily activities.

#### **Teacher's perception about storytelling strategy in vocabulary retention and motivation**

The teacher perceived that in general both groups had a low participation and motivation in the class before the interventions. The motivation levels were reflected in the delivery of tasks in which many students did not upload their homework or tasks assigned and there were low levels of class participation. After



the implementation of storytelling strategies, the teacher expressed that the experimental group presented a significant change in these two aspects; the participation in the class increased much more during the development of the interventions, answering questions, and expressing personal ideas and opinions about the story. In the same way, students felt more confident about the vocabulary presented, which also contributes to the levels of class participation. On the other hand, the teacher expressed that since the control group was not exposed to new strategies or didactic material, this group did not increase their motivation levels nor the participation during the classes.

#### **Teacher's expectations and perceptions about the effectiveness of storytelling strategy in vocabulary retention and motivation**

The teacher declared that implementing a new strategy with didactic material would be effective for students in vocabulary retention since this can create a different connection with the new content to ease their process of learning. Additionally, the teacher concluded that this strategy is useful for 4th graders since they are generally visual learners; they liked didactic material which can be related to their personal preferences and their everyday life. She also expressed that she will continue implementing this strategy to her students due to the contribution and effectiveness of their learning process.

### 3.3 Discussion

This research aimed at assessing the impact of storytelling in the retention of vocabulary and motivation of students of 4th grade of the school Liceo Manuel Arriarán Barros. As it was previously mentioned, this study is mixed. This section will be discussed in two separate parts: quantitative and qualitative discussion.

Thanks to the quantitative data, one of the questions posed in this research work can be answered: “Does storytelling have a significant improvement in the results in terms of retention of vocabulary?”. Since after using SPSS software it was shown that the mean of correct answers in the pre-test (7) and post-test (11) in the experimental group was significantly different, it can be proved that storytelling is an effective strategy for learning vocabulary in 4th-grade students in Liceo Salesiano Manuel Arriaran Barros. It is important to mention that the significance of the improvement was found in both courses. This last aspect implies that the results in the control group also showed a significant improvement among the students. Therefore, it can be said that the impact in terms of vocabulary retention was positive, since the students were able to learn and remember a greater number of words thanks to the storytelling interventions.

Despite the significance found in both groups, the experimental group showed a 32.143% of improvement between both tests, while the control group showed a 25% of improvement. This means that although the mean of the control

group also increased, numerically, the increase in the experimental group is higher. This information can again be used to corroborate the hypothesis that the use of storytelling interventions is an effective strategy to retain vocabulary.

Even though the percentage of achievement in the post-test of the control group was almost 100% and the experimental group around 90%, this study was focused on the level of improvement of both groups, especially on the experimental one. It is important to mention that the experimental group had a lower percentage of achievement in comparison to the control one in the pre-test, still it was the group that had a higher improvement.

That the control group achieved a high percentage of achievement in the post-test may be due to multiple factors. The main one is that this group, unlike the experimental counterpart, had the two modules of English on the same day, which implied that they had the instance of vocabulary practice almost immediately. On the other hand, the experimental group had separate English modules (on Mondays they studied the content with storytelling and on Wednesdays they had the practice activities). This could be why the percentage of improvement of the experimental group is more relevant in this research, since their results were important, despite not having the advantage of the control group.

For the reasons previously discussed, it can be deducted that the percentage of improvement in the experimental group was higher than the one in

the control group because all the features of Krashen's hypothesis were considered in all the interventions. On the contrary, in the control group classes, traditional practices predominated, thus, even though there was a significant improvement, their results in terms of improvement varied less than the experimental group. Knowing that this group performed slightly better than the experimental group at the beginning of the project, it can be deduced that this is since this group seems more comfortable with the traditionalist practices used by the English teacher. This is closely connected with the idea that the didactic strategy of storytelling is an effective strategy to complement English classes when teaching vocabulary. While traditional practices work with some courses, storytelling is an alternative strategy that, based on these results, it is believed that it should be used in the classroom when some students have trouble concentrating or motivating themselves.

In this section of discussion of the quantitative results, it is also important to connect the results with Krashen's hypothesis, since as it is explained above, the Optimal Input Hypothesis is the one that predominated at the time of planning and carrying out the interventions of the experimental group. The Optimal Input Hypothesis features were used to create and develop the interventions in the experimental group. Storytelling sessions were: comprehensible, compelling, rich, and abundant since images and animations were used apart from the adequate vocabulary for the level of students. They also were about topics understandable and appealing for fourth grade students. Finally, through

pre-listening, while-listening and post-listening activities, the opportunities to learn the vocabulary were many.

On the other hand, the qualitative collection was done through exit tickets quantitative and two interviews with the teacher. The instruments mentioned before were indispensable to achieve the second specific objective, which is “To gain insight of students' and teachers' perceptions to see whether their levels of motivation increased or decreased during the Storytelling interventions”. Considering the analysis of the instruments presented it can be appreciated that storytelling strategy increased motivation in students since the material used was didactic and interesting for them. Students' interventions in the class were enhanced because of the presentation of vocabulary before each story. By knowing the vocabulary that was going to appear during the story, students were able to understand the story in a more appropriate way. They connected vocabulary with images and movements presented in the class promoting their autonomous learning. This led them to feel intrigued with the interventions and therefore focused, which was demonstrated by their responses in the exit tickets and the high percentage of motivation.

In addition, students visibly enjoy doing activities that do not involve writing in their notebooks, as it bores them and having to complete two tasks at the same time, writing and paying attention, makes them feel uncomfortable, and the performance is not satisfactory. That is why the storytelling strategy is ideal to

apply in the classroom, since it needs the full attention of the students, so that in this way they can satisfactorily understand the complete message through images, sounds, body movements, pronunciation and modulation when telling the story. Likewise, while the intervention was being applied, students were asked questions which served to make sure that they were putting their full attention on the activity.

After analyzing the second interview with the teacher, it could be also concluded that this strategy increases students' motivation. Additionally, all the topics seen in classes (Birthday, Earth Day, and Christmas) were attractive and interesting for students due to the variety of colors, movements, animals as characters, among others. For this reason, participation levels also increased. It is important to mention that in the control group, which was exposed to traditional practices, neither increased nor decreased their levels of motivation or participation, since according to the perceptions of the English teacher of the school they still had the same little energy to complete tasks and participate that they always had.

This will be directly connected with the fundamentals of the theoretical framework which focuses on traditional practices used in Chile, didactic practices, and the use of storytelling for increasing students' motivation. Traditional practices are applied in an environment in which the teacher is the center of the class. In this type of approach, the students do not have too much participation

and the class may become un motivating and limit their imagination. This can be confirmed with the control group, which did not improve their participation or motivation in the class. On the other hand, didactic practices/principles improve students' interests and motivations to the subject and lessons. In this way, all the students participate vividly and voluntarily with the interventions. Storytelling as a tool for increasing students' motivation will be confirmed as a success in this research since students increase their participation and their levels of motivation. These three fundamentals are indispensable in the development of our research, and it can be confirmed that they are relevant in the motivation and participation of 4th graders during English classes in this setting.

According to what was collected through exit tickets and the two interviews which reflected the teacher's perception about 4th graders, it was agreed that students of this level are mostly visual learners, and it is easy to catch their attention through material related with their personal preferences. In terms of motivation, the strategy increases students' motivation since storytelling is an attractive resource to work on vocabulary acquisition tasks, which supports students through the learning process and at the same time can encourage their imagination. With students feeling comfortable, the participation will be more fluid and without fear of failure.

After collecting, analyzing, and discussing all the data, the hypothesis presented in this research can be confirmed. Also, this strategy can be useful in other schools with a similar context.



## **4. Conclusion**

### **4.1 General conclusions**

To conclude with this research, both qualitative and quantitative data collection were indispensable in the confirmation of the hypothesis. The instruments used to collect the necessary data to analyze the impact of the use of storytelling in the process of acquisition of vocabulary and the increase of motivation were accurate to the achievement of the objectives.

At the end of the research, it was appreciated that storytelling is an effective methodology to facilitate the process of acquiring new vocabulary in the context where the research was conducted. This can be seen in the results of the instruments applied, where students showed a significant improvement in vocabulary retention and significantly increased their motivation.

The results of this research show that storytelling can be a successful alternative tool for students in general, but especially for students who are not comfortable with traditional teaching practices, students that do not participate frequently in classes, and students who have a more visual and auditory learning style.

Also, it is crucial to mention that during the study it was found that it is better for student's understanding and consolidation of their knowledge to have

both English modules on the same day. This provides students with immediate practice and reinforcement of the learning process. This is essential when talking about young learners, because at this level, they need full accompaniment to ensure that they have acquired the contents successfully.

## **4.2 Limitations**

An important factor to be considered for the interpretation of the research results is that students are probably used to the traditionalist methodologies when learning. Thus, implementing a new methodology with the limit of time that the present research faced, may not have been enough for them to adapt to this new teaching methodology. It can be inferred from this that time is crucial when implementing new teaching strategies. As the time that was given to conduct the research was short, it is recommended to understand the results of this study considering this aspect, since in other situations the results may be different depending on the number of interventions.

Finally, the use of face masks did not allow the teacher to make any facial expressions. Also, hybrid classes were a crucial factor since the teacher needed to be at the desk to impart the class to both face-to-face and online groups. These factors are crucial when implementing storytelling since students need to associate sounds, expressions or body movements with the story and the vocabulary

presented for the process to be successful and in a hybrid context it is not possible for the teacher to implement all the factors mentioned above.

### **4.3 Suggestions for further studies**

For future studies related to the use of storytelling as a strategy for teaching vocabulary, several suggestions can be made based on this research.

First, it is recommended to have a larger sample of students in each group to obtain a much more representative sample. Within this same area, it is suggested to have a greater amount of time to implement the strategy in the chosen course. This, to prevent setbacks from affecting the work done and to be able to carry out a larger number of interventions to have a more in-depth study. In addition to this, it is advisable to conduct a further study in this context but considering that students need to have the English modules distributed in the same way, and hopefully on the same day. This ensures that students practice their newly acquired knowledge and consolidate it.

On the other hand, it is recommended to carry out the interventions in entirely face-to-face classes, since in a hybrid context, the student at home may have difficulties in hearing or seeing the teacher. In addition, it is suggested to

apply the storytelling without the use of masks, since this hinders the use of nonverbal and facial language, which is crucial for this didactic strategy.

In addition, for future studies, it is advisable to know about disorders and special needs, especially in the case of students with ASD (Autism Spectrum Disorder) or ADHD (Attention Deficit Hyperactivity Disorder). This is suggested since, in general, these students may have more difficulty concentrating or it may be more difficult to capture their attention

Additionally, by building on the present research work on didactic pedagogical practices that use visual tools that are attractive to all students, it would be relevant to address the issue of different educational needs. Given that this research does not focus on ASD or ADHD, it is proposed to expand by conducting in-depth research of this subject.

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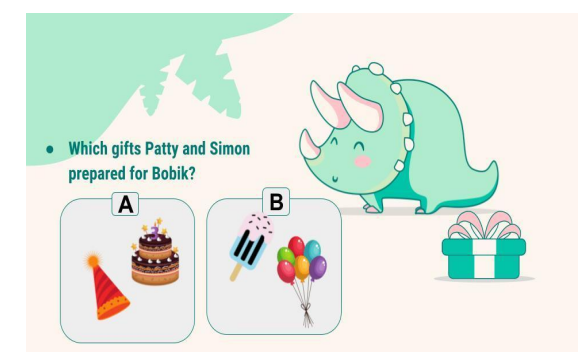
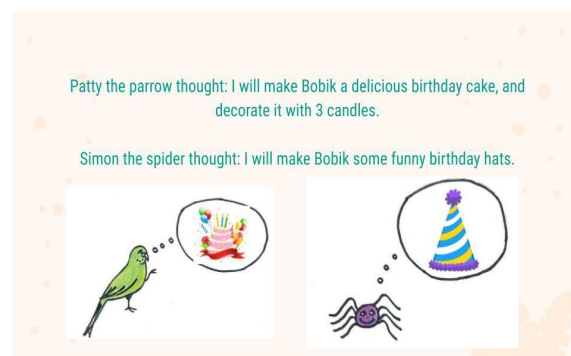
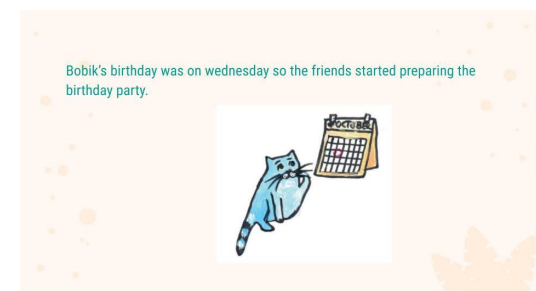
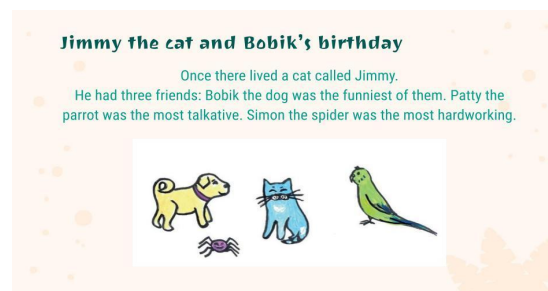
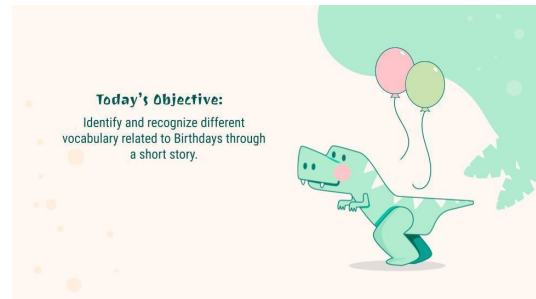
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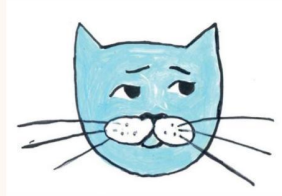


## 6. Appendices

### 6.1 Appendix: PPT material “Birthday”



And Jimmy... He didn't know what to give Bobik yet! Jimmy felt sad because he thought that Bobik was going to get angry.



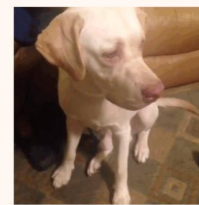
On wednesday Bobik's friends came to his house with all their gifts. Everyone told him: Happy birthday!



Bobik opened the gift from Simon the spider and said: Thank you, Simon! Those are such funny birthday hats. And put on a hat immediately.



Then he opened the gift from Patty the parrot and found a beautiful birthday cake. He said: Thank you, Patty! This cake looks delicious.



And then Bobik opened his gift from Jimmy the cat. And there were...

Three bright balloons with many candies and a birthday card with congratulations. He was so happy that his tail wagged all the time!



• Which gifts bring Jimmy the cat?



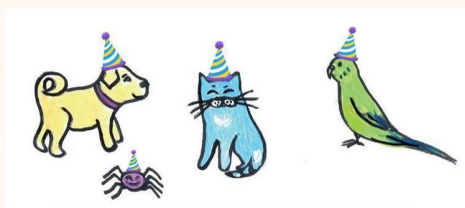
And after opening the gifts they all sat, drank tea from the blue cups and ate the delicious chocolate with strawberries birthday cake that Patty baked. There was also ice cream, popcorn and cupcakes.



Bobik was so thankful with his friend. Even if no one gives him gifts, he would be happy because the best gift is to spent time with his friends.



Mmm... that was the best birthday party ever!!



**Now that we finished listening to the story...**

- Did you like the story?
- Would you have been angry if a friend hadn't give you a birthday gift?



### Let's practice vocabulary

1. What is this?

- A. Birthday gift
- B. Birthday cake
- C. Birthday hat



### Let's practice vocabulary

1. What is this?

- A. Birthday gift
- B. Birthday cake
- C. Birthday hat



2. What is this?

- A. Candies
- B. Candles
- C. Balloons



2. What is this?

- A. Candies
- B. Candles
- C. Balloons



3. What is this?

- A. Birthday gift
- B. Birthday card
- C. Birthday hat



3. What is this?

- A. Birthday gift
- B. Birthday card
- C. Birthday hat



4. What is this?

- A. Gifts
- B. Candy
- C. Birthday hats



4. What is this?

- A. Gifts
- B. Candy
- C. Birthday hats



5. What is this?

- A. Birthday gift
- B. Balloons
- C. Birthday hat



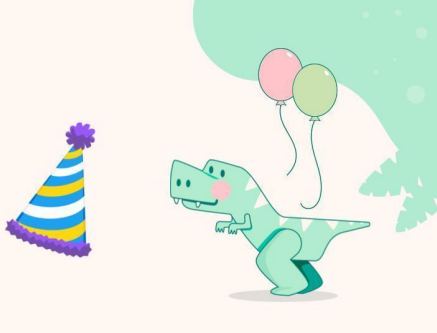
5. What is this?

- A. Birthday gift
- B. Balloons
- C. Birthday hat




6. What is this?

- A. Birthday hat
- B. Birthday card
- C. Birthday cake




6. What is this?

- A. Birthday hat
- B. Birthday card
- C. Birthday cake




7. What is this?

- A. Hats
- B. Birthday cake
- C. Candles



7. What is this?

- A. Hats
- B. Birthday cake
- C. Candles



**Exit ticket!**



How did you feel during the class?  
a. Bored b. Good c. Very motivated

Did you like the story?

What was the easiest part and the most difficult part of the class?

Name a word you remember from the story



**Thank you**

**See you next class!**



## **6.2 Appendix: English teacher's interview.**

¿Cuál es su percepción acerca del cuarto básico a ellos les gusta ver imágenes, cantar o bailar?, ¿Qué estilo de aprendizaje predomina?

Mira los cuartos básicos y son súper súper visuales pero todo lo que sea visual tiene que estar relacionado con temas que les llaman la atención por ejemplo juegos de computador, juegos de play generalmente eso logra tener un enganche con los niños de ese nivel que es súper potente y efectivamente participan más y mejor cuando logra relacionar el contenido con algo que ellos hacen en su día a día de no ser así se apagan un poquito.. entonces ahí la técnica es que sea visual cierto, complementarlo con audio que sea bien.. histriónico pensando en que esa es la forma de llegar a esos niveles que están en esta transición que son pequeños pero ya no son tan pequeños entonces, hay que mostrar cosas atractivas que... le llamen la atención y generalmente eso funciona super bien.

¿Qué tipo de materiales son los que predominan en la realización de sus clases de Inglés?

Los materiales que predominan en mis clases de inglés la mayor parte del tiempo son PPTs, trato de que sea llamativo pero generalmente el tiempo es acotado para poder realizar material didáctico o atractivo para ellos. Lo que causa que deba hacer un doble esfuerzo para que la clase les llame la atención o quieran participar

de ella ya que, se debe llegar a ellos a través de cosas que les llame la atención como colores, animales, texturas, personajes de películas, etc.

¿Ha notado alguna dificultad de los alumnos para recordar el vocabulario de una clase o una unidad?

Si yo creo que todas las dificultades pensando en que todavía estamos en esta modalidad híbrida donde efectivamente los niños tienen dificultad incluso para revisar el material que se deja en el classroom ellos se quedan solamente con lo que ven durante la clase y si hay algo que se perdieron no vuelven a revisar el material y eso es una mala costumbre de este, de este sistema que tienen el acceso a la información de forma tan rápida que se les olvida que pueden revisarlo entonces ellos pretenden memorizar todo lo que uno revisa en una clase y no solamente por el vocabulario sino que todo lo que tiene que ver con el contenido propiamente tal y después si necesitan repasar algo no revisan nada del material que tienen. Entonces eso sí es una dificultad.

¿Cree usted que esas dificultades podrían ser solucionadas a través de una metodología didáctica?

Yo creo que sí, creo que es importante intentarlo... Afortunadamente para los docentes que enseñamos en estos niveles nos hemos dado cuenta que siempre en la metodología de ensayo y error nos permite saber dónde hincar el diente y donde no se... buscar otro tipo de metodologías, si algo no está funcionando yo creo que

ahí está la magia de todo hasta que finalmente la metodología didáctica logra que los niños conecten con lo que tu está enseñando entonces yo creo que es súper necesario, hay que hacerlo.

Según su experiencia, cree que la estrategia de storytelling puede ayudar a que los alumnos aprendan el vocabulario?

Yo creo que sí. Es posible hay varias probabilidades aun pensando que cuando ellos no manejan tanto vocabulario hay que buscar la forma de presentarles el vocabulario para el storytelling, prepararlos porque de otra forma se les hace muy confuso porque no comprende lo que están leyendo o lo que se les está leyendo aunque ellos participen. Hay que buscar la forma de preparar el terreno para el storytelling y que ellos sientan que entienden lo que están escuchando. Esa es la clave yo creo para desarrollar este tipo de actividades.

### **6.3 Appendix: English teacher's interview post interventions and final test.**

Después de las intervenciones de storytelling y haciendo una comparación entre 4to A y 4to B, ¿notó usted una diferencia entre el antes y el después en los dos cursos en términos de motivación?



Sí, la verdad es que se nota cuando los chiquillos conectan los aprendizajes. Para ellos esto era algo nuevo, entonces efectivamente siempre es llamativo para ellos y queda en evidencia cómo les ayuda con el vocabulario. Ellos reconocen el vocabulario de los textos así que definitivamente es algo que vamos a seguir utilizando con ellos.

Según lo que usted pudo apreciar en el grupo experimental, que fue el 4to B, ¿hubo un cambio significativo en los alumnos mientras se realizaban las intervenciones? Es decir, ¿aumentó, disminuyó o se mantuvo la participación, el interés o la motivación en ellos?

Bueno, principalmente el 4to B se caracteriza por ser bastante motivado para responder, ellos tienen muchas intervenciones. Yo creo que aumentó el nivel de participación en los niños porque se sienten más seguros con el vocabulario, entonces al tener eso a favor, ellos participan mucho más en clases, así que yo creo que fue una experiencia super positiva para ellos.

Según lo que usted pudo apreciar en el grupo control, que fue el 4to A, ¿hubo algún cambio significativo en los alumnos mientras se impartían las clases?, es decir, ¿aumentó, disminuyó, se mantuvo la participación, el interés o la motivación en ellos?

En el caso del 4to A, ellos son muy numerosos, a diferencia del 4to B donde vienen poquitos. Ellos también son un grupo que tiene bastante motivación pero no siento que esta se haya haya crecido ya que continuaron con las clases de forma normal sin intervenciones didácticas ni estrategias nuevas. Asimismo, en su motivación quizás un factor que provocó que ellos interactúen más en clases fue que tenían dos profesoras en el aula (Miss Paulina y yo).

¿Considera que esta estrategia es una herramienta efectiva que contribuye a la motivación en la retención de vocabulario en estudiantes de 4to básico?

Definitivamente, sobre todo porque el 4to básico es un nivel que disfruta de lo visual. Ellos todo lo adquieren según como se ve, como se presenta el material, por lo tanto creo que sí, es super importante. En mi opinión es algo que definitivamente continuaré implementando durante las clases con los chiquillos porque creo que les sirvió un montón, así que es algo bastante positivo para su aprendizaje.

¿Cree usted que esta estrategia debería ser utilizada con más frecuencia para enseñar vocabulario? ¿La usaría usted en un futuro?

Yo creo que sí, efectivamente, porque en la variedad está el gusto. Entre más diversas sean las plataformas, las actividades que uno realice, yo creo que los

estudiantes las retienen mejor. Cuando todo es muy plano, no se logran los objetivos como uno quisiera, pero al estar dándoles variedad a la presentación de las actividades, el Storytelling es algo positivo y que definitivamente aplicaría en un futuro.

¿Tiene algún comentario o reflexión personal en cuanto al trabajo que se llevó a cabo?

Bueno, como respondí en la pregunta anterior, cuando hay variedad, se puede divisar en los estudiantes como ellos aprenden de diversas maneras, así que yo creo que como reflexión personal, me quedo con seguir intentando variar en las actividades para poder llegar a todos, al rango más amplio de estudiantes y sus diversas formas de aprendizaje, así que con eso me quedo como reflexión.

### 6.4 Pre-test and Post-test.

The teacher asks the students to choose from 3 different images the correct one that corresponds to the required concept.

#### GRUPO EXPERIMENTAL/CONTROL

Nombre: \_\_\_\_\_ N° \_\_\_\_\_

TIME:

- Autumn → Birthday hat - autumn - christmas stocking
- Christmas tree → Earth - christmas tree - rainy
- Climate change → Cloudy - soccer ball - climate change
- Birthday Cake → melt - birthday cake - candy cane
- Sunny → Sunny - candy - play soccer
- Presents → Summer - christmas card - presents
- Pollution → Friend - pollution - spring
- Birthday hat → Snow angel - birthday hat - gingerbread
- Snowy → Sunny - snowy - presents
- Recycle → Ice - recycle - windy
- Snowman → Winter - north pole - snowman
- Candles → Play soccer - candy - candles
- Earth → snowman - earth - presents
- Balloons → Play soccer - candy - balloons
- Candy cane → melt - candy cane - spring
- Spring → Friend - north pole - spring

