

**Effect and influence of storytelling on vocabulary acquisition through active listening  
among second-grade students in primary school.**



Marisol Burgos Gajardo

Universidad Católica de Temuco

Facultad de Educación

Magíster en didáctica del inglés en Educación Parvularia y Educación General Básica

Trabajo Final de Grado

Supervisor:

Dr. Olisiji Lasekan Adebola

July 12<sup>th</sup>, 2024

## **Acknowledgments**

I would like to express my appreciation and gratitude to the teachers of this university who have supported and motivated me during these two years of study. I especially want to thank the professor who patiently guided me through my final project with his expertise in the subject. I am also thankful to my classmates who were a great source of motivation during times when I was feeling discouraged to continue. However, the most important support, emotionally, came from my family and my fiancé who shared in both my happiness and my challenges as I pursued my studies.

I am a firm believer in God, and I owe everything I am now and will be in the future to him.

## Table of contents

<b>Acknowledgments</b> .....	<b>2</b>
<b>Table of contents</b> .....	<b>3</b>
<b>Introduction</b> .....	<b>7</b>
<b>Theoretical framework</b> .....	<b>11</b>
Conceptual framework.....	13
Storytelling as a Pedagogical Tool.....	14
Active Listening.....	15
Vocabulary Acquisition.....	16
<b>Methodology</b> .....	<b>17</b>
Research design .....	17
Specific Objectives .....	17
Research work plan.....	18
Data source.....	19
Description of participants.....	19
Data collection .....	20
Ethical considerations .....	23
<b>Action research</b> .....	<b>23</b>
<b>Results</b> .....	<b>24</b>
Data collection procedure .....	25
Pre-Test .....	25
Post-Test.....	26
Observation form .....	28
Teacher’s reflection on the storytelling teaching implementation .....	31
<b>Discussion</b> .....	<b>33</b>
Limitations .....	38
<b>Conclusion</b> .....	<b>39</b>
<b>References</b> .....	<b>41</b>
<b>Annex A</b> .....	<b>45</b>
English Pre and Post-test .....	45

<b>Annex B.....</b>	<b>51</b>
Observation form .....	51
<b>Annex C.....</b>	<b>52</b>
Personal Journal .....	52
<b>Annex D.....</b>	<b>53</b>
Cuestionario individual.....	53
<b>Annex E.....</b>	<b>55</b>
Carta de consentimiento informado padres y madres .....	55

### **List of figures and tables**

Figure 1. Diagram reflecting the theoretical framework. ....	13
Figure 2. Scaffolding through story and drama (Bland, 2015). ....	14
Figure 3. Sample response choice for young people (Efron and Ravid, 2013) .....	22
Figure 4. The four steps of action research. ....	24
Figure 5. Responses for the questionnaire. ....	29
Figure 6. Conceptual network on the reflective journal about the implementation of storytelling in active listening to acquire vocabulary. ....	31
Table 1. Students' answer results for the pre-test. ....	26
Table 2. Results for the post-test. ....	27
Table 3. General results for the pre and post-tests. ....	28
Table 4. Students' development during the storytelling intervention. ....	29
Table 5. Student's opinions on using storytelling as a strategy to acquire vocabulary. ....	30

**List of acronyms**

1. AR: Action Research.
2. ESL: English as a second language.
3. GSSR: Guide Self-Selected Reading.
4. L2: Second Language.
5. MINEDUC: Chilean Ministry of Education.
6. SEN: Special Educational Needs.
7. SLA: Second Language Acquisition.
8. ZPD: Zone of proximal development.

## **Introduction**

Storytelling is as ancient as humankind, before writing there was storytelling in different cultures around the world to communicate with others. Nowadays, storytelling continues to communicate with different purposes, in this case, as a technique to teach vocabulary for second language acquisition (SLA). Storytelling offers numerous psychological and educational advantages, including enhanced imagination to help visualize spoken words, enriching vocabulary, and development of communication proficiency (Yabe et al., 2018), stories can be from books, flashcards, digital tools, or even characterized by using puppets, it depends on the creativity of the speaker.

Our students should be given different opportunities to acquire new words however, the matter is how teachers introduce vocabulary to students, the Chilean Ministry of Education (MINEDUC) specifies that young learners from first to fourth grade are highly motivated to learn, they are enthusiastic about new things, engage easily with tasks, are interested in challenges, and are open to whatever they can take in from the environment. This requires a variety of strategies and skills from the teachers of these classes, who will need not only to understand how children acquire knowledge and make sense of the world around them but also to master the language and know about it, its teaching, and learning.

Enriching vocabulary is an important theme of the English teaching process for SLA, without vocabulary, students cannot communicate either orally or in writing and are not even capable of understanding simple conversations or reading short phrases, so the more words students know, the more they can use them in real situations (Pateşan et al., 2019). It affects all four English skills. Learning English as a Second Language (ESL) is a fundamental area in the curriculum for second graders because of its relevance as a means of access to several fields of

knowledge and its character as a global language of communication. Through a second language (L2), it is possible to access a wide range of information through the media and technologies and to learn about other cultures and realities. By developing English language communication skills, our students will be able to acquire the necessary tools to access information and participate in communicative situations in English, both through conversation and reading and writing (Mineduc, 2018).

With the appropriate technique to teach vocabulary, students can get a better understanding of what they are learning. Using storytelling as a technique to teach vocabulary has shown that children enjoy colorful pictures, enjoy games in the classroom, listen to fun stories to get involved in a fantasy world, feel fascinated looking at pictures, and fly their imagination to different stories. Cameron (2001) states that using stories with children gives a fully imaginary world created by the language and allows learners to enter and enjoy as they are learning the L2.

Listening to storytelling to acquire vocabulary is a fundamental skill to develop in the students, however, they are used to listening to words or phrases but they do not pay attention to what they are listening to, with this in mind, in this study there is a focus on active listening to involve students in the story and demonstrate comprehension through verbal or non-verbal responses. In active listening, students pay attention not only to the story, but how it is told, the use of language and voice, and how the other person uses his or her body. It means being aware of both verbal and non-verbal messages (Rusadze I., 2018). In this sense, vocabulary acquisition is more meaningful for children, they relate gestures, body language, and tone of voice to the stories they are listening to. Through listening, new vocabulary can be introduced, or revised. Through the stories, children can learn strategies such as listening for specific information, guessing the meaning, and predicting (Bežilová, 2019).

One of the problems observed before engaging in storytelling activities was due to the pandemic and the shift to online learning, students experienced a lack of vocabulary and connectivity during English lessons. Before the use of storytelling, students were supposed to have 90 minutes of English per week. However, during the pandemic period, they only had 30 minutes per week, which is a very short period to teach ESL and for students to acquire the language, considering the absence of the students due to different personal complications as a result, the learning of a new language during pre-kindergarten, kindergarten, and the first grade was significantly impacted. Consequently, the students needed a way to acquire more vocabulary through engaging strategies that were different from what they were used to, they usually learned through the use of flashcards, videos, and songs.

In this Action Research (AR), one group of 2nd-grade students participated. Seventeen students between 7 to 8 years old from a public school in Mulchen, Chile. From these students, there are six students with Special Educational Needs (SEN), who have no inconvenience with the process, but they need to be mentioned because they are an important part of the language teaching process. According to what has been observed, these students develop a better understanding of the language through the stories, as the attention span is not long, they see images and can manipulate the objects presented to tell a story, these objects are introduced as realia so students can see and listen the target word and related to a real object (Lucas, 2021).

To acquire the vocabulary of the students, with the teacher as a storyteller and the use of big books the strategy to acquire the language was implemented. Students were taught vocabulary related to the English proposal program from the MINEDUC (2018) with topics such as animals, toys, and the weather.

No studies were found from other universities about this topic in Chile, the only information found is from the Ministry of Education, which storytelling is suggested as a methodology to teach the language, however, they do not give instructions or steps to follow to be successful when telling stories to young learners.

The research was undertaken over six weeks to address four distinct questions, employing four designated instruments. The methodology incorporated data collection through both observational techniques and documentation of procedural outcomes. Specifically, the instruments utilized include pre and post-tests, an individual observation form, a reflective journal, and a structured questionnaire. Therefore, this action research aims to analyze the effects and influence of storytelling on vocabulary acquisition through active listening among second-grade students in primary school. This is an interesting topic to study considering the young age of the students and their abilities to comprehend a story by being active listeners.

The specific objectives are as follows:

1. To explore students' initial vocabulary knowledge before engaging in storytelling activities.
2. To determine storytelling's impact on enhancing second-grade students' vocabulary acquisition.
3. To describe students' attitudes towards storytelling in active listening.
4. To reflect on the implementation of storytelling in active listening to enhance vocabulary.

The research questions are as follows:

1. What are the baseline students present before engaging in storytelling activities?
2. How does storytelling influence second-grade students to improve vocabulary acquisition?
3. What attitudes do students show towards a story by being active listeners?

4. How effective can storytelling be in increasing vocabulary through active listening in second-grade students?

Understanding the effectiveness of storytelling and active listening in vocabulary acquisition enhances pedagogical practices, curriculum development, equity, and inclusion. Insights gained from this research can inform teachers about the most effective methods for fostering vocabulary acquisition among young learners. By demonstrating the impact of storytelling in active listening to acquire vocabulary, teachers can adapt instructional approaches to optimize language development outcomes. By identifying methods that adapt to diverse learning styles and linguistic backgrounds, teachers can work towards narrowing the achievement gap and ensuring equitable access to education for young learners.

### **Theoretical framework**

This research study is based on Vygotsky's Sociocultural Theory which includes social interaction, learning from a more knowledgeable other, and the Zone of Proximal Development (ZPD) among other characteristics of language learning. According to Cameron (2001), Lev Vygotsky's theory emphasizes the importance of social interaction for cognitive development. According to this theory, development and learning occur in a social context. Children develop cognitively by interacting with adults or peers and can achieve more with their support than individually. The child is an active learner in a world full of people, who have an important role in helping them learn through stories, conversations, questions, games, and the verbalization of actions. In this interaction, language will be fundamental as a tool that opens up new opportunities to develop activities and organize information through the use of words and symbols. When children receive support from adults, they can comprehend and accomplish more than they can alone. Language development also fosters social skills, it's essential for parents, teachers, and other

individuals in children's lives to actively engage in exploring language development (Rafiola et al., 2022).

Applying this theory to the present study, this theory supports the idea that storytelling, as a social and interactive approach to learning, can enhance vocabulary acquisition by engaging students in a shared linguistic and cognitive experience by bringing stories into the classroom that originate outside it. Storytelling encourages learners to interact with each other by listening to, telling, and discussing stories, which promotes language development (Fernandez, 2021). During the interaction with others, Vygotsky used the concept of "zone of proximal development" where the child is observed on what they can do with the help of the adult (Lucarevschi, 2016). Active listening during storytelling can be seen as part of the ZPD, where children learn new words and concepts with the guidance of a more knowledgeable other (the storyteller) with activities that promote active listening such as ordering the sequence of a story, telling the story aloud, share opinions and demonstrate real listening with gestures and opinions. The stories can be designed to challenge learners within their ZPD, providing the right amount of support to help them progress in their language learning.

As has been said, in Vygotsky's theory, language and cognitive development are intertwined with social interaction. When learners engage in storytelling, they are not just passively absorbing language; they are actively participating in a social exchange, negotiating meaning, and co-constructing knowledge with others in a world full of people where they are active learners (Cameron, 2001). According to Vygotsky, learning entails absorbing knowledge initially acquired through social interaction and he recognized the role of emotion in learning (Fernandez, 2021). Through activities like storytelling, learners can internalize language patterns and vocabulary, and apply them in their communication (Lucarevschi, 2016). Storytelling can create a relaxed and

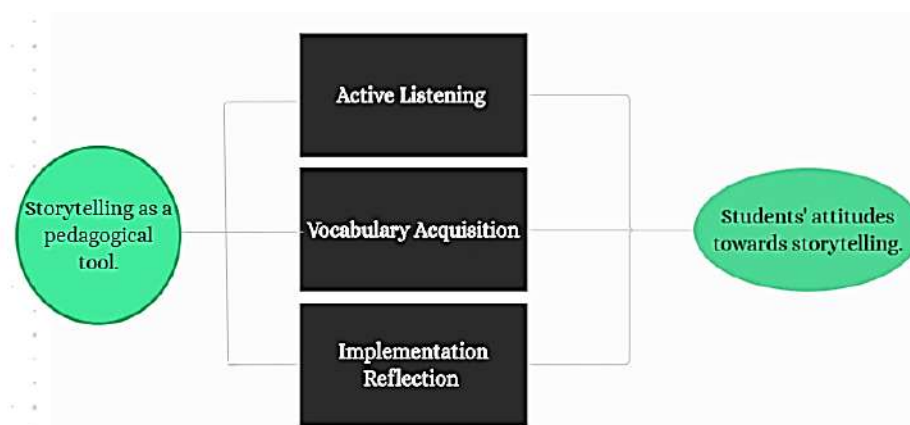
supportive classroom environment, lowering learners' affective filters and increasing their motivation to learn the language (Lucarevschi, 2016; Cameron, 2001).

In summary, learning a second language through storytelling relates to Vygotsky's sociocultural theory by emphasizing the importance of social interaction, learning from a more knowledgeable other, and the ZPD. Storytelling provides a rich and interactive learning environment where learners can actively engage with language, collaborate with others, and make meaning within their sociocultural context.

### Conceptual framework

This study focuses on vocabulary acquisition, active listening, and storytelling in second-grade students from a public school in Chile, with the use of storytelling as a technique to teach vocabulary. The theoretical framework is depicted in Figure 1 illustrating the definition and role of the keywords for this study with the associated components for each concept. Storytelling as a pedagogical tool is based on active listening, and vocabulary acquisition through the use of storytelling, and reflecting on the implementation of using storytelling to enhance vocabulary through active listening will provide insights into the effectiveness of teaching strategies.

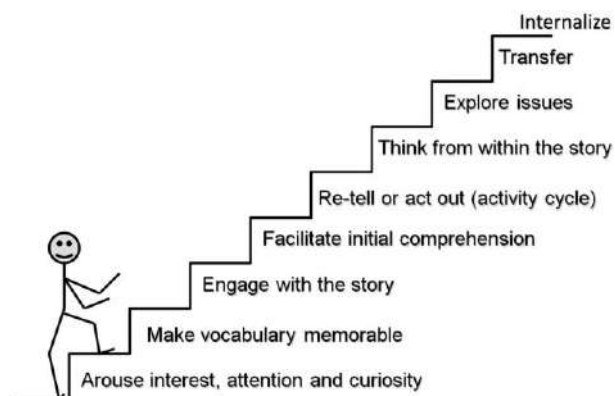
*Figure 1. Diagram reflecting the theoretical framework.*



## Storytelling as a Pedagogical Tool

Using storytelling as a teaching technique proves to be highly effective in education to engage learners and enhance understanding. It encourages active involvement, enhances verbal abilities, boosts confidence, and fosters imaginative thinking (Castro, 2021). To understand a story, the child does not need to comprehend each word of the story because listening to stories results in vocabulary growth. For this to happen, listeners need not understand 100% of the story, nor do they need to understand the complete meaning of each unfamiliar word; each time listeners hear a new word in a comprehensible context, they acquire a small part of the meaning (Krashen, 2019). If they hear enough stories, and the stories are reasonably comprehensible, substantial vocabulary growth will take place. The components of storytelling include the story content, the method of storytelling (e.g., using visual aids, big books, voice modulation), the interaction during storytelling with the teacher as a storyteller (e.g., asking questions, prompting predictions, eye contact, active listening) which is a complicated task for the teacher because it requires practice and repetition to be successful (Bland, 2015), and steps for storytelling (Figure 2) starting with the student's interest, attention, and curiosity about the story, and ending with their internalization of the story itself.

*Figure 2. Scaffolding through story and drama (Bland, 2015).*



Note: figure taken from Read, 2008.

## Active Listening

Active listening in this context refers to the student's engagement level and how attentively they process the spoken words, comprehend the content, and respond to interactive storytelling elements. Castro (2021) states that stories enhance listening skills because students must pay attention to the words and gestures to make meaning. Active listening is essential in the communication process. When a listener is characterized as active, they will be a positive listener who can interact with the audio material, understand what they are listening to, and concentrate on it (Kawamichi et al., 2015). Even though active listening is the most complicated skill to develop, starting it from an early age is essential for young learners. Active listening does not come naturally, it is developed in most people, and in this context, it must be learned and developed. McCann, Barto, and Goldman (2019) explain that listening happens at six levels, placing active listening in fifth place, it is when the listener asks probing questions and reflects their interpretations to the speaker, to better understand the speaker's message content, emotions, and conclusions being drawn. Active listening is both for the listener and speaker to ensure that the speaker feels heard and that the message is heard as intended".

Bulut and Karasakaloğlu (2017) studied active listening and stated that making experimental group students aware of the new vocabulary they listen to and allowing them to use these words in different settings improves the vocabulary of the students. This is significantly explained by their listening comprehension achievements. Measures of active listening include behavioral indicators such as eye contact, responses to questions, and participation in discussions. It involves listening with all the senses. Some techniques to develop active listening are: paying attention, showing that the learner is listening, providing feedback, deferring judgment, and responding appropriately. All of these characteristics also include verbal signs (positive

reinforcement, remembering, questioning, clarification) and non-verbal signs (smile, eye contact, posture, and distraction) (Rusadze, 2018).

### **Vocabulary Acquisition**

The primary outcome of interest, vocabulary acquisition, is central to the learning of a foreign language at the primary level (Cameron, 2001). Ellis and Brewster (2014) exposed that in stories, vocabulary is vivid and clear in its context, while illustrations help in conveying meaning. The combination of context and often amusing scenarios make the vocabulary easy to remember. In this study, listening to stories allows the teacher to introduce or review new vocabulary and sentence structures by immersing children in language through diverse, memorable, and familiar contexts. This exposure enriches their thinking and eventually integrates into their speech over time. It is important to accompany storytelling with suitable activities that help children use the target vocabulary and phrases, students can recall the target language and vocabulary over a period, which shows that there is an influence on the retention of vocabulary (Bežilová, 2019). This can be measured by pre and post-tests of vocabulary knowledge, frequency of word usage in conversations or written work, and the ability to explain word meanings.

Students' attitudes towards the storytelling sessions may affect their engagement and learning outcomes. Stories serve as sources of motivation, stimulation, and enjoyment, fostering positive attitudes toward the foreign language, its culture, and the process of language acquisition (Ellis and Brewster, 2014). Some factors influencing students' attitudes include students' enjoyment, perceived relevance of the stories, and willingness to participate in storytelling sessions. Motivation and interest are important characteristics when deciding to use this technique, when telling stories, the brain of the storyteller aligns with the brain of the listener which increases motivation in the listener (Barto and Goldman, 2019).

Reflecting on how storytelling is implemented to enhance vocabulary through active listening will provide insights into the effectiveness and possible improvements in teaching strategies. If there is a careful selection of stories, teachers can use them to develop other subjects of the curriculum. This involves the teacher's reflections on the storytelling process, adjustments made during the research, and feedback from students and teachers.

## **Methodology**

### **Research design**

The research described is mixed methods, combining quantitative data (pre-test, post-test observation, and questionnaire) and qualitative data (reflective journal). According to Efron and Ravid (2013), quantitative methods measure the intervention's impact statistically, while qualitative analysis provides deeper insights, ensuring a comprehensive understanding of the research problem, in education, mixed methods draw on the strength of quantitative and qualitative research to enhance school improvement. In this sense, for this study, the researcher works to analyze statistically and explore the use of storytelling as a technique to acquire vocabulary and to describe, and reflect on the use of storytelling to acquire new vocabulary through active listening among second-grade primary students from the Blanco Encalada School.

The primary objective of conducting this action research is to analyze the effects and influence of storytelling on vocabulary acquisition through active listening among second-grade students in primary school.

### **Specific Objectives**

1. To explore students' initial vocabulary knowledge before engaging in storytelling activities.
2. To determine storytelling's impact on enhancing second-grade students' vocabulary acquisition.

3. To describe students' attitudes towards storytelling in active listening.
4. To reflect on the implementation of storytelling in active listening to enhance vocabulary.

### **Research work plan**

To achieve the objectives, a schedule was planned before starting the eight weeks of intervention, including six sessions of forty minutes of work. The planning goes as presented:

Session 0: Pre-Vocabulary Test (same as the post-test).

Students took a test to identify the vocabulary they knew so far. It took around 30 minutes and it was a written test.

Session 1: To listen to a story from the teacher and recognize keywords from the story, the storybook from Oxford Learn and Imagine, "I Can See You" with vocabulary about rooms in a house, Vocabulary was taught with the use of flashcards.

Session 2: To reinforce vocabulary using a bingo game. With vocabulary words from the previous book "I can see you".

Session 3: To listen to a story from the teacher and participate actively in transferring information from a storybook. The book is named: A Crocodile in the House from Oxford Learn and Imagine with vocabulary about toys and animals, vocabulary is taught with the use of realia.

Session 4: To reinforce vocabulary and check understanding of the story of a crocodile in the house creating their favorite toy or animal from the story by using children's modeling material.

Session 5: To listen to a story from the teacher to identify specific words and general information from the book. The book from the Oxford Learn and Imagine, "A Rainy Day" with vocabulary related to the weather, vocabulary is taught with the use of flashcards.

Session 6: To reinforce vocabulary and check understanding of the story “A Rainy Day” by working in groups ordering the sequence of the story and telling the story aloud to the class by the students.

Session 0: Post-Vocabulary Test (same as the pre-test).

### **Data source**

Using ‘Big Books’ to tell the story as a technique to improve vocabulary acquisition, serves as both a learning tool and a learning method, requiring a specific approach from its user. When used for storytelling, the Big Book engages children by presenting vivid pictures that complement the teacher’s storytelling, encouraging attentive listening (Wahyuni et al., 2020). Students were taught vocabulary related to the English proposal program from the MINEDUC that suggests introducing vocabulary through stories with content related to their experiences or other subjects to make it easier to connect new vocabulary with the stories, the words that students learn are closely related to their immediate context, to the frequency of exposure to those words and the experience associated with them, and to their communication needs (Mineduc, 2018). In this sense, Oxford Read and Imagine Beginner books were chosen to use in this study, these books are motivating to help students increase their interest in ESL, both in and out of class. These books are written and designed specifically for language learners so that they can enjoy reading at their level from the very beginning. Students are taken on fantastic adventures following the experiences of three main characters and a robot. This series of books promotes language motivation and is aligned with the content proposed by the MINEDUC for L2.

### **Description of participants**

The Blanco Encalada School located in Mulchén, 8<sup>th</sup> region is a public school, its principal is Mrs Silvia Santander. There are 21 students in second grade A, they are characterized by working

cooperatively in groups. As observed during the lessons, they have an active learning style, more accentuated by the auditory and kinaesthetic styles, most of the students prefer manual activities, acquiring knowledge through practical activities, and learning by doing, they like to experiment and use body movement to learn, these characteristics are included in most of the English lesson plans to acquire the language through songs, dances, practical work (cutting out, pasting), using tangible materials to carry out different activities. They do not like to work on long tasks because they get bored and lose concentration, they learn better by doing brief activities which benefits students with SEN as they are usually more dispersed, so when it comes to a group activity, they can participate and learn from their peers.

During the AR, 17 out of 21 students participated in the sessions. The other students were absent during the activities or they attended just one of the sessions so they were not considered in this study. Only the students present in all the sessions were considered.

### **Data collection**

Data collection techniques were through observation and documentation of the results from the process using the following instruments: pre and post-tests, individual observation forms, reflective journals, and questionnaires. These instruments were validated by different expert English teachers in the area of ESL with master's and Ph.D. degrees, the questionnaire was validated by a preschool teacher who is an expert on young learners teaching and with a Master's degree in Education.

### **Pre and post-test**

The pre-test identified the areas students needed to focus on, while the post-test, revealed what they had learned throughout the process. By using the pre-test as a baseline, the students were

more effectively monitored and assessed in each knowledge standard through the post-test. Although not all students showed mastery by the end of the action research, the post-test also demonstrated individual student growth, providing valuable insight into their personal development, this builds their confidence and motivation to succeed (Hornbuckle, 2022). These tests were taken before and after the AR intervention, the tests were created by the researcher with 33 words related to vocabulary, and four items with specific information related to the books they listened to during the intervention (see annex A). The new vocabulary was presented in flashcards and realia, at the end of each session, each student had to stick on their tables all the new words listened to in the storytelling so they could use as they needed it during the week.

### **Observation form**




A quantitative observation form was used after each storytelling, it was individual and adapted from the book “Telling Again the Storytelling Handbook for Primary English Language Teachers” by Ellis and Brewster (2014). It had twelve indicators divided by the research into five different categories: motivation, language awareness, finding meaning, oral communication, and active listening. it was taken in English because the researcher completed it. In quantitative observation forms, there is a particular set of behaviors or activities listed in advance, the researcher observes and checks if the criteria of the list are observed to record the observation as they occur (Efron and Ravid, 2013) and it answers twelve indicators related to active listening and motivation of the students throughout the process (see Annex B). Those indicators helped to verify individually if the student was listening actively or if it was just passive listening in the storytelling. In this sense, Efron and Ravid (2013) explained that observation as a rating scale is used to record the extent to which a specific behavior or situation exists.

This observation form was chosen because, while listening to stories is not a passive activity, children are observing gestures, noticing different rhythms in the voice, matching any visual shown to the language while they are hearing, they are building their imagination, trying to predict what is coming next, and guessing meaning of the new words. In summary, there is much information to process in the students' heads. In this sense, we need to be sure that students are motivated and actively involved while listening (Ellis and Brewster, 2014).

### **Questionnaire**

Using a questionnaire is the most prevalent method to collect data because of its efficiency and cost-effectiveness in the collection of vast amounts of information regarding fundamental educational topics (Tapiwa, 2023). This survey questionnaire had three options to answer each question using smiley faces to represent agree, neutral or disagree responses (Figure 3). Efron and Ravid (2013) suggest designing surveys with young children where they can choose only three choices and using graphs to answer (see Annex D).

*Figure 3. Sample response choice for young people (Efron and Ravid, 2013)*

I liked the field trip.
  

### **Reflective Journal**

A personal reflective journal was written after each session (see Annex C). Again, Efron and Ravid (2013) suggest that keeping a reflective journal is an effective tool because documenting the behaviors of the researcher or others in the investigated setting increases insights into daily classroom interactions. In this journal, nine questions were created to document incidents,

anecdotes, situations, events, insights, questions, and uncertainties that were considered relevant to the study. The reflection focused on the session's objectives, activities, motivation, and interest observed in the students, use of the resources, strengths, weaknesses, and actions to consider.

### **Ethical considerations**

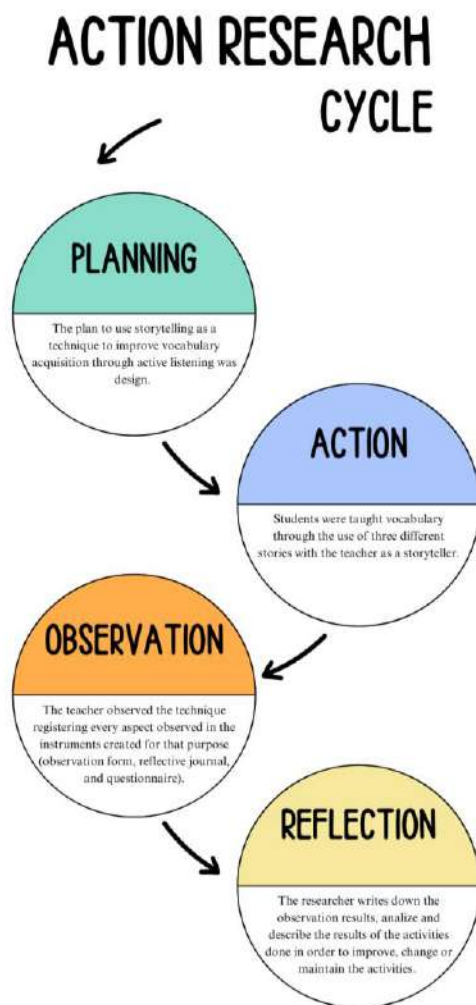
To apply this study and the instruments used in this research it was necessary to create a request for their parents (see Annex E), for that reason a formal letter was given to each parent to agree with the objectives of this action research and the permission for their children to participate in each activity. The child is not at risk by participating in this study. On the contrary, they will benefit immediately in their learning by acquiring a greater vocabulary to communicate in English and at the same time improve their listening skills.

Confidentiality will be maintained concerning any information obtained in this study. Only the teacher who is with the students will know their names because once the information is entered into the databases we will use for analysis, the names will be changed to pseudonyms. Finally, the data obtained in the process will be used solely for academic activities.

### **Action research**

This AR design involves multiple cycles of planning, implementation, reflection, and modifications based on the feedback and insights gained during the process. The AR depicted in Figure 4 is designed as follows.

Figure 4. The four steps of action research.



## **Results**

The present AR intends to analyze the effects and influence of storytelling on vocabulary acquisition through active listening among second-grade students in primary school.

### **Specific objectives:**

1. To explore students' initial vocabulary knowledge before engaging in storytelling activities.

2. To determine storytelling's impact on enhancing second-grade students' vocabulary acquisition.
3. To describe students' attitudes towards storytelling in active listening.
4. To reflect on the implementation of storytelling in active listening to enhance vocabulary.

### **Data collection procedure**

Four instruments were used in this study: a pre and post-test, a questionnaire, an observation form, and a reflective journal.

### **Pre-Test**

For objective one: to explore students' initial vocabulary knowledge before engaging in storytelling activities, a pre-test was taken before conducting the action research. The vocabulary words in the pre-test are from three different storybooks from Oxford Read and Imagine, beginner level. This test had ten items related to word recognition (vocabulary), listening comprehension, active listening, and memory retention. The items were: matching, drawing, choosing the best answer, and ordering the sequence. Based on the results (Table 1), it was evident that the participants found the initial section of the pre-test challenging because they were accustomed to shorter tests with no more than four items, and the ten-item test format was unfamiliar to them. According to the content for *vocabulary*, *active listening*, and *listening comprehension*, the students did not score adequately because of their language barrier, which hindered their ability to understand and retain vocabulary and listening comprehension. During the pre-test, students were not able to express their perception of the stories even after seeing the cover of each book. This measure assessed *active listening* focusing on their attention, their personal opinion about the story, and their creativity demonstrating a low level of active listening when giving their perception of the book. Additionally, listening comprehension was observed from a different perspective to

active listening, the former being the comprehension and understanding of what is being heard, while the latter is listening with all the senses (Rusadze, 2018.). In *memory retention*, the participants had to remember specific information from the book, the results in the pre-test proved challenging, as reflected in the low percentage of students achieving the required scores, with 6% achievement in item 2 and 12% in item 5. It happened because students had not been exposed to the storybooks yet.

*Table 1. Students' answer results for the pre-test.*

Item	Item Content	Test	Value	Frequency	Frequency %
1	Vocabulary	Pre-test	6	5	29%
2	Memory retention	Pre-test	4	1	6%
3	Vocabulary	Pre-test	5	0	0%
4	Listening comprehension	Pre-test	6	0	0%
5	Memory retention	Pre-test	4	2	12%
6	Active listening	Pre-test	7	0	0%
7	Vocabulary	Pre-test	6	1	6%
8	Vocabulary	Pre-test	4	0	0%
9	Vocabulary	Pre-test	6	0	0%
10	Active listening	Pre-test	5	0	0%

### **Post-Test**

In objective two; to determine the impact of using storytelling to enhance vocabulary acquisition among second-grade students a post-test was taken, this test is the same used as a pre-test, with the same items, the difference is that the post-test is used to reveal what students had learned throughout the process, it also demonstrates individual student growth, providing valuable insight into their personal development, this builds their confidence and motivation to succeed

(Hornbuckle, 2022). In this test, vocabulary acquisition revealed mixed results. While some items continued to be a challenge for students, with only 6% of students identifying the vocabulary, items 1 and 8 showed more favorable outcomes.

Even though not all of the students could get the highest level required for each item (100%), they were able to comprehend more vocabulary after the implementation of storytelling in the classroom, their vocabulary, memory retention, and active listening were increased after the use of storytelling as observed in Table 2. Listening comprehension demonstrated progress as students displayed enhanced proficiency in extracting specific information from the storytelling. Additionally, active listening was successful at the level of the students, with 82% achievement in one of the items for this content. This encouraged creativity, reflection, opinion, and questions about what they heard, demonstrating active listening and deeper engagement with the story content.

*Table 2. Results for the post-test.*

Item	Item content	Test	Value	Frequency	Frequency %
1	Vocabulary	Post-test	6	12	71%
2	Memory retention	Post-test	4	4	24%
3	Vocabulary	Post-test	5	1	6%
4	Listening comprehension	Post-test	6	7	41%
5	Memory retention	Post-test	4	6	35%
6	Active listening	Post-test	7	8	47%
7	Vocabulary	Post-test	6	3	18%
8	Vocabulary	Post-test	4	9	53%
9	Vocabulary	Post-test	6	5	29%
10	Active listening	Post-test	5	14	82%

The results shown in Table 3 indicate the progress of students in recognizing vocabulary before and after the test. The total points for the tests were 53. In the pre-test, the mode score was 20 points out of 53, representing a 38% achievement rate. In the post-test, the score was 46 points out of 53, resulting in an 81% achievement rate. This is considered a good level of achievement, especially since the school's regular tests have a minimum achievement rate of 60%.

*Table 3. General results for the pre and post-tests.*

Student	Test	Mode	Percentage
	Pre-test	20	38%
Students	Post-test	46	81%

### **Observation form**

For objective three, to describe students' attitudes towards storytelling in active listening, a questionnaire and an observation form were used. After each storytelling session, an observation was made. This method of document observation was used to explore active listening through the use of storytelling to improve vocabulary usage (objective four). The following criteria were used to observe the students scoring according to the level achieved: Unsatisfactory (1 point), needs improvement (2 points), meet expectation (3 points), and exceed expectation (4 points).

The twelve indicators in the observation form were divided into five categories as presented in Table 4. *Motivation* was demonstrated when the participants showed interest and curiosity at the moment of listening to the stories and also, they showed awareness of different types of stories. In *Language awareness*, participants demonstrated global understanding and they could recognize words in context with 37% of achievement. In the category of *finding meaning* related to making

predictions, inferring meaning, and the prior knowledge of the participants it was found that 47% of the students could develop that criterion at a good level. *In oral communication*, it was found that 8% of the students need improvement to participate actively during the storytelling and use audio and visual clues as aids to meaning, which is a low level in comparison with the 40% of the students that achieve that indicator in the highest level.

Finally, in *active listening*. 37% of the participants were able to listen for specific information, follow instructions, and comprehend the classroom language while they were listening to the stories which means that they could achieve the indicator and exceed the indicator.

The average score for this assessment is 3 (mean), indicating that most students received a rating of 3 points (meets expectations) based on the observation evaluation criteria.

*Table 4. Students' development during the storytelling intervention.*

Categories	Questions	Mean	Highest rate	Lower rate
Motivation	11, and 12	3	55%	6%
Language Awareness	1, and 6	3	37%	10%
Finding meaning	3, 4, and 10	3	47%	14%
Oral communication	5, and 9	3	40%	8%
Active listening	2, 7, and 8	3	37%	9%

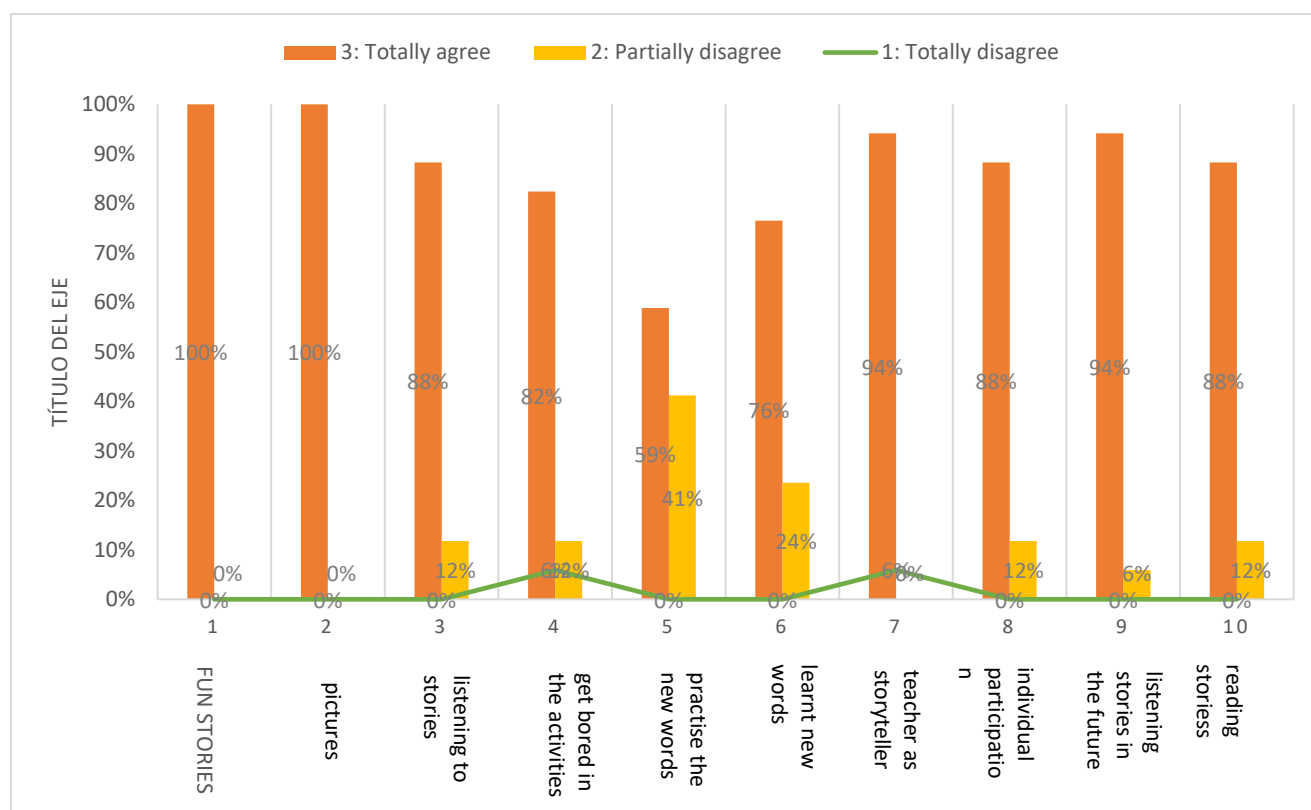
The questionnaire used was in Spanish and it had 10 simple questions, the participants had to choose one of the three alternatives: agree, partially disagree, or disagree (see Figure 5).

*Figure 5. Responses for the questionnaire.*



The results of the questionnaire are introduced in Table 5. The questions students answered were about their motivations, attitudes, and participation; their experiences during the process; the illustration of the story; and the performance of the teacher as a storyteller. In the graphic, students answered the 10 questions and it was demonstrated that more than 60% of the answers given by the students agreed with the statements, students said that the stories they heard were fun for them, the picture they saw was also fun, they enjoyed listening stories, 82% of the participants did not get bored during the storytelling, and 94% of the student's opinion was that they liked the way the teacher told the story.

*Table 5. Student's opinions on using storytelling as a strategy to acquire vocabulary.*

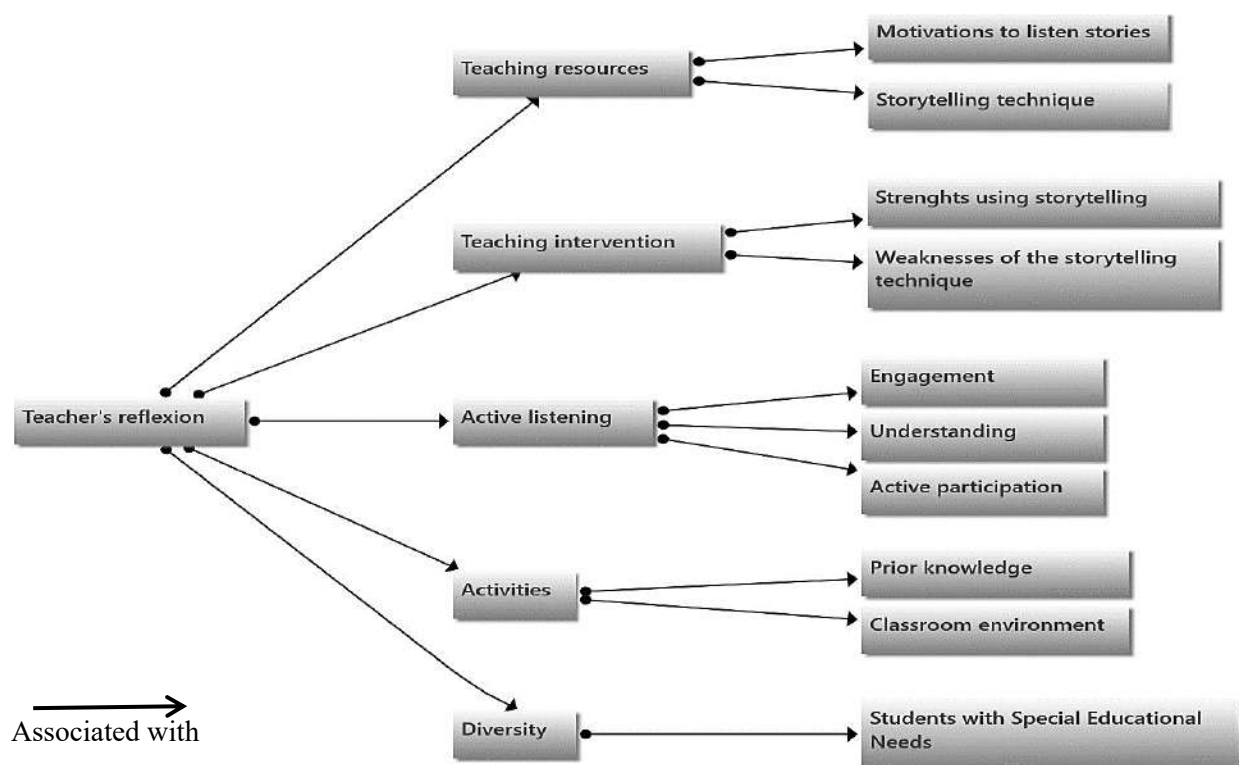


For objective four; to reflect on the implementation of storytelling in active listening to enhance vocabulary a reflective journal was used as an instrument, the questions to answer were

based on the performance of the students and the researcher's performance throughout the six weeks intervention.

### Teacher's reflection on the storytelling teaching implementation

Figure 6. Conceptual network on the reflective journal about the implementation of storytelling in active listening to acquire vocabulary.



The results associated with the teacher's reflection on the implementation of storytelling through active listening to acquire vocabulary are displayed in Figure 5. The data was codified, categorized, and analyzed through ATLAS.ti qualitative analysis software. The selection of the *teaching resources* demonstrated *students' motivation to listen to stories* and it increased their interest in the stories. The same point of view is repeated in each entry, the students showed motivation by being attentive to the story, and students commented that the story and activities related to it were “short, colorful and fun” (Entry 5 and 6).

The use of *storytelling as a technique* was an effective innovation. Students enjoyed listening to the stories, mainly because the stories were in large, colorful books. In addition, the storyteller used appropriate volume voices to keep the students engaged. The *teaching intervention* showed *strengths* in using storytelling because the teacher, as a storyteller with movements and voice, was suitable for the class, and students demonstrated understanding, interest, and communication in the activities and tasks related to the stories. They actively participated by following the story, speaking aloud, taking turns, and giving opinions. However, there were some *weaknesses of the storytelling technique* noted by the external noise that interrupted the storytelling process and caused distractions for the students.

Reflecting on *active listening* demonstrated *engagement* during the process, as students showed a desire to participate with their body language. The researcher verified that they understood what they were listening to as they were *active listeners* during the process, which is associated with their *understanding* of the story.

The *activities* done during the process are associated with the *prior knowledge* of the students because, depending on the topic of the story, it was easy for them to remember the vocabulary introduced, students could predict better because they related the topics with what they already knew. Also, the use of flashcards and realia to introduce the vocabulary showed a satisfactory experience for the students as they could see and listen to the target word and relate the word to a real object (Lucas, 2021). This situation created a more conducive *classroom environment* for storytelling and subsequent activities.

Finally, the *diversity* presented in the class with *students with special educational needs* provided a good instance to observe that vocabulary acquisition using storytelling works for them

too because they also felt motivated and enthusiastic listening to the stories with no need to accommodate the activities for them.

Summarizing, the average score on the post-test is 81% indicating that the AR was successful. In other words, using storytelling to teach vocabulary through active listening had a positive impact on second-grade students in primary school. The use of active listening in storytelling produced different results in the observation form and the post-test. There was a 37% achievement in the observation form and 82% in the post-test. This difference can be attributed to the format of the assessment and the aspect of active listening that was measured. In the observation form, students were assessed on their ability to listen actively while hearing a story. This included observing their engagement, asking questions, body language, and movements that reflected their attentive listening. On the other hand, the post-test focused on the students' ability to recall the story, what they enjoyed about it, and how much they could remember. They were also asked to provide evidence of their understanding through a drawing, words, or phrases. Based on students' perceptions of this technique it was observed that 94% of the students enjoyed the way the teacher told the story which is in line with the reflective journal where students commented that they enjoyed the tone of voice adopted by the teacher.

### **Discussion**

As the results demonstrated effectiveness in the use of storytelling to acquire vocabulary, the use of pre- and post-tests as instruments to identify the progress was successful and these instruments can be applied in this kind of research to compare each test before and after engaging students with storytelling activities. A positive impact was observed in the post-test because the students completed supplementary activities and were exposed to the new vocabulary for 2 sessions. Objective one is to explore students' initial vocabulary knowledge before engaging in

storytelling activities the findings showed poor results for vocabulary, memory retention, and active listening; this was expected because students were not exposed to the stories at that moment so they did not manage much vocabulary. Different studies on storytelling as a method to teach vocabulary have demonstrated how effective it is to use pre-tests to reveal the increased level of vocabulary in the students (Bežilová, 2019; Gao et al., 2023; Ismawati et al., s. f.; Kara and Eveyik-Aydın, 2019). In line with Hornbuckle (2022) when pre-tests are used at the beginning of the course it gives teachers a way to evaluate student knowledge, prepare them for future content, and then measure student growth. In this study, the growth was measured with a post-test. Students demonstrated individual growth, providing valuable insight into their personal development, this builds their confidence and motivation to succeed.

In line with objective two of this study, to determine storytelling's impact on enhancing second-grade students' vocabulary acquisition, the findings reveal that on vocabulary acquisition for the pre and post-test, with five items focused on vocabulary and thirty-three words in total for vocabulary, in the pre-test students did not know more than 38% of the vocabulary words, on the other hand, in the post-test, the level is 81% of comprehension which means that only 4 students out of 17 did not learn the words for the vocabulary test. Although those students cannot comprehend all the words in the stories, they can give meaning to what they hear. In this line, Krashen (2019) writes that students do not need to comprehend 100% of the story, every time they hear a new word in an understandable context, they acquire a small part of the meaning, the process of encountering new words in meaningful contexts help learners infer unfamiliar words based on the overall context of the story. Receptive vocabulary was easy for the students and it was demonstrated by the results of the post-test where most of the students were able to understand the words they were asked for. This is also found by another researcher on storytelling and vocabulary

acquisition who suggests that receptive vocabulary is learned faster and easier than productive vocabulary (Kara and Eveyik-Aydin, 2019), this receptive vocabulary use involves perceiving the form of a word while listening or reading and retrieving its meaning (Nation, 2000) this was evidence in the results of the post-test where 82% of the students accomplished the test. These results about vocabulary are aligned with the proposal for second grade by MINEDUC, which suggests that by fostering English language communication skills, students will be able to acquire the necessary tools to engage in communicative situations in English, including conversations, reading, and writing (Mineduc, 2018).

In the pre-test, the participants showed low memory retention for specific information from the storybooks, which was expected because they had not been exposed to the storybooks before. However, the results of the post-test were not as good as expected. Only 35% of the students achieved the highest level for the memory retention-related questions, which is contrary to Bezilova (2019) whose findings demonstrated that students had good memory retention on the post-test and students could retell the story using pictures and retelling the story with help from the class at the end of the storytelling. Additionally, according to the use of storytelling, it was found that some of the benefits of using this technique in the classroom developed creativity, imagination, and cognitive skills described in previous studies (Castro, 2021; Tabieh et al., 2021; Tilak and Singh, 2019; Yabe et al., 2018).

In line with objective 3, to describe students' attitudes towards storytelling in active listening, the findings reveal that the selection of the teaching resources and the use of 'Big Books' as tools to tell stories demonstrate that students' attitudes were positive to listen to stories, they felt motivated and enthusiastic (Wahyuni et al., 2020), It increased their interest in the stories, also, the students showed motivation by being attentive to pictures of the story and making connections

with what they heard. Their comments about the story and related activities were “Stories are short, colorful, and fun” which is also in line with Kirsch (2012) who says that stories play an important role in the student’s motivation and positive attitude toward the target language. It is also supported by Cameron (2001) who states that the use of stories gives a fully imaginary world that is created by the language. It allows learners to enter and enjoy as they are learning the language. The findings show that stories support children’s motivation to stay focused; moreover, they represent a source of curiosity for them. The fact that they enjoyed the storytelling indicates that they were engaged throughout the storytelling lessons. Additionally, children were able to recall the target vocabulary and phrases over time demonstrating that storytelling affected their ability to retain vocabulary. (Bežilová, 2019). The students being aware of the new vocabulary they were listening to allowed them to use those words in different settings improved the vocabulary of the students this is significantly explained by their listening comprehension achievements. (Bulut and Karasakaloğlu, 2017).

In addressing the objectives of this study, for objective 4: to reflect on the implementation of storytelling in active listening to enhance vocabulary, a reflective journal was used as an instrument, the results showed that the participants were able to listen for specific information, follow instructions, and comprehend classroom language while listening to the stories. This finding is consistent with Vygotsky’s sociocultural theory, which suggests that storytelling, as a social and interactive approach to learning, can improve vocabulary acquisition by involving students in a collective linguistic and cognitive experience. Students were able to develop active listening skills through storytelling, as evidenced by both the observation form and the teacher’s reflective journal. By introducing stories from outside the classroom into the classroom, storytelling prompts learners to engage with each other by listening to, telling, and discussing

stories, thereby fostering language development (Fernandez, 2021). Kawamichi et al. (2015) emphasized the importance of active listening in the communication process, suggesting that active listeners can engage with audio material, comprehend what they are hearing, and concentrate on it. It is also supported by Bulut and Karasakaloğlu (2017), whose research on active listening concluded that students' listening comprehension abilities contribute to learning new words and using them in different contexts to improve vocabulary.

Reflecting on the use of this technique, one interesting finding is the use of the technique of 'realia' to introduce vocabulary. It was a successful experience for the student's understanding because they could see and hear the target word and relate the word to a real object. This is consistent with Lucas's findings in 2021, stating that using "realia" enhances students' understanding because they can see and listen to the target word, touch a real object, and obtain the required knowledge comprehensibly. It is also associated with the proposal from MINEDUC (2018) that emphasizes another effective way to teach vocabulary with concrete material: showing objects that students can touch and feel is likely to be a meaningful experience that will help them remember the word in the future.

For future purposes, this strategy could include more stories to read and listen to in classes and learners should be the ones who choose the stories they want to hear, therefore they feel more motivated and interested in the topic they are going to learn unconsciously. Brown (2007) explains that working with the interest of the students increases their attention spans because they are faced with activities and tasks that are motivating, challenging, and interesting for them and this is the teacher's duty to achieve these characteristics in the students by presenting with enthusiasm and sense of humor (as cited in Mineduc, 2018). After they select the story they hear there is a transition to guide self-selected reading (GSSR), Krashen (2019) encourages this method so students have

access to reading material already selected by the teacher right for their interest level and level of comprehension, and teachers should use stories with a communicative purpose more than just vocabulary or reading, use stories to produce the language either for writing or speaking, to develop listening or reading skills, and cover many other features of the language learning process such as; grammar, phonics, spelling, etc. However, Chilean teachers are focused on one topic at a time because of the proposal for second-grade students, they suggest that didactic activities such as reading or listening to stories are used to develop reading skills, including vocabulary, reading comprehension, and reading fluency (Mineduc, 2018). Another suggestion when using this technique is to include activities where students can act out the stories they listen to, it has been proved that this increases their interest, attention, and motivation to listen to stories and improve vocabulary usage (Kara and Eveyik-Aydin, 2019).

### **Limitations**

One of the limitations found is the amount of time students are exposed to the English language in public schools per week is not sufficient for implementing stories into every class which puts students at a disadvantage in acquiring the language with adequate exposure. The exposure to a second language lies in the amount and type of exposure to the language, Cameron (2001) highlighted the importance of providing several hours of teaching in a school week and providing different opportunities for learning through classroom activities.

Another limitation is the small number of students participating in the study. Seventeen students are not enough to accurately determine the outcomes of the study to make use of storytelling as a method to teach vocabulary by teachers in public schools in Chile, this is because the real context of public schools in Chile is more than 30 students per class. Therefore, to better

understand the true impact of storytelling in public schools in Chile, there should be more participants or the use of two groups to compare the results and learning outcomes.

## **Conclusion**

The present study focuses on using storytelling as a technique to teach vocabulary to second-grade students at a public school in Chile. The study aims to observe the effectiveness of this technique as a pedagogical tool in vocabulary acquisition through active listening. By demonstrating the impact of the use of storytelling in active listening, teachers can adapt instructional approaches to optimize language development outcomes and enhance pedagogical practices in the classroom to benefit students' learning. The study also aims to explore student's initial vocabulary knowledge before engaging in storytelling activities, determine the impact of storytelling on enhancing vocabulary acquisition, describe students' attitudes toward storytelling in active listening, and reflect on the implementation of storytelling to enhance vocabulary.

The AR cycle was carried out satisfactorily because the sessions planned proceeded without any issues or deviations. The vocabulary planned was effectively taught through three different stories, with the teacher as a storyteller. Detailed observations were made during and after the storytelling sessions, addressing the four objectives of the study. Overall, this approach proved to be an effective method for teaching vocabulary through stories. It was observed during this cycle in AR that the interest in listening to stories that students have at this age (7 to 8 years old) is a strength in storytelling because they were enthusiastic and motivated as it was reflected in the results. However, some weaknesses were observed, and as was mentioned in the limitations, the number of hours per week to teach English in a public school is not enough to use this technique for each lesson and also the number of participants is a small group to determine the outcomes of the study. Also, one disadvantage of action research compared to other research methods is that it

can lack generalizability because action research typically focuses on solving specific, localized problems within a particular context, its findings might not be easily applicable to other settings or broader populations, in this study, it was focused on a public school in Mulchén.

According to the results obtained from the instruments used, 81% of the students had a good level of achievement in the post-test, which included items related to word recognition (vocabulary), listening comprehension, active listening, and memory retention, the results demonstrated effectiveness in the use of storytelling to acquire vocabulary. At the end of the process, students were able to identify the vocabulary, recognize the words learned in the stories, listen actively by asking questions about the stories, make predictions, and use their body language to demonstrate comprehension of what they were listening to. Also, the findings of the present study indicate that the use of storytelling is an effective technique to enhance vocabulary in the classroom. Students' perceptions reflect motivation and interest in the stories they hear which play an important role also in the students' motivation and positive attitude toward the target language (Kirsch, 2012) however, this is not the only positive aspect of this study, additionally, children demonstrated that they were able to recall the target vocabulary and phrases over time demonstrating that storytelling affected their ability to retain vocabulary. Students being aware of the new vocabulary they were listening to allowed them to use those words in different settings. With the use of different tools, as instruments students were observed to achieve the four specific objectives for this study, as a result, it was observed that students not only found the stories attractive but also enjoyed the way the teacher told the story where they commented that they enjoyed the tone of voice adopted by the teacher at the moment of telling the story.

By analyzing the effects of storytelling on vocabulary acquisition through active listening, the study provides insights into how storytelling can be used effectively as a pedagogical tool to

improve teaching practices and curriculum design. The study highlights the importance of incorporating engaging and interactive activities that accompany the storytelling process to have effective results in the vocabulary of the students. Through this study, teachers can gain important information on how to integrate storytelling into their teaching practices in the classroom, such as a technique to teach vocabulary and improve the students' attitudes. Factors that influence students' attitudes toward storytelling include their enjoyment, interest, and the relevance of the stories they hear, and their willingness to participate in storytelling sessions, to reinforce the positive attitudes in the students, teachers can make changes to this technique and include extra activities related to the stories, these activities should allow the students to retell or act out the story using simple sentences, to learn not only more vocabulary but also to develop their communicative speech.

## References

- Bežilová, V. (2019). *The Effect of Storytelling on Longer Vocabulary Retention*. Contemporary Research in Education and English Language Teaching, 1 (4), 57-62.
- Bland, J. (2015). Oral storytelling in the primary English classroom. *Teaching English to young learners: Critical issues in language teaching with 3-12 year olds*, 183-198.
- Bulut, B., and Karasakaloğlu, N. (2017). *Benefiting from Listening in Vocabulary Development*. Journal of Education and Training Studies, 5(12), 99.  
<https://doi.org/10.11114/jets.v5i12.2688>
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge: Cambridge University Press.
- Castro, R. (2021) *The power of storytelling for young learners in the ESL classroom*. Bridge Universe. <https://bridge.edu/tefl/blog/storytelling-for-young-learners-in-esl-classroom/>

- Ellis, G., and Brewster, J. (2014). *Tell it again! The storytelling handbook for primary English Language Teachers*. British Council.
- Efron, S.E. and Ravid, R. (2013) *Action research in education: A practical guide*. New York: The Guilford Press.
- Fernandez, A. C. (2021). *The Role of Community Building in Second Language Acquisition in the Mainstream Classroom*. <https://repository.usfca.edu/diss/582>
- Gao, Y.-L., Wang, F.-Y., and Lee, S.-Y. (2023). *The effects of three different storytelling approaches on the vocabulary acquisition and response patterns of young EFL students*. Language Teaching Research. <https://doi.org/10.1177/1362168820971789>
- Hornbuckle, M. (2022) *Why pretests and posttests in education matters*, YouScience. Available at: <https://www.youscience.com/pretest-and-posttest-in-education/>
- Ismawati, L., Sutarsyah, C., and Nurweni, A. (s. f.). *Teaching vocabulary using storytelling*.
- Kara, K., and Eveyik-Aydın, E. (2019). *Effects of TPRS on Very Young Learners' Vocabulary Acquisition*. *Advances in Language and Literary Studies*, <https://doi.org/10.7575/aiac.all.v.10n.1p.135>
- Kawamichi, H., Yoshihara, K., Sasaki, A. T., Sugawara, S. K., Tanabe, H. C., Shinohara, R., Sugisawa, Y., Tokutake, K., Mochizuki, Y., Anme, T., and Sadato, N. (2015). *Perceiving active listening activates the reward system and improves the impression of relevant experiences*. *Social Neuroscience*, *10*(1), 16–26. <https://doi.org/10.1080/17470919.2014.954732>

- Kirsch C. (2012). *Using storytelling to teach vocabulary in language lessons: does it work?*  
Faculty of Language and Literature, Humanities, Arts and Education, University of Luxembourg, Walferdange, Luxembourg.
- Krashen S. (2019). *Beginning Reading: The (huge) role of stories and the (limited) role of phonics.*  
Language Magazine.
- Lucas, C. M. P. C. (2021). *Teaching English to Young Learners: Second Language Acquisition or Foreign Language Learning? - A Case Study.* World Journal of English Language.  
<https://doi.org/10.5430/WJEL.V12N1P50>
- Lucarevschi, C. R. (2016). *The role of storytelling in language learning: A literature review.*
- McCann, S., Barto, J., & Goldman, N. (2019). Learning Through Story Listening. *American journal of health promotion : AJHP*, 33(3), 477–481.  
<https://doi.org/10.1177/0890117119825525e>
- Ministerio de Educación (2018) *Propuesta curricular idioma extranjero inglés, segundo básico.*  
[https://www.curriculumnacional.cl/portal/Educacion-General/Ingles-Propuesta-curricular-/Ingles-Propuesta-2-basico/#tabs\\_0](https://www.curriculumnacional.cl/portal/Educacion-General/Ingles-Propuesta-curricular-/Ingles-Propuesta-2-basico/#tabs_0)
- Nation, I.S.P. (2001) *Learning vocabulary in another language.* Cambridge University Press.
- Pateşan, M., Balagiu, A., and Zechia, D. (2019). *Vocabulary Acquisition.* International Conference. Knowledge-Based Organization, 25(2), 300-304. <https://doi.org/10.2478/kbo-2019-0098>
- Rafiola, R. H., Anggraini, D., and Sari, V. N. (2022). *The Effectiveness of Storytelling Method To Increase Language Development In Early Childhood.* JED (Jurnal Etika Demokrasi), 7(3), 461-471. <https://doi.org/10.26618/jed.v7i3.8140>
- Rusadze, I. (2018). *Approaches To Active Listening For EFL Learners.* IRCEELT Conference.

- Tabieh, A. A., Al-Hileh, M. M., Afifa, H. M. J. A., and Abuzagha, H. Y. (2021). *The effect of using digital storytelling on developing active listening and creative thinking skills*. *European Journal of Educational Research*, 10(1), 13-21. <https://doi.org/10.12973/eu-jer.10.1.13>
- Tapiwa A. (2023). *The good part of using a questionnaire: Advantages and disadvantages* SSRN: <https://ssrn.com/abstract=4386399> or <http://dx.doi.org/10.2139/ssrn.4386399>
- Tilak, D. G., and Singh, D. (2019). *The Power of Storytelling in Improving Language of Young Learners*. *JETIR* 6(6).
- Wahyuni, S., Suharni, S., and Retanida, R. (2020). *Storytelling method using big book to improve children's listening skill*. *Journal of Early Childhood Care and Education*, <https://doi.org/10.26555/jecce.v3i1.1692>
- Yabe, M., Oshima, S., Eifuku, S., Taira, M., Kobayashi, K., Yabe, H., and Niwa, S. (2018). *Effects of storytelling on the childhood brain: Near-infrared spectroscopic comparison with the effects of picture-book reading*. *Fukushima journal of medical science*. <https://doi.org/10.5387/fms.2018-11>

## Annex A

## English Pre and Post-test



Escuela Blanco Encalada, Mulchen

Teacher's name:	MARISOL BURGOS
Student's name:	*
Grade:	2nd grade _____
Date:	

## Objectives:

1. To explore students' initial vocabulary knowledge before engaging in storytelling activities.
2. To determine storytelling's impact on enhancing second-grade students' vocabulary acquisition.

## 1. Match the words with the picture.

Book: I can see you.

1 bedroom

2 kitchen

3 hall

4 couch

5 living room

6 bathroom

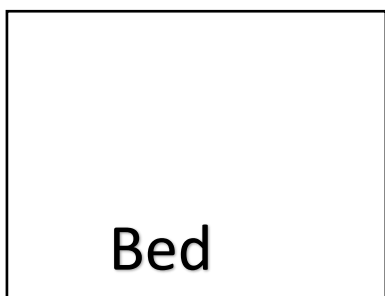
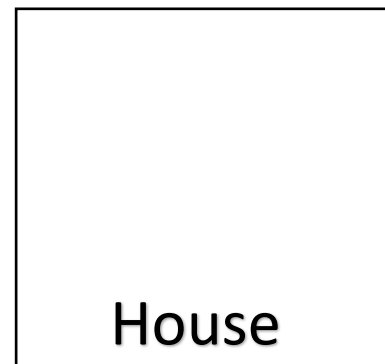
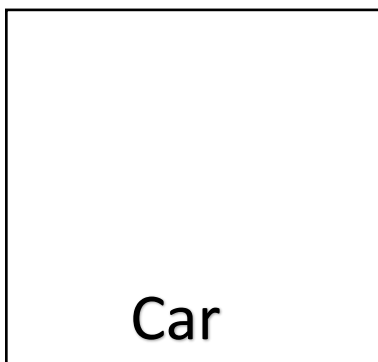
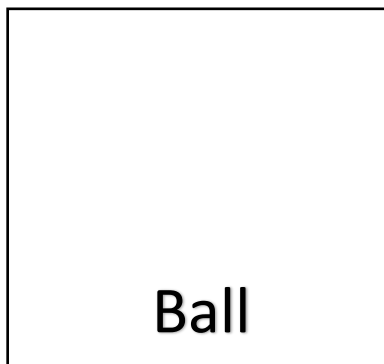
2. Look at the picture and write yes or no

What happened in the story book "I can see you"?



a. Rosie opens the wardrobe	
b. Alice is in the wardrobe	
c. Rosie and Ben go to the living room	
d. They look behind the bed	

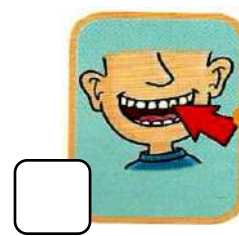
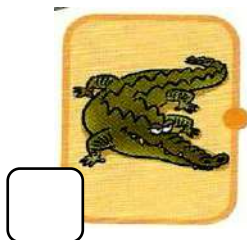
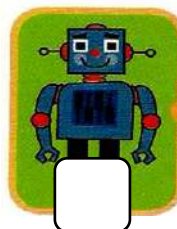
3. Draw



## 4. Number the vocabulary according to the story.

CROCODILE IN THE HOUSE:

1. The <b>robot</b> was scared	2. The boys like <b>toys</b> .	3. <b>Crocodiles</b> have big mouth!
4. "There's a <b>bear</b> in the car"	5. Animals have big <b>teeth</b> .	6. Children play in the <b>house</b> .



## 5. Look at the image and answer: YES or NO



a. Rosie is in the car	
b. There's a teddy bear in the car.	
c. The car is red.	
d. Clunk is in the house.	

6. Order the sequence of the story (use 1 to 7)



"there's a bear in the car"



Clunk thought it was a real



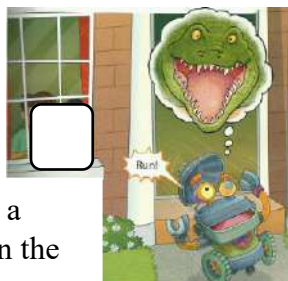
"it's a toy crocodile" says Ben.



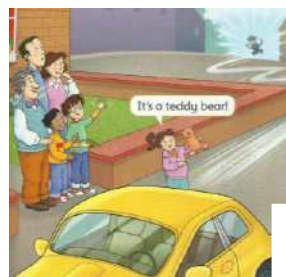
The kids playing with



Clunk thought it was a real bear



"there's a crocodile in the house!" says



"Clunk, it's just a toy"

7. Match

Book: A rainy day



- 1 rain
- 2 children
- 3 window
- 4 sun
- 5 machine
- 6 wind

## 8. Choose a Word for the picture



1

FLY

RUN



2

CAR

KITE



3

SWIM

FLY



4

WINDY

SUNNY

## 9. Use a tick ✓ or cross ✗.

Book: A nice book.

1

This is a pirate. 

2

This is scared. 

3

This is hit. 

4

This is Clunk. 

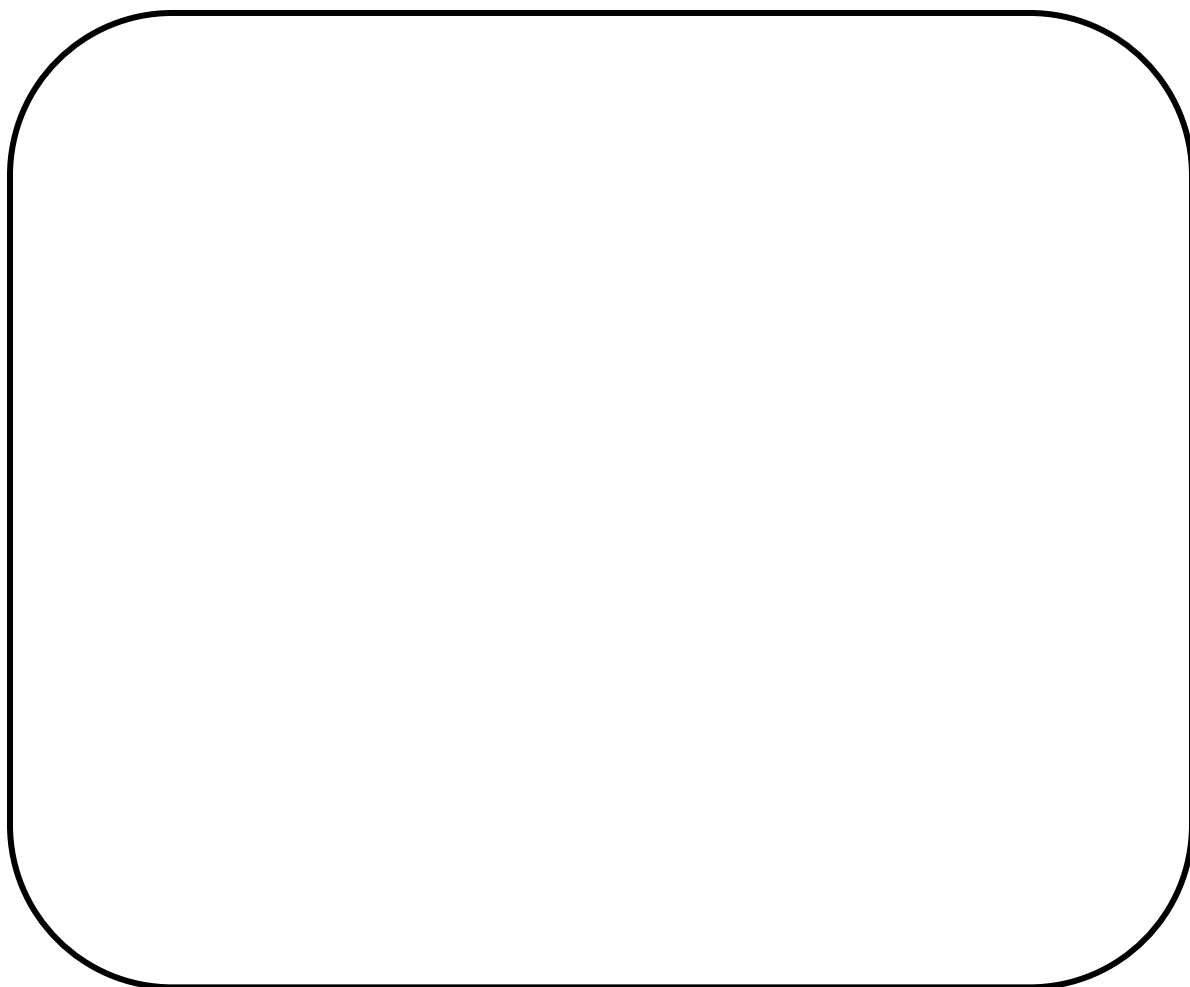
5

This is Ben. 

6

This is jump up.

10. Draw your favourite story book. (5 pts)



## Annex B

### Observation form

Name of child: \_\_\_\_\_

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

Story: \_\_\_\_\_

#### Criteria:

1. Unsatisfactory
2. Needs improvement
3. Meet expectations
4. Exceed expectations

Indicators	4	3	2	1
1. Shows global understanding when a story is read aloud				
2. Listens for specific information				
3. Predicts what comes next				
4. Infers meaning				
5. Uses audio and visual clues as aids to meaning				
6. Recognises words in context				
7. Follow instructions				
8. Understand classroom language				
9. Participates actively and asks questions				
10. Uses prior knowledge of topics to help predict				
11. Shows interest and curiosity in learning				
12. Shows an awareness of different types of stories				
Observations:				

## **Annex C**

### **Personal Journal**

1. What are the motivations of the students to listen stories in the class? Do the students manage enough vocabulary to comprehend what they listen?
2. How is the story interesting in terms of its content? How does it motivate and maintain the children's concentration? How do students demonstrate their understanding when reading aloud to them?
3. How do the activities actively engage students in listening? How does the story and task's familiarity enable children to draw on their prior knowledge and make predictions? How do the tasks offer opportunities for involvement and active participation?
4. What resources were appropriate for my students' level? How do the illustrations effectively capture attention and facilitate active listening and participation with the entire class? What resources were appropriate for my students' level? How do the illustrations effectively capture attention and facilitate active listening and participation with the entire class?
5. To what extent does the implementation of this storytelling enhance the development of vocabulary acquisition?
6. How are the activities and task(s) suitable for all the students in the classroom?
7. How does the use of storytelling enhance the development of active listening skills in students?
8. What factors influence the implementation of storytelling in the classroom?  
(Provide/identify evidence)
9. What actions will I implement in the future considering the weaknesses detected in my performance? (based on theory).

**Annex D**  
**Cuestionario individual**

Nombre: \_\_\_\_\_

Fecha: \_\_\_\_\_

Selecciona la imagen que demuestra tu respuesta:

1. Los cuentos que escuché fueron divertidos para mí.



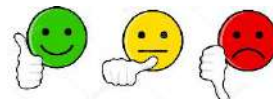
2. Los cuentos tenían imágenes entretenidas.



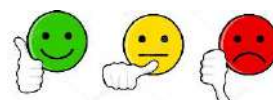
3. Me gustó escuchar cuentos en inglés.



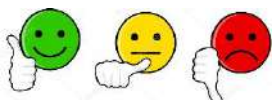
4. Me aburrí escuchando cuentos en inglés.



5. Durante la semana, practiqué las palabras aprendidas en los cuentos.



6. Aprendí nuevas palabras en inglés. (las use fuera del colegio)



7. Me gustó cómo la profesora nos leyó los cuentos.



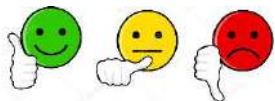
8. Pude participar haciendo preguntas y respondiendo en relación a los cuentos.



9. Quiero seguir escuchando cuentos en la clase de inglés.



10. Quiero leer más cuentos en el colegio y en mi casa para aprender nuevas palabras.



## Annex E



UNIVERSIDAD CATÓLICA DE TEMUCO

FACULTAD DE EDUCACIÓN

MAGÍSTER EN DIDÁCTICA DEL INGLÉS EN EDUCACIÓN PARVULARIA Y EDUCACIÓN GENERAL BÁSICA

### Carta de consentimiento informado padres y madres

“Influencia de la narración de cuentos en la adquisición de vocabulario a través de la escucha activa”.

Marisol Burgos Gajardo

Universidad Católica de Temuco

**Su hijo(a) ha sido invitado(a) a participar en el estudio** “Influencia de la narración de cuentos en la adquisición de vocabulario a través de la escucha activa” a cargo de la investigadora Marisol Burgos Gajardo candidata a Magister en didáctica del inglés en educación parvularia y educación general básica de la Universidad Católica de Temuco.

El objetivo de esta carta es informar a usted sobre el propósito del proyecto de innovación para tomar la decisión de aprobar o no la participación de su hijo(a) en este estudio.

#### ¿Cuál es el propósito de esta investigación?

El objetivo de este estudio tiene por objetivo analizar la influencia de la narración de cuentos en la adquisición de vocabulario a través de la escucha activa en estudiantes de segundo año básico B. Para cumplir con este objetivo se desarrollarán diferentes actividades en la asignatura de inglés, las cuales ayudarán en el aprendizaje de vocabulario y desarrollo de la habilidad de “listening” de los estudiantes.

#### ¿En qué consiste la participación de su hijo(a)?

Para participar en este estudio necesitamos:

1. Que usted como padre, madre o apoderado legal firme este consentimiento informado que permite la evaluación antes y después de cada cuento que escucharán los estudiantes.
2. Que su hijo(a) participe voluntariamente a las clases en que se llevará a cabo esta investigación participando en las evaluaciones antes y después de cada cuento.
3. Que su hijo(a) participe voluntariamente respondiendo un cuestionario al finalizar la investigación.
4. Los estudiantes contarán con todos los materiales necesarios para las evaluaciones antes mencionadas. Al finalizar la evaluación, se generará un informe detallado de rendimiento y éste le será informado a cada apoderado de forma individual y personal. Es importante que usted tenga presente que la participación en este estudio es voluntaria.

#### ¿Cuánto durará la participación?

La participación en este estudio considera 8 semanas como máximo durante el mes de mayo y junio. Este estudio considera 20 a 25 minutos de cada clase de inglés.

### **¿Qué beneficios puede obtener de su participación?**

Los estudiantes mejorarán su vocabulario en inglés, aprendiendo más palabras de las propuestas en los planes y programas para segundo básico, cabe destacar que los cuentos están relacionados con las unidades propuestas el curriculum. Además, su hijo(a) desarrollará de mejor forma la habilidad de escuchar activamente en inglés (listening skill) lo que permitirá que entienda la pronunciación del idioma, también conocer los tonos, los acentos, expandir el vocabulario y mejorar la comprensión del idioma.

### **¿Qué riesgos están presentes al participar?**

El niño(a) no corre riesgo alguno al participar de este estudio. Por el contrario, tendrá beneficio inmediato en su aprendizaje adquiriendo un mayor vocabulario para comunicarse en inglés y a la vez mejorar su habilidad de escuchar en inglés (listening skill). Destacar también que esta actividad no llevará calificación.

### **¿Es obligación participar? ¿Puede arrepentirse una vez iniciada su participación?**

Su hijo(a) NO está obligado de ninguna manera a participar en este proyecto. Esta actividad se desarrollará durante la clase de inglés de cada martes y se utilizarán 20 a 25 minutos aproximadamente, por lo que el tiempo restante se continuará con los objetivos del curriculum para segundo básico.

### **¿Qué uso se va a dar a la información que yo entregue?**

Los resultados globales de la investigación se publicarán en informes y artículos que se presentarán en el marco del magíster en didáctica del inglés en educación parvularia y educación general básica; y en congresos y publicaciones académicas y de divulgación general.

### **¿Qué pasa con la información y los datos que se entregan?**

Se mantendrá confidencialidad con respecto a cualquier información obtenida en este estudio. Solo la profesora que está con los estudiantes conocerá su nombre pues, una vez la información se ingresa a las bases de datos que utilizaremos para análisis, los nombres serán cambiados por pseudónimos. Finalmente, los datos obtenidos en el proceso serán utilizados para actividades académicas.

### **¿A quién se puede contactar para saber más de este proyecto, o si hay dudas?**

Si tiene cualquier pregunta acerca de esta investigación, puede contactar a Marisol Burgos Gajardo, profesora de Inglés del Colegio Blanco Encalada, Mulchén, o a su correo electrónico

[Marisol.burgos@blancoencaladamulchen.cl](mailto:Marisol.burgos@blancoencaladamulchen.cl)

HE TENIDO LA OPORTUNIDAD DE LEER ESTA DECLARACIÓN DE CONSENTIMIENTO INFORMADO, HACER PREGUNTAS ACERCA DEL PROYECTO DE INVESTIGACIÓN, Y ACEPTO QUE MI HIJO(A) PARTICIPE EN ESTE PROYECTO DE INNOVACIÓN.

\_\_\_\_\_  
Nombre de el(la) participante (Hijo/a)

\_\_\_\_\_  
Curso

\_\_\_\_\_  
Nombre de padre, madre o apoderado legal

\_\_\_\_\_  
Firma de padre, madre o apoderado legal

\_\_\_\_\_  
Fecha

**Muchas gracias por su colaboración**