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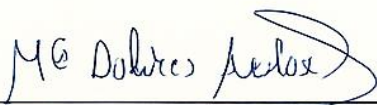
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DEDICATORY

I want to dedicate this title to my beloved family for giving me encouragement and the desire to excel every day; to my wife Rina, who with her unconditional support and words of encouragement made this dream possible; to my children Emmanuel and Amelie, who have always been my complement and my reason for self-improvement. I dedicate this triumph, which belongs not only to me but to you as well. To my parents Fredy and Lourdes, this achievement is for you and for you; you always wanted me to excel, and now this triumph is possible, thank you from the bottom of my heart, beloved parents. I also dedicate this event to my grandparents Julio and Martha, who always believed in me, and now it is possible.

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Alexis Josue Heredia Brito

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RESUMEN

El estudio que se plantea como Storytelling as a strategy for teaching vocabulary, pretende abordar en la necesidad básica de aprendizaje de la lengua extranjera y así promover un mejor proceso de enseñanza y aprendizaje en los estudiantes en estudiantes del séptimo grado de Educación General Básica de la Unidad Educativa Guano en el periodo lectivo 2024 - 2025. Para llevar a cabo el estudio se aplicó una prueba diagnóstica la cual permitió conocer el conocimiento inicial de vocabulario de los estudiantes, seguido por la implementación de técnicas basada en el uso de la narración y para culminar se evaluó su importancia a través de un post test. El estudio presento un enfoque metodológico cuantitativo y se empleó un diseño cuasiexperimental con un grupo de control y experimental. Los resultados que se muestran en la investigación determinan que la estrategia del stroytelling contribuyo en gran parte a los estudiantes para que su adquisición de nuevo vocabulario sea efectivo y más dinámico al momento de aprender inglés.

Palabras claves: Enseñanza de vocabulario, Narración, Estudiantes, Recursos educativos, Educación.

ABSTRACT

The study that is proposed as Storytelling as a strategy for teaching vocabulary, aims to address the basic need of learning a foreign language and thus promote a better teaching and learning process in students in the seventh grade of Basic General Education at the Guano Educational Unit in the 2024 - 2025 school period. To carry out the study, a diagnostic test was applied which allowed to know the initial vocabulary knowledge of the students, followed by the implementation of techniques based on the use of storytelling and finally, its importance was evaluated through a post-test. The study presented a quantitative methodological approach and used a quasi-experimental design with a control and experimental group. The results shown in the research determine that the storytelling strategy contributed greatly to the students so that their acquisition of new vocabulary is effective and more dynamic when learning English.

Key words: Vocabulary Teaching, Storytelling, Students, Educational Resources, Education.

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CHAPTER I

REFERENTIAL FRAMEWORK

INTRODUCTION

In the era of global communication, English has set up itself as an essential tool for communication. Its domain helps interaction with people from diverse cultures and opens a wide range of possibilities. However, teaching a foreign language, especially English needs innovative pedagogical strategies so that students can use the language fluently and naturally. Therefore, they must be provided with learning opportunities in a real context, where language is a means of communicating and learning.

Although exposure to English in a real-world context may be limited in our country, particularly in Guano City, storytelling serves as an invaluable resource for enriching foreign language learning. It captures student's attention and generates an authentic interest in learn the language, by listening and telling stories in English, the students immerse themselves in an imaginary world where the language is used in a natural way. Furthermore, literature exposes students to rich and varied language, fostering linguistic and cultural development.

Thus, storytelling proves to be an effective teaching strategy for foreign language instruction, as it allows for the natural integration of curricular content while motivating students. In this project, I will conduct a literature review on the use of stories in the classroom and then present a didactic proposal that serves as a methodological guide for teaching vocabulary to students of the Seventh EGB. This proposal will demonstrate how, based on a story, a series of activities can be designed that contribute to the integral development of the student's knowledge.

PROBLEM STATEMENT

Regardless of the developing significance of English worldwide, many nations nonetheless warfare with limited proficiency in the language. Numerous studies display that much less than 10% of the Hispanic population speaks English fluently, and in a few cases, the proportion is negligible (Twersky et al., 2024). This state of affairs highlights the pressing need to enhance coaching practices. It is consequently crucial that English language packages cognizance not only on the purchase of grammatical and lexical knowledge, but also on the improvement of communicative abilities through sensible and significant activities.

In Ecuador, and especially at Unidad Educativa Guano, located within the Guano City, high school students in the seventh grade of Educación General Básica display

widespread problems in obtaining English vocabulary. This difficulty is frequently related to the overuse of conventional coaching strategies primarily based on repetition and memorization, blended with a loss of enticing and contextualized gaining knowledge of materials. These obstacles lessen college students' motivation and restrict their capacity to use vocabulary in real-life situations.

In reaction to this problem, the prevailing takes a look at was changed into carried out throughout the 2024–2025 educational term. It aimed to research the effectiveness of storytelling as a coaching method for vocabulary acquisition. An overall of 18 seventh-grade high school students participated in the take a look at. They had been divided into groups: the experimental organization obtained vocabulary preparation through storytelling, whilst the management organization gained knowledge through conventional strategies. The studies observed a quantitative approach, the use of a quasi-experimental layout with pre- and post-assessments to degree the effect of the intervention.

This study now no longer most effective seeks to offer empirical proof of the pedagogical advantages of storytelling but additionally to contribute to the development of English language preparation in nearby academic settings in which coaching resources are frequently confined. It in addition targets to provide a replicable method that fosters scholar engagement and complements vocabulary gaining knowledge of outcomes.

JUSTIFICATION

The significance of this have a look at lies in its ability to cope with lasting demanding situations in the English language, getting to know among EFL high school students, particularly in under-resourced regions, along with the Unidad Educativa Guano. The relevance of the studies is obvious in their alignment with the developing international call for English talent and the pressing need to undertake extra-inclusive and attractive coaching strategies. Storytelling, as a pedagogical strategy, gives each educational and emotional fee through fostering vocabulary acquisition through contextualized, meaningful, and remarkable narratives. Its pertinence stems from its capacity to spark off college students' motivation, enhance their communicative skills, and promote deeper retention of language in comparison to standard strategies primarily based on memorization.

In terms of feasibility, this have a look at become manageable because of the provision of human, bibliographic, technological, and monetary resources. The aid of educated educators, the right of entry to a wide variety of virtual and revealed stories, and using simple schoolroom technology (along with projectors or audio recordings) made the intervention viable with minimum cost. Additionally, the small pattern length and the simplicity of the substances ensured that they have a look at remained logistically manageable.

The direct beneficiaries of this study have been the seventh-grade college students who participated in the intervention and immediately improved their vocabulary acquisition. Indirect beneficiaries encompass teachers, who benefit from a replicable and evidence-primarily based totally method for instruction, in addition to the wider faculty community, which stands to gain from increased pupil engagement and educational performance.

This has a look at additionally addresses a clean hole within the present literature, in particular within side the Ecuadorian context, wherein there are constrained empirical studies on the effectiveness of storytelling as a device for vocabulary improvement in simple education. The contribution of this has a look at lies in its provision of local, contextualized facts that help the combination of narrative-primarily based totally strategies in language coaching, and its ability to encourage similarly studies and implementation of modern methodologies in similar academic settings.

OBJECTIVES

General Objective

To analyze the effectiveness of Storytelling as a Strategy for Teaching Vocabulary to students at 7th level of Educación General Básica at Unidad Educativa Guano, in Guano City in the academic term 2024 - 2025.

Specific Objectives

1. To diagnose the level of vocabulary of the studied population.
2. To apply storytelling techniques to teach vocabulary in the setting classroom
3. To evaluate the effectiveness of storytelling in enhancing vocabulary acquisition

CHAPTER II

THEORETICAL FRAMEWORK

2. Research Background and Context

To have a clear understanding of the research work to be conducted: using stories as a strategy to teach vocabulary, several related works and articles have been reviewed, which are detailed below:

In the research journal “3 Ciencias,” Area of Innovation and Development, under the topic “The Story as an Educational Resource,” It is noted that effective communication is one of the keys tenets of education. Because stories are engaging and build an interactive experience, they become an important tool. When children enjoy a story, they feel inspired to express themselves creatively through writing and dialogue, which not only reinforces the content learned but also develops social and linguistic skills in any field of use (Nikolajeva, 2003).

The research by Papadaki and Karagianni, 2024; (Teaching English to Young Learners through a Story-Based Framework and the Role of icts) reveals that the use of stories for vocabulary teaching is not limited to a specific age group. Both young children, adolescents, and adults benefit from this strategy. The magic of storytelling is the power of linking new vocabulary with things the children already know or want to know and providing the brain with a link for patterning to help them remember (Haven, 2007).

Storytelling is an enlightening tool that aids the teaching and learning process, as it allows teachers to adopt their own approach regardless of the students' ages (Robin, 2016). This tool can be used from the early years of general basic education through to higher education. Furthermore, this study revealed that students who participated in story-based activities showed significant progress in vocabulary acquisition compared to students who did not use this methodology.

More generally speaking, storytelling can be defined as the art of sharing humorous tales or entertaining narratives with an audience, similar to the way it was practiced long ago. Apart from this, I think it is worth remembering that everyone tries to use these methods at a specific moment in time because we as humans are rich with tales and often do not notice when we begin narrating them.

To sum up, teaching English as a foreign language in our context requires a change towards a communicative approach that allows students to develop comprehensive language skills. Furthermore, it is necessary to promote autonomous learning, social interaction, the use of digital technologies, and an appropriate methodology at all levels to facilitate the acquisition of functional English relevant to the Ecuadorian regional and local context.

2.1. Storytelling definition

Storytelling has been considered a channel of communication since ancient times. Stories generate enchantment, spark imagination, and inspire curiosity about the world we live in. Storytelling can be considered a unique method that benefits students in a fun way, fostering an increase in their understanding, comprehension, and appreciation for another culture without the need to be directly involved.

According to Ghafar (2024); storytelling, it is an act of storytelling through vocalization, dramatic imagery, and mental representations within a narrative structure to communicate with an audience. The audience provides the narrator with vocal and nonverbal information through a mental image. Likewise, storytelling is defined by Lipman (1999); as an interaction of voice, gestures, facial expressions, and eye contact that is employed and utilized to connect the story with the listeners.

2.2. Role of storytelling in teaching vocabulary

The use of storytelling within the teaching and learning process has been recognized as a truly effective strategy for teaching English as a foreign language. The primary role of this strategy is to present words in meaningful contexts, allowing students to easily assimilate and retain vocabulary. Furthermore, the narrative nature of stories motivates students, awakening their imagination and, consequently, their curiosity. The learning process is more meaningful because these factors increase intrinsic motivation, such as active participation in the classroom. These practices strengthen learning because students can easily recall the words associated with the stories they find most engaging (Numpaque, 2010). To sum up, what storytelling offers students is valuable because it increases each student's autonomy when learning, since it is more interactive and fun. It not only teaches words but also creates the right conditions for vocabulary to be learned, retained, and, why not, used in a natural way, thus helping our learning.

2.3. Types of storytelling

Storytelling has certain specific functions, both oral and written. Storytelling is a communication strategy whose objective is to engage students and produce a specific emotion within them, allowing them to spark their interest and meaningfully learn what is being taught. Since ancient times, humans have used stories as part of their daily communication, allowing them to share their experiences and knowledge. Currently, storytelling has emerged as a valid strategy for proper vocabulary teaching. However, storytelling certainly shows advantages and approaches, which may vary depending on the context and the learning objectives. Written storytelling is the representation of stories in writing, which allows students to analyze the narrative in depth. What storytelling does is allow students to express themselves more easily and clearly through the use of

appropriate vocabulary. According to (Sepp & Bandi-Rao, 2015) they says that students can analyze the language they use and give way to opportunities for instant review and correction. On the other hand, oral storytelling is characterized by telling stories. Generally, when this part of the strategy is used, the narratives are accompanied by facial expressions and different tones of voice, which allows the student to have greater concentration when listening to what is being said. In oral storytelling, it is highlighted that there is an improvement in the development of listening and oral skills since students practice their pronunciation, intonation, and how fluently they can speak.

2.4 Resources for Implementing Storytelling

Educational resources are a significant aid that enriches the teaching and learning process for students, as they create a relaxing learning environment or simply a better space for knowledge acquisition. The effectiveness of storytelling depends largely on the resources employed. With the right resources, we can help improve students' comprehension, as well as spark their interest in learning and motivate them to learn meaningfully. Therefore, in the context of vocabulary teaching, these resources can be divided into several categories.

2.4.1 Traditional Resources

The traditional resources that we can use within our teaching process are printed story books, illustrated cards that contain some fragment of the stories, puppets, an eye-catching element for children, among others. These common elements mentioned help to enrich the teaching and learning process of each student since we can motivate them and capture their full attention since they could associate these elements with the vocabulary taught and thus facilitate the students to acquire the vocabulary correctly.

2.4.2 Technological Resources

Technological resources today are of great help to teachers since we can find a large number of platforms that are integrated into the teaching process, such as interactive story applications which provide students with a moment of joy and fun since these stories have eye-catching animations that motivate students to continue and thus learn, another valuable resource that today presents is the large repository of online videos that can be found on the internet, these videos help students with their concentration and focus at the time they are teaching since the animations in the videos are usually visually attractive and manage to capture attention, in addition to helping with listening comprehension and thus achieving an assimilation of vocabulary with fragments that they heard and thus

facilitate learning. The use of technology came to revolutionize student learning since it serves as an ally to provide meaningful and lasting learning.

2.4.3 Human Resource

The teacher of the subject within the process of teaching vocabulary through storytelling is the main resource, since much depends on how this teaching strategy is carried out. Voice modulation is essential to give meaning to the story. The gestures used are also important, since they must be as didactic as possible so that students are focused and their interest in learning is awakened. Finally, body language complements the use of storytelling, as it conveys the correct message and maintains student interest.

Students participation is also an essential part of human resources since the collaboration of students with each other through role-playing games would help to practice vocabulary and therefore try to retain as much vocabulary as possible since through association they could facilitate this acquisition, for this reason human resources are considered important within the teaching and learning process for the acquisition of vocabulary through an interactive activity.

2.4.4. Culturally relevant resources

Cultural resources such as local legends can be helpful since there is vocabulary that is learned by association. In this case, students already know the legends in their mother tongue, which facilitates the vocabulary acquisition process, being an immensely valuable resource. Another cultural resource that helps would be folk tales, which, like legends, are often already known by students in their mother tongue, which further benefits the use of these resources to support the learning process. What is intended with these culturally relevant resources is to favor the learning of vocabulary and also to promote the cultural identity of the context.

2.5. Storytelling as a Didactic Strategy

2.5.1. Contextualized Vocabulary Learning

One of the most significant benefits provide storytelling is its ability to present vocabulary in real or simulated context. Contrasting isolated lists of words that lack connection to each other, stories allow new vocabulary to appear in meaningful situations, providing better learning. This contextual presentation enables students to better understand how and when certain words are used, and helps them use them more naturally. Additionally, to associate vocabulary with the character's actions and emotions,

the students build more lasting relationships. For example, a story about Romeo and Julieta can help students better understand terms like love, romanticism, as they visualize them in a complete narrative scenario. Therefore, storytelling promotes more meaningful vocabulary learning, integrating it within a narrative that students can remember, enjoy, and connect with their personal world.

2.5.2. Student Motivation and Engagement

Stories have a unique plot that serves to naturally capture students' interest, thus generating a rewarding emotional connection. This connection is a key part of intrinsic motivation, as it is one of the most influential factors in the process of learning a foreign language. When students are deeply interested in the story, the characters are drawn to the story, which increases their interest and, consequently, strengthens their learning process.

Therefore, students' attention span in the classroom increases considerably, along with their willingness to actively participate in class. Storytelling stimulates curiosity and also sparks the imagination which means that students remain emotionally engaged throughout the learning process since the desire to know the ending of a story or understand the underlying message drives students to strive to understand and use new vocabulary for their benefit since it has a clear purpose which is to acquire new knowledge to improve children's language skills, in general this practical tool is a valid teaching resource which increases students' motivation with learning making their knowledge more meaningful. (Siavichay-Márquez et al., 2022).

2.5.3. Long-Term Vocabulary Retention

Eventually, the main objectives the teaching vocabulary in a foreign language are to ensure that students can retain it in the long term. Because of this storytelling effectively contributes to this goal significantly to generate emotional connections between the new words and the background in which they appear. For example, when students immerse themselves in a story that moves or entertains them, they tend to remember the words that they associated with those moments more simply as emotions activate areas of the brain related to long-term memory.

Furthermore, the vocabulary presented in a story is not presented in isolation, but rather is integrated into actions maybe dialogues, and descriptions, which makes it easier to remember. This contextualization allows students just memorize words, but also to understand their meaning and nuances the natural repetition of certain expressions within the narrative strengthens their assimilation without the need for mechanical repetition exercises.

For example, if a word like "brave" appears in a story where the protagonist faces a difficult challenge the student merely learns its meaning more easily than the traditional way, also associates it with a concrete image or an emotion if this is the case. This multiple association strengthens the mental imprint of the vocabulary, making its retrieval easier in the future. In summary, storytelling not only teaches words but also creates the necessary conditions for these words to be deeply engraved in the students' memory in a meaningful and lasting way (Bonilla, 2023).

2.5.4. Assessment of Learning Through Stories

Assessing is a learning through storytelling gives students space to use vocabulary and grammar in realistic, everyday situations. Unlike a traditional test, such tasks provide an honest window into how well a learner really controls the language. When a student retells a scene, shares a personal memory, or invents a new ending, the teacher can watch accuracy unfold beside creativity, fluency, and genuine interest in the prompt.

Because the emphasis is on narrative rather than discrete items, this form of assessment lowers anxiety, letting learners speak or write with greater confidence. It also gives instructors immediate evidence of each learner's strengths and weaknesses, information they can use to adapt lesson plans without delay. By observing and analyzing these oral and written performances over time, teachers gain a richer, more continual picture of progress. In the end, story-based assessment does more than show what students have learned; it threads that knowledge naturally into the routine of day-to-day instruction.

2.5.5. Interculturality and Local Context

Incorporating culturally rich stories into vocabulary lessons provides educators with a compelling method for deepening word learning. When students meet customs, legends, or festivals embedded in a tale, they pick up new terms while also thinking about how those practices shape identity both in English-speaking contexts and at home. This dual exposure widens their academic outlook, builds empathy for difference, and creates a more personal connection to language.

In an Ecuadorian classroom, narratives anchored in local rituals, market life, or the harvest cycle offer relevance students can see and hear. Take a story set in an Andean village; such a plot naturally feeds in words from geography, agriculture, and kinship, linking each term to a landscape the learners already recognize. The narrative thus teaches vocabulary and respects local culture, positioning learners as co-authors of their own education.

Storytelling also opens space to debate tolerance, respect, and the value of living with diversity, skills students will need in a globalized world. By practicing language through these moral lenses, pupils advance their grammar while building the social and cultural know-how that modern citizenship demands.

2.5.6. Development of Learning Autonomy

Encouraging student autonomy sits at the heart of modern foreign-language teaching. Storytelling advances that goal by letting learners play with the language beyond formal drills. Whether they read borrowed tales, hunt for fresh material, or build stories from scratch, they move into an active, self-directed role. This freewheeling practice lifts motivation and fosters habits of independent, lifelong study.

When a learner writes or rewrites a story, spelling, grammar, and word choice all appear in live context. Sharing draft with classmates opens space for friendly feedback and quick language tips. That peer exchange sparks new ideas and slowly builds confidence to use the code outside the classroom walls.

Taken together, storytelling places students in the spotlight of their own learning. By mixing independence, personal voice, and playful exploration, the method widens vocabulary and primes them for ongoing language growth.

2.5.7. Teacher's Role as a Storyteller

The teacher stands at the heart of storytelling in the classroom; the way he or she tells a story strongly influences whether students listen closely, grasp the ideas, and actually enjoy the lesson. This work involves much more than simply reading a text out loud; it demands a careful blending of expressiveness, purpose, and genuine warmth. By modulating tone of voice, controlling rhythm and pause, and adding gestures or movement, the teacher can change an ordinary retelling into a memorable moment for every learner. Such interpretive skill grabs attention at the opening line, holds it as the plot unfolds, and makes new words and phrases easier to understand.

An expert classroom narrator adjusts naturally to the group's language level, highlights vocabulary that needs extra practice, and uses images or pointed questions to draw everyone in. In doing so, the teacher becomes a living bridge between the story's content and each student's mind, leading them step-by-step toward fresh meaning. It is also important to highlight that, by setting an example, the teacher motivates students to narrate, express themselves, and explore their own voice in English. Therefore, the teacher's role as a storyteller is not just to transmit stories but also to create a safe, participatory, and stimulating environment for vocabulary learning.

2.5.8. Adapting Stories to the Student's Level

It is very important that the stories used in target language classrooms are suitable for students' linguistic levels, so that vocabulary can be effectively learned. Too much of story to our liking and we feel frustrated, too little and we are not interested. So, the pedagogue needs to be a mediator, choosing or adapting stories according to the competence level of the group. This includes changing words, making grammar a little easier, removing unclear phrases, adding body language or physical props to assist with story comprehension.

Another consideration is how long the story is, how much you know about the originating culture, and what you think the group will be interested in. A short but extremely well-structured story can have a greater impact than a long, difficult-to-understand one, creating a learning barrier. Similarly, introducing new words in small chunks is much better, as it doesn't overwhelm children with so many words. Obviously, presenting them in easily recognizable contexts facilitates natural vocabulary acquisition.

2.5.9. Storytelling and Cooperative Learning

Teamwork ranks among the most important skills students need both in school and beyond, and storytelling offers a compelling way to build that skill. When classmates plan, act out, or remake a story together, they must talk things over, give and take, settle small disputes, and divide the work fairly. As they do, their language improves, but so do habits like empathy, careful listening, and respect for views that differ from their own.

Cooperative learning turns students from passive receivers into builders of knowledge who rely on each other. Suppose a group updates a folktale for a modern city or invents a sequel to a familiar bedtime story; every twist and turn demands fresh vocabulary in a live, playful setting. The constant, creative use of language makes words stick not just because they memorize them, but because they see how words actually work.

On top of that, sharing stories together helps to craft a classroom mood where everyone feels heard, needed, and respected. The ongoing interaction enables them to learn from each other, reinforce their individual strengths, and overcome challenges with the support of their peers. Ultimately, this strategy contributes to both language development and the strengthening of interpersonal relationships.

2.5.10. Storytelling as an Inclusive Resource

Storytelling adapts easily to classrooms with mixed learning needs, making it a genuinely inclusive practice. Because narratives can be reshaped in many ways, teachers use pictures, sounds, movements, and screens alongside spoken or written words,

addressing visual, aural, bodily, and blended learners. This multimedia range lets lessons match individual interests and skills while keeping the storyline at the center.

Educators can also choose or craft tales that model empathy, respect, tolerance, and fairness. By featuring characters who vary in ability, culture, or circumstance, students see themselves in the plot, expanding their social imagination and promoting a calmer peer attitude. Such positive mirrors lift the confidence of historically sidelined pupils and gradually tilt the classroom toward greater equity.

Employing storying as an open tool still demands room for every voice to be heard in the way each learner prefers. When applause follows a whispered retelling as warmly as a dramatic performance, vocabulary grows, yet something deeper blooms too—a classroom that feels human, just, and respectful of all who share its space.

2.6. Theories that support storytelling as a teaching strategy

2.6.1. Constructivist Theory

It should be noted that from a constructivist perspective, learning is an active process in which students construct their own knowledge through interaction with their environment and the integration of new experiences with prior knowledge (Giridharan, 2012). The theory is primarily developed by Jean Piaget, who emphasizes the importance of exploration and, above all, the active participation of the student, as a fundamental part of acquiring the knowledge being learned. When learners encounter a new language, English in this instance, storytelling functions as a contemporary teaching strategy that establishes a supportive atmosphere in which learners link vocabulary and grammar to believable or fanciful contexts.

Classroom narratives regularly ignite curiosity, stimulate imagination, and prompt quick reactions, allowing students to tie what they are encountering now to what they have gathered before. Likewise, when students listen to a story, they can activate their minds, allowing them to interpret what they saw, then question and finally reinterpret it with their own information according to their established criteria, adjusting it to their perceptions as they interact with the new content learned (Hopfenbeck et al., 2022). This construction of meanings is what distinguishes the constructivist approach, which values student independence in the learning process. Besides, narratives feature striking characters, which facilitates the comprehension of vocabulary in an interactive and fun way so that children can acquire that knowledge in the long term in a more natural way.

Furthermore, the use of narrative also promotes collaborative learning within the classroom, being another of the essential principles of constructivism. Through the exchange of opinions or the discussion that originates within the group, students simultaneously develop social skills that contribute to their acquisition of knowledge and

also aid their linguistic communication. Ultimately, storytelling, aligned with constructivist principles, can ensure that vocabulary learning is an active process for students.

2.6.2. Sociocultural Theory

The sociocultural theory developed by Lev Vygotsky, argues that learning is a social process deeply influenced through interaction with others and the cultural context in which it takes place (Wibowo et al., 2025). Looking from this perspective, language not only serves to communicate but also helps us to think, to understand the world, and to build solid knowledge. Stories, on the other hand, together with dialogue, become an effective and valuable tool to generate meaningful learning situations in the classroom. When students listen, understand, and retell stories, they come into contact with real communicative contexts that allow them to use language in a natural way and in situations that make sense in social life.

Vygotsky's approach to the zone of proximal development (ZPD) refers to the difference between what the learner can accomplish by his or her own means and what the learner can achieve with the support of a more experienced guide or peer. The creation of stories becomes in itself a valuable tool to stimulate this zone since students can be involved and immersed in tasks such as the collective elaboration of stories, as well as the representation of scenes or the search for solutions to narrative problems with the accompaniment of the teacher or their peers (Shabani et al., 2010). This type of cooperative guidance helps and facilitates students to advance at their own pace in learning new vocabulary.

2.6.3. Comprehensible Input Hypothesis

Regarding the comprehensible input hypothesis presented by Stephen Krashen, it is considered the most important support for foreign language acquisition. This theory states that students acquire a language with greater validity when exposed to a language higher than their current level. It is better known as the (i+1) hypothesis, which means that the input must be generally comprehensible. Despite this, new elements must also be included that challenge the student without generating panic or frustration, as this can be a limitation to their learning process. Furthermore, storytelling perfectly complements this theory, allowing teachers to select and adapt the necessary stories according to each group's linguistic level, including new vocabulary in an engaging context to achieve meaningful learning (Alatis, 1992).

Storytelling offers various supports to facilitate input comprehension, such as illustrations, dramatizations, and the narrative context. These features guide learners in inferring the meaning of new vocabulary, reducing their reliance on word-for-word translation (Dianelo et al., 2023).

Viewed this way, storytelling does more than ground listening comprehension; it also energizes the process by making practice enjoyable. That motivation speeds up knowledge intake and plays a key role in building solid communicative skills. Consequently, the use of storytelling in an English class represents a tool consistent with Krashen's point of view, thus promoting natural learning.

2.6.4. Meaningful Learning Theory

The theory of meaningful learning, proposed by David Ausubel, argues that new knowledge is learned more deeply and durably when it can be more naturally connected to what the student already knows (Batista da Silva, 2020). Unlike rote or mechanical learning, meaningful learning requires a considerable connection between new information and the student's existing cognitive structure. In this situation, storytelling represents an ideal strategy to achieve this type of learning, since stories provide scenarios rich in emotional, linguistic, and cultural content that can be comprehensively linked to the student's previous experiences.

When stories are used in the classroom, students activate a network of mental associations that allow them to assimilate new words or expressions based on their relationship with concepts they already dominate. This relationship can be emotional, visual, or conceptual, and it enhances long-term retention of the vocabulary learned. For instance, if a child listens a story about a child finding a hidden treasure, they will more easily recall terms like “map,” “island,” or “adventure” always try to associating them with the emotions or feelings of the quest and the surprise of discovery, this emotional and contextual connection is at the core of meaningful learning.

Additionally, storytelling allows students to internalize grammatical structures and language patterns implicitly, by repeatedly being exposed to them within the narrative. This type of contextual exposure facilitates the transfer of what is learned to new communicative situations, achieving functional and authentic learning. To sum up, Ausubel's approach finds in storytelling a powerful pedagogical resource, as it promotes the integration of new linguistic knowledge into the learner's mental structure, fostering deep, contextualized, and lasting learning (Pashler et al., 2007).

2.6.5. Affective Filter Hypothesis

Stephen Krashen's affective filter hypothesis argues that learners' emotional states significantly shape how well they acquire a second language. Anxiety, self-esteem, and intrinsic motivation, for instance, can either open the door to or erect a barrier against learning .(Krashen, 1984). In supportive, encouraging environments, the filter drops and incoming language input is processed more deeply by the learner's internal system. On

the contrary, a stressful or unengaging environment raises the filter, hindering language assimilation.

Storytelling has extraordinary potential to lower this affective filter as it creates a relaxed and stimulating environment. These stories spark curiosity, also empathy, and finally emotional connections which are factors that increase the student's interest and reduce anxiety when they learn. By becoming emotionally involved with the characters and situations narrated the students feel more motivated to participate, listen, speak, and learn. This active motivated student's participation fosters vocabulary acquisition and other language structures in a more natural way. Therefore, the use of storytelling not only contributes to linguistic development but also to creating a positive emotional environment, which is crucial for effective language learning (Benabbes & abdulhaleem Abu Taleb, 2024).

2.6.6. Schema Theory

Schema theory suggests that knowledge is organized into different cognitive structures called schemas, which allow people to interpret new information based on their prior experiences. Linguists see mental schemas as cognitive blueprints that allow learners to sort new words and concepts; when the learner meets a familiar prompt, the related schema sparks to life, linking the new term to what is already stored and making it easier to remember later. Storytelling goes past rote drills by showing characters and settings in vivid detail, gently tapping these schemas and thereby lightening the mental effort needed to grasp grammar rules and changing word forms. As the mind connects new details to an already organized map, understanding deepens and fresh terms linger for a longer stretch of time. For instance, a tale about an afternoon spent at a grandparent's home brings family images to the surface, allowing sentences like I love the sweets Grandma makes and this is my safe place to settle in almost automatically.

CHAPTER III

METHODOLOGY

Research Design

In this research, we will use a quasi-experimental design with a quantitative approach. Its main objective is to evaluate how effective storytelling is as a strategy for the effective teaching of vocabulary to seventh-grade students of EGB belonging to the Guano Educational Unit. The quasi-experimental design allows us to compare a control group and an experimental group, although the selection will not be completely random since there are limitations of access and organization in the educational context. The design is chosen to establish a causal relationship between the dependent variables (level of vocabulary acquisition) and the independent variable, which is the use of storytelling

Type of Research

The type of research presented for this study is based on a quantitative approach, which allows for an objective and concrete measurement of the impact of storytelling through the quantification of the results obtained through pre- and post-tests of vocabulary.

The use of a quantitative method is essential to obtain measurable data that reflects changes in the acquisition of new vocabulary (Taherdoost, 2021). The pre-test I administered to seventh-grade students helps us determine the research participants' initial knowledge. In contrast, the post-test I helped determine how effective the storytelling tool was in achieving the successful acquisition of new vocabulary.

Likewise, the data provided by these tests allowed for a clear comparison of vocabulary development between the experimental and control groups. This analysis of the study's results permits a direct evaluation of storytelling as a strategy for vocabulary acquisition, offering solid, observable evidence for classroom practice. Because the findings are expressed in numerical form, standard statistical techniques can be applied to assess the significance of the outcomes and to confirm that any noticeable differences arise from the intervention rather than random variation.

Data Collection Techniques

The data collection technique consisted of an English vocabulary test, which was a Prestarters A1 from the Cambridge Assessment repository for both the experimental and control samples. The test was administered as a pre- and post-test, which helped to demonstrate whether there was an improvement in the students' performance. The test

consisted of 10 questions, all of them based on vocabulary, and the results were evaluated according to a previously approved Cambridge Assessment rubric to determine the students' grades. These tests will allow the researcher to evaluate the students' vocabulary level before and after the narrative intervention, which will provide measurable evidence of its potential effectiveness.

Study Population and Sample Size

The study is primarily based on a small sample of about eighteen seventh-grade students from the Unidad Educativa Guano. To facilitate analysis, the pattern is split equally, assigning nine students to every experimental condition. The first group, referred to as the experimental group, participates in a vocabulary intervention incorporated into storytelling activities; the second group, the control group, follows the conventional repetition and exercise method. Although an effort was made to randomly assign students to reduce choice bias, the project ceased to be completely randomized due to practical limitations. Consequently, the study looks at employ a quasi-experimental layout characterized with the aid of using comfort and a partially random sampling.

Methods of Analysis and Data Processing

Data gathered from the pre- and post-tests will be examined using quantitative analysis. Scores from the experimental and control groups will be compared to assess storytelling's effect on vocabulary gain. I will calculate Means, Standard Deviations, and then conduct the Shapiro-Wilk Normality Test, the Homogeneity of Variances Test, and the Paired t-test. Together, these procedures will demonstrate whether observed vocabulary improvements are statistically meaningful. This analysis focuses on identifying whether storytelling significantly improves vocabulary acquisition compared to traditional teaching methods.

CHAPTER IV

RESULTS AND DISCUSSION

Results

This study evaluated the effectiveness of the storytelling strategy in teaching vocabulary to seventh-grade students of EGB, for to obtain the results, the students were divided into two groups: the first group that received the storytelling-based intervention (YST) and the second group that did not use the strategy (NST). Data were analyzed using descriptive and inferential statistics, including the Shapiro-Wilk test, the F test to verify homogeneity of variance, and the paired t test.

YST: YES STORYTELLING

NST: NO STORYTELLING

Table 1.

Means and standard deviations

	Mean	Sd	IQR	0%	25%	50%	75%	100%	Score:n
NST	4.633333	1.9057189	2.425	1.2	3.550	4.70	5.975	8.4	18
YST	7.550000	0.9488383	1.225	5.6	7.075	7.55	8.300	8.8	18

The table 1 demonstrates the comparison that exists between the results of the NST and YST groups. The first group recorded a mean flat 4.63, whereas students in the storytelling session averaged 7.55, underscoring a noticeable gap between the conditions. This contrast indicates that those exposed to storytelling picked up new words more efficiently, and the small standard deviation further shows that most scores camped close to that elevated average. Viewed together, the results furnish strong support for the idea that adding storytelling to vocabulary lessons produces significantly better gains with only minor differences among learners.

Table 2.***Normality Test***

Shapiro-Wilk normality test normality test		
	Data score W	P-value
NST	0.99092	0.9994
YST	0.94941	0.4158

The Shapiro-Wilk test was conducted to assess the normality of the data, and both groups passed this criterion. Because both samples satisfied the normality assumption, parametric statistical tests were deemed appropriate for further analysis.

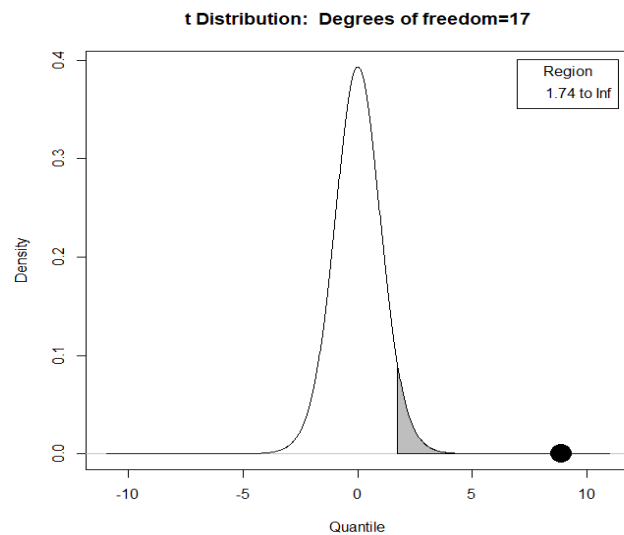
Table 3.***Homogeneity of variances***

Homogeneity of Variances						
Group	F test to compare two variances					
F	P-value	Num df	Denom df	95 % confidence interval		Sample estimates: Ratio of variances
4.034	0.00631	17	17	1.508987	10.784029	4.033976
Alternative hypothesis		True ratio of variances is not equal to 1				

By stating that the p-value is less than 0.05, it is understood that the null hypothesis of homogeneity of variances is rejected; therefore, this indicates that the variances between the groups are not similar or equal, which must be considered when interpreting the results in the T-test.

Table 4.***Paired t-test***

Hypothesis	T	Df	P-value	95 %	Mean difference	Conclusion
$H_0: \mu_{\text{post}} \leq \mu_{\text{pre}}$	8.889	17	0.00000004335	2.345865	2.916667	Accepted H_a
$H_a: \mu_{\text{post}} > \mu_{\text{pre}}$						

Figure 1.***T distribution.***

The p-value obtained in the analysis is significantly less than 0.05, which leads us to reject the null hypothesis in this case (H_0) and accept the alternative hypothesis, which is (H_a), since it shows that the measurement of the study group that used the storytelling strategy is significantly higher than that of the group that did not use this strategy. Furthermore, it shows that the confidence interval is 95% and for the difference in measurements was $[2.345865, \infty]$. Therefore, we affirm that the observed change is not simply random; the average difference between the groups was 2.916667 points, reflecting a significant increase in academic performance when it comes to vocabulary acquisition. These data accord with research for several authors who highlight the importance of using stories in the language teaching and learning process, particularly as soon as it comes to children at an early age, since there is greater vocabulary retention thanks to the emotional and contextual immersion that storytelling provides.

Discussion

The main objective of this study focuses on evaluating how effective storytelling is as a strategy for teaching vocabulary to seventh grade students of EGB at the Guano Educational Unit. The results obtained showed that there is a significant improvement in vocabulary acquisition when storytelling was used. Specifically, the mean score for the experimental group that received the storytelling strategy (YST) was 7.55, contrary to the control group (NST) that obtained 4.63, with a statistically significant difference ($t = 8.889$, $gl = 17$, $p = 0.00000004335$). This result supports the hypothesis that storytelling does contribute to the improvement in vocabulary learning, as demonstrated by the large effect size and the confidence interval starting from 2.345, which demonstrates a great significant educational impact.

The findings obtained in the present investigation are consistent with existing literature on the benefits of storytelling in significantly improving education. Studies have been able to demonstrate that storytelling fosters meaningful learning by connecting new vocabulary with contextual and possibly emotional experiences, which is helpful for students (Molina et al., 2013). Furthermore, the use of storytelling is linked to constructivist theory, which emphasizes the integration of prior knowledge and active student participation (Piaget, 1970). This study reinforces these principles since the students who participated in the storytelling group not only demonstrated much higher scores, but also had greater consistency in their performance as indicated by the reduced standard deviation ($SD = 0.9488$) compared to the control group, which was ($SD = 1.9057$).

When we ran the standard tests to check whether the groups behaved the same way, we found a clear problem with variance, $F = 4.034$, $p = 0.006$. That tells us storytelling does not affect every student in the same way; some seem to gain a lot while others gain less. The difference could come from individual learning styles or from previous classes that used stories as a main teaching tool. Even with that unevenness, follow-up paired t -tests still showed meaningful jumps in scores, so we feel good saying storytelling is a strong way to teach.

It is important to distinguish that the sample size was relatively small ($n = 9$ per group), which suggests that the generalizability of the findings may be limited. However, future studies should seek to include larger and more diverse samples to corroborate that the results obtained are truly valid in different educational contexts. Second, the quasi-experimental design of this study was based on preexisting class divisions or introduced potential confounding variables related to teacher influence within the classroom. Third, this study did not explore students' subjective perceptions of storytelling, such as motivation or participation levels, which could add information about the mechanisms underlying the improved results presented.

The greater performance of the YST group could be attributed to several aspects such as storytelling provides a rich context for vocabulary acquisition, also allowing

students to connect new words to intense emotions (Loukia, 2006; Garvie, 1990). Embedding vocabulary instruction within a story allows learners to process and remember new terms more deeply, likely because the words are anchored to a specific context rather than presented in isolation. Furthermore, collaborative activities-talking about the plot, acting out scenes, or creating visuals-prompt students to revisit the language repeatedly, reinforcing retention through varied channels (Stevens & Levi, 2013; Pérez et al., 2021). It stands to reason that these participatory features played a central role in the gains documented in vocabulary tests.

A worthwhile caveat, however, is that although the improvements reached statistical significance, the unequal spread of scores indicates that narrative does not impact every learner in the same way. Some individuals, for example, might thrive on storytelling because their cognitive style aligns with holistic rather than analytic processing, or because they have encountered story-based pedagogy before. Yet the consistently high results from the YST group point to narrative as a robust strategy that enhances vocabulary learning, even within a diverse classroom.

The results of this study offer practical guidance for teachers and curriculum developers. Storytelling ought to move from an add-on activity to a central piece of language instruction, especially with younger learners who engage more deeply in emotionally rich contexts. Educators should tailor each story to the students linguistic level and cultural background, preserving familiarity while stretching language skills (Jonsson, 2013). Additionally, digital tools and multimedia can breathe new life into the narrative, making lessons interactive and easier for each student to access (Reddy & Andrade, 2010). According to Benabbes & AbdulHaleem Abu Taleb (2024), it says that young adult literature allows for the exploration of linguistic and cultural elements, which serve as a guide for students to increase their interaction skills, in addition to promoting their critical thinking on sensitive topics such as coexistence, tolerance and racism. In addition, Ong & Aryadoust (2023), examined the effects of storytelling on speaking skills in children who were not native speakers of the language. It was observed that it helped significantly since the children related what they had already learned with what they were reading and thus facilitated the understanding and acquisition of new vocabulary in an easy and fun way, as children like to learn. Similarly, Belda Medina (2024), found that the effects of storytelling on the development of vocabulary acquisition were of great help since it increased the students' confidence. Storytelling is captivating for children at an early age since it motivates students to actively participate in the learning process. In addition with, Rahiem, (2021) found that participation, student performance, and proper motivation serve as an incentive for students to increase their desire to learn and thus be able to acquire vocabulary in a fun way. Ekeh, (2023) approves the teaching strategies used in classes since they have become viable components to have an increase in interaction within the classroom and thus have a significant learning of vocabulary in due time. In addition, he says that storytelling is an extremely innovative pedagogical strategy that involves children in deep learning, and also highlights that this tool is reliable in combining educational messages with learning experiences in order to develop an exciting learning environment. Other also worth mentioning is according to Habibi &

Widyantoro (2020), vocabulary is one of, if not the most important element of language learning. Language learners of all levels must have sufficient vocabulary, as its existence significantly supports their language skills, highlighting their comprehension, reading, speaking, and, obviously, writing. All of this contributes to the validity of their learning. Initially expanding vocabulary in the early stages of childhood is the main problem that teachers frequently, (Gaya, 2017) says that this study determines how vocabulary acquisition in children is improved through storytelling, since this is implemented as a pedagogical tool since it considers that the method of how to teach vocabulary through stories is valuable, it makes learning easier and more fun since not only is the same word repeated over and over again to remember but it interacts through images or perhaps designs that make it easier for students to easily relate what it means and thus their vocabulary increases significantly and why not talk about that the same vocabulary can be retained in the long term. On the other hand, Anggara, (2023) says that learning vocabulary is a challenge, but that anything is possible if you have the desire to learn the language. Therefore, she suggests choosing appropriate media to support the student in acquiring new vocabulary effectively. She suggests that stories used in a way that is appropriate for the student's level are a great help in significantly increasing vocabulary. To conclude this section, Gao et al. (2023) tells us that storytelling is a literary practice that is consolidated within language classrooms. This study highlights the effectiveness and efficiency that storytelling exposes to students since, as it is a didactic and fun tool, students show real interest in learning vocabulary since the teacher presents it in a fun way, thus promoting students to feel comfortable and relaxed learning in a meaningful way.

Future investigations should take the limitations noted in this study into account. Multi-site studies conducted at the school level would strengthen confidence in the findings and show how widely they hold across diverse educational settings. Supplemental qualitative work could then probe students' perceptions of storytelling, especially its roles in motivation, engagement, and self-regulation. Cross-national comparative studies already reviewed would remain useful, because they help clarify how local practices and academic cultures shape and are shaped by storytelling.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The general objective of this study was to analyze the effectiveness of storytelling as a vocabulary teaching strategy for seventh-grade students at the Guano Educational Unit during the 2024-2025 academic period. The findings presented demonstrate that storytelling significantly influenced the acquisition of new vocabulary by introducing students to meaningful, contextual linguistic events. At the outset of the study, researchers administered a diagnostic test to determine seventh graders' vocabulary levels. The students' scores then guided both the choice and presentation of targeted storytelling techniques. Participants later reported considerable enjoyment, and follow-up assessments showed a statistically meaningful gain in vocabulary retention. Such evidence invites foreign-language teachers, particularly those with novice learners, to adopt storytelling routinely—a suggestion firmly supported by the current investigation. Similarly, there are deep-rooted limitations, such as the relatively limited intervention period and the local setting of the study, which recommends that more research be needed before the research results can be generalized. Although it is true that some teachers may question the reliability of implementing this proposal because it implies a limitation within the national curriculum or due to a lack of interest, the study conducted shows that even short classes in which storytelling is properly integrated can improve vocabulary learning outcomes. To sum up, it is recommended that future studies on this topic further explore storytelling at different educational levels since with a larger sample the true scope of the storytelling proposal in vocabulary acquisition could be determined.

Recommendations

Having established the positive effects of integrating storytelling as an effective component in vocabulary teaching, it is recommended that educational institutions and curriculum developers try to formally include storytelling strategies that promote a solid program for vocabulary acquisition, especially if it begins at an early age, since it has been shown that storytelling contributes to meaningful contexts that encourage their retention. Furthermore, it would be necessary to offer specific teacher training in these methodologies that storytelling presents. These teacher development programs should provide the practical skills to design and integrate effective sessions where the use of storytelling is essential to increase its acquisition of easy and practical vocabulary. If such training exists, teachers could feel confident integrating this proposal into their usual teaching routines.

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ANEXXES



UNIVERSIDAD NACIONAL DE CHIMBORAZO CARREDA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS VOCABULARY PRE-ASSESSMENT TEST

NAME: _____

DATE: _____

Frankie and The Magic Clothes

Frankie was a happy girl. She had a wardrobe full of colorful clothes. One morning, while choosing what to wear, something strange happened: her clothes started moving and hiding.

What is happening?" She asked, surprised.

Then, she heard a soft voice coming from her jeans. Come and find us if you want to get dressed today.

Frankie decided to play. First, she found her jeans behind the door. Got you, jeans, she said. Then, she heard her shirt singing from the lamp. Come down, shirt, she said and caught it. Later, she saw her skirt spinning on the floor. You're a good dancer, skirt, but I won't wear you today, she said. Her socks were under the bed. She kneeled and found them. There you are, socks, always hiding. Her shorts were in the laundry basket, but she found them quickly. That was easy, shorts. The T-shirt was rolled up on her desk. You look like a burrito, T-shirt. Finally, she saw her trousers climbing her chair. Don't try trousers, I need you today.

FUNSkills

Meet Frankie

Pre A1 Starters

- 1 Write the letter 's' to complete the clothes words.

Example _ s _ h o e _ s ☒

1. j e a n _ ☐

2. _ h i r t ☐

3. _ k i r t ☐

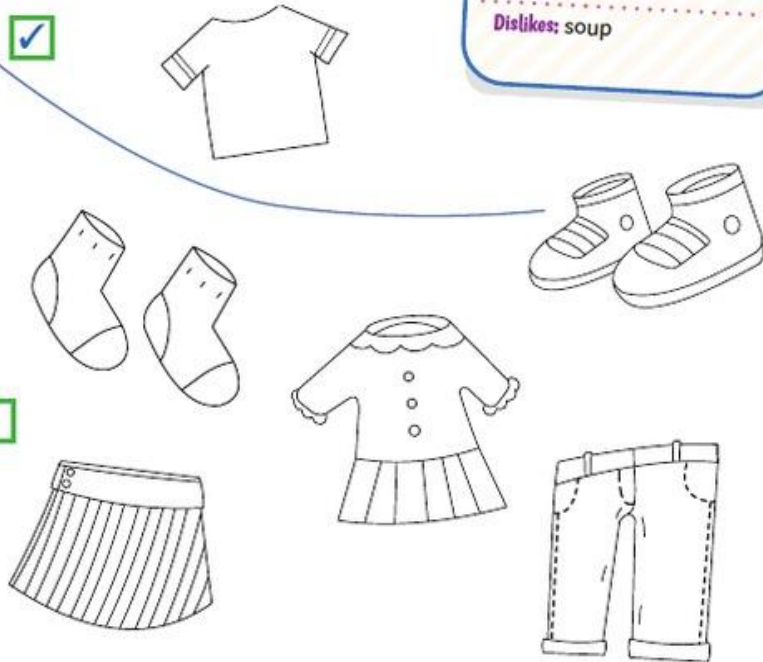
4. _ o c k _ ☐

5. _ h o r t _ ☐

6. T- _ h i r t ☐

7. t r o u _ e r _ ☐

8. d r e _ _ _ ☐



Frankie

Likes: fashion, pink, bed,
hugs

Dislikes: soup

- 2 Draw lines from the clothes word to the correct picture.
- 3 What are you wearing today? Tick (✓) the boxes for your clothes.
- 4 Colour the clothes pictures. Then, show your classmate your picture and talk about it.

This is my yellow T-shirt.
These are my blue socks.



PHOTOCOPIABLE

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FUNSkills

Meet Frankie

Pre A1 Starters

5 Look at Frankie's bedroom. Read and complete the sentences with clothes words.

1. There are four _____ in front of Frankie, on the window.
2. The three _____ in the bedroom are white.
3. There's a yellow _____ on the floor.
4. There's a pink _____ under the bed.
5. The dress in this picture is yellow and the _____ is purple.



6 Read and draw Frankie's things.

1. a purple flower on Frankie's small bag.
2. a blue kite in one of Frankie's hands.
3. some glasses on Frankie's face, in front of her eyes.
4. a big yellow sports bag in front of Frankie's feet.
5. a green hat on Frankie's head.

