STORYTELLING AND VOCABULARY LEARNING

A CASE STUDY IN EARLY CHILDHOOD EDUCATION

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Stories are the most powerful delivery tool for information, more powerful and enduring than any other art form.

Patrick Dixon

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Acknowledgments

First of all, I would like to thank all the children of the classes of five years old of the school, as this research would not have been possible without them. Especially, to my English mentor, Marta, who advised me, allowed me the time to prepare the sessions and carry them out and gave me her class hours, so I could work with the children. And to my other mentor, Dolors, for giving me advice and guidance through the period when I carried out the interventions.

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Abstract

Storytelling is considered a good strategy to be used in the English as a Foreign Language class with young learners. This study had as its main objective to find out if children learned the same amount of vocabulary after being exposed to two different conditions: storytelling or a combination of storytelling and vocabulary activities. The study was carried out combining three different tests: a pre-test, a post-test and delayed post-test. The main findings seem to indicate that children in the condition of storytelling and activities have more vocabulary knowledge than children who just did storytelling.

Keywords: Storytelling, learning vocabulary, vocabulary activities.

Resum

La narració de contes es considera una bona estratègia per utilitzar-la a la classe d'anglès com a llengua estrangera amb joves aprenents. Aquest estudi tenia com a objectiu principal esbrinar si els nens aprenen la mateixa quantitat de vocabulari després d'haver estat exposats a dues condicions diferents: la narració d'un conte o una combinació de narració d'un conte i vocabulari. L'estudi es va dur a terme combinant tres proves diferents: un pre-test, un post-test i un post-test retardat. Les principals troballes semblen indicar que els infants en condicions de narració i activitats tenen més coneixements de vocabulari que els infants de la narració d'un conte.

Paraules clau: Storytelling, aprenentatge de vocabulari, activitats de vocabulari.

1. Introduction and Justification

The Final Year Project entitled *Storytelling and vocabulary learning: a case study in early childhood education,* has been carried out during my 4th year of the Double Degree in Early Childhood Education and Primary Education in English at the University of Vic. Central University of Catalonia. This work is part of the Final Year Project for the Infant Education degree.

One of the reasons why I chose to work on storytelling was because it is considered an excellent method to introduce English in Early Childhood Education (from now on ECE). Using an intriguing story to capture the children's interest in English from an early age can be an enjoyable and educational opportunity for EFL learners. The story chosen to do the intervention was *The Gruffalo*, written by Julia Donaldson and illustrated by Axel Scheffler.

This study was conducted with two groups of 5 and 6-year-old children from a school in a Catalan town. Both groups were exposed to storytelling under different conditions: the first group did two sessions of storytelling and the second group one session of storytelling followed by vocabulary activities.

The main objective of the project was to find out the effect of storytelling under each condition as far as vocabulary learning is concerned. This dissertation has allowed me to find an answer to this objective and frame it within the most important findings in the literature review.

2. Theoretical framework

2.1. How learners acquire L2

For the last ten years, schools have started to implement English in Early Childhood Education (ECE) driven by the popular belief the sooner the better. However, it has not been proved yet whether an early start has a good impact on language learning. Even though the research results are not conclusive yet, a helpful environment with high exposure to rich and diverse educational experiences may improve the development and learning of the foreign language (Garton & Copland, 2022).

It is important to consider that the process of second language acquisition is different from that involved in the first language. Usually, children who are learning an L2 are older than the ones that are learning L1. This means that their cognitive capacity is higher, and they are more mature cognitively. Although there may be some similarities between L1 and L2 acquisition, particularly in the case of young learners learning a second language, the general agreement today is that the processes of second language acquisition are fundamentally distinct. The factors that influence are the age, the cognitive development and the fact that they have experienced a language once before (Nunan, 2011). That is why the specific strategies of the L2 acquisition creative construction process differ from those of the L1.

According to research, early L2 training in formal contexts is ineffective unless it is followed by carefully planned foreign language instruction that builds on what has already been learned. Children who learn a foreign language in primary school for just a year or two do not benefit in the long term; even rudimentary competency requires several years of education (Marinova-Todd, Marshall & Snow, 2000).

It is essential when learning a language to focus on vocabulary as it is beneficial for the development of knowledge and skills in a variety of aspects of language and literacy. This includes assisting with decoding (phonics and phonemic awareness), comprehension, and fluency. In first language learning, the child's vocabulary explodes between the ages of two and five. In the case of the second language, however, the same cannot be

assumed. A child's L2 vocabulary development will not necessarily equal their L1 vocabulary development (Nunan, 2011). As Linse and Nunan (2005) state there are basic principles to teach vocabulary to young learners, which are to emphasize both direct and indirect teaching, teach vocabulary words before a new activity, teach to use context clues appropriately, present multiple exposures to new vocabulary items, give opportunities for deep processing of vocabulary Items and have students keep vocabulary notebooks (if they can write). Moreover, young learners acquire the language by learning single words and progress to entire sentences. By learning new words and observing how they function in sentences, students learn syntactic rules (Gruss, 2016).

In order to learn new patterns and develop a new language, students must engage with their peers. This is necessary for them to function in their community. Interaction between individuals, a context that is both intriguing and relevant, a calm classroom environment, and active use of language structures are all necessary for gradual language acquisition development. At the beginning of their educational journey, children learn to communicate verbally rather than through writing. Students repeat the words or phrases that they hear from their teachers even though they cannot recognize the format of writing. Furthermore, repetition can cause a notable advancement in vocabulary and structures (Dujmović, 2006).

2.2. Learning vocabulary

One of the most important aspects of learning a foreign language is vocabulary. While very little can be conveyed without grammar, nothing can be conveyed without vocabulary (Folse, 2011).

When teaching vocabulary, the focus should be on the ways in which vocabulary can be learned. As Nation (2020) mentions for the students to learn vocabulary, the teacher has to design a balanced course, organize the classroom work and homework, train the learners on how to learn, test, and teach vocabulary. Additionally, organizing requires ensuring that the circumstances are favourable for vocabulary learning, including

repetition, noticing, retrieval, encountering and employing words in a variety of contexts, elaboration, and conscious attention. Moreover, activities like extended reading, speaking to solve problems, listening to solve problems, linked skills activities, learning with word cards, writing with feedback, developing reading fluency, and speaking fluency all require these prerequisites to be met. Furthermore, native speakers do not learn most of their vocabulary through explicit instruction, so common wisdom in teaching English to speakers of other languages pedagogy has favoured a natural approach involving substantial communicative interaction with authentic language, particularly, comprehensible input, as the best ways for English language learners to develop their lexical proficiency (Folse, 2011).

However, to answer the question of which words should teachers teach, it is useful to know that children should learn the most frequent words related to their objectives and especially, adequate to their proficiency level. Additionally, all pertinent research demonstrates that members of a semantic set, such as terms for colours, apparel, and directions, should not be provided at the same time since children find it harder to acquire new words when they are presented in semantic groupings than when they are presented with semantically unrelated words (Folse, 2011).

The number of times English language learners interact with the term, rather than what they do with it, is the single most crucial factor in any vocabulary practice activity. The quantity of times a word is retrieved by a student is crucial, and teachers may and should manage this variable (Folse, 2010). The frequency of each word must be considered. As Nation mentions (2020): "*Vocabulary control ensures that all words met in a course are useful and that time is not wasted on less useful vocabulary*" (p.7). Moreover, to incorporate repetition into a course by revisiting the same material at least four or five times, sometimes repeating the same activity and sometimes varying it, increases vocabulary repetition (Nation, 2020).

Research has also demonstrated the importance of periodic rehearsals, or the intervals between each meeting. Therefore, instructors should include several retrievals and spaced practice in their lessons (Webb, 2007).

2.3. Storytelling

One effective pedagogical tool in the development of language skills in both, L1 and L2 learners is storytelling. The effectiveness of storytelling relies on the fact that it is fun, engaging and highly memorable (Lucarevschi, 2016). It is an approach used in an English language classroom, which provides examples and rich interactions with the foreign language. In addition, literature-based instruction can positively influence the language development of ECE students (Tugrul Mart, 2012).

Spaulding (2011) mentions that everybody is a storyteller from the moment they are born. He believes that telling the story of life is an understandable form of communication. So, it is conceivable to claim that humans naturally tell stories and shape events to fit their fantasies. People can utilize the narrative to explore and enjoy their emotions and ideas. Moreover, the author maintains that storytellers have the ability to share narratives that have been written by others and represent those individuals' ideas while listeners have the ability to develop the narrative in their own minds. In either case, telling a tale is happy, vibrant, and incorporates the joy of both the event and the story.

Povey (2019) states "*stories contain language discourse beyond the word or sentence*" (p.3). The language is driven by the narrative, rather than preconceived ideas of suitable topics or language exposure. Vocabulary is useful within the story, instead of being presented in abstract categories.

The benefits of storytelling may provide language learners greater opportunities to advance. Students are encouraged to reason the events of the story or come up with their own conclusions based on their imagination and creativity in addition to being introduced to the new form of the language. Moreover, the stories depend on the vocabulary and provide a wide and stable language experience for the students. In the classroom, a teacher should engage the pupils by telling a story, posing questions, and giving out solutions (Spaulding, 2011).

According to Ying-Li (2010) three stages can be distinguished in storytelling. The first one is the pre-story stage, which includes warm-up exercises to draw learners' attention to the story while introducing target vocabulary and using realia, such as posters. The second one is the in-story part, which assists the pupils in comprehending the context without stress because of the enjoyable environment. The final step is post-story, which includes follow-up activities or telling the story that promotes students' anticipation skill or creativity.

The most crucial elements of storytelling are the sounds, words, and linguistic figures. Storytellers employ mimes and gestures by using their voice, face, and hands (Dujmović, 2006).

The benefits of storytelling for social and emotional growth are numerous. During story time, the connection between the storyteller and the listener is reinforced. Many storytellers have written about the strong emotional connections that storytelling builds with listeners (Agosto, 2016).

When considering its motivational role in foreign language instruction, storytelling has a beneficial impact on pupils, which motivates them to keep studying the language. Additionally, it allows kids to use their creativity by getting involved in the narrative or identifying with a particular character. The reason why storytelling is so effective for young language learners is that they learn the language unconsciously. Children are given access to a world of sustained meaning through stories (Slattery & Willis, 2014).

In storytelling sessions, older students exchange social experiences and become aware of other's viewpoints. Younger students in particular like hearing a narrative more than once. Due to this repetition, they acquire language components unintentionally. Additionally, they want to take part in the story. Teachers take advantage of this opportunity to introduce or review new vocabulary or sentence structures in an environment that is more interesting, memorable, and comfortable (Dujmović, 2006). As a result, it is reasonable to state that storytelling draws students into an engaging,

participatory communication context, develops a warm environment, and prepares them to learn the target language spontaneously.

Children must acquire sufficient spoken and auditory language skills in order to develop their future reading proficiency as primary students. The auditory input provided by storytelling is essential for social narrative communication. According to Huang (2006), storytelling helps students learn vocabulary, therefore, teachers should use illustrations and make an effort to persuade students to listen to stories.

Storytelling might be considered to be a crucial component to express grammatical and syntactic elements in an engaging and meaningful context. Teachers might focus students' attention on the language's linguistic characteristics and various tenses (Huang, 2006). The students can then contextualize what they have learned in storytelling class after first recognizing the many forms of structural variations.

Moreover, a recent study about the effectiveness and efficiency of storytelling on vocabulary acquisition, showed that the effects of storytelling alone achieved the best performance, over storytelling with word focus and storytelling with activities (Gao, Wang & Lee, 2020).

It is also worth mentioning the use of predictable stories, which are stories originally written for native English-speaking children that are now being used in classrooms for second and foreign language learners. Predictable books frequently have content that matches audiolingual replacement drills used in EFL and ESL classes. In substitution drills, the language is frequently altered and artificial so that students can quickly identify the recurring patterns in English. Predictable books also alter the language to follow recurring patterns and be a little artificial, similar to audio-lingual exercises. However, young English learners quickly recall the story's repetitious grammatical patterns and join in as it is being told and replayed, whether or not the teacher prompts them to (Linse, 2007). The popular children's book *The Gruffalo* (2000) written by Julia Donaldson and illustrated by Axel Scheffler follows a repetitive structure and grammatical patters, adding interesting and new vocabulary. Like most picture books, it is primarily intended to be

read aloud to young children. This indicates that rather than the text-scanning eye, the main processing mode in many "reading" occurrences will be acoustic, requiring the listening ear. Of course, vision is still necessary. The domain of the image and the picture in the book-world is firmly the realm of the pre-school child (Burke, 2022).

2.4. Strategies in EFL

Teaching English as a Foreign Language (EFL) to young learners requires a different set of strategies compared to teaching adults. There are different strategies to capture the attention of the children.

One of them is Total Physical Response (TPR), this approach is based on the belief that young learners learn best through physical actions and movements. The approach emphasizes the importance of using physical actions to teach language, such as commands and gestures, and encourages learners to respond physically to the language input. TPR is based on the work of James Asher and is influenced by behaviourist theories of learning. This method believes that learning occurs best when the learner is actively involved and comprehends what he hears (Widodo, 2005). The TPR method encourages students' self-assurance, creativity, curiosity, and motivation. It motivates students to enjoy and be enthusiastic about the learning process. It has a positive impact on them because the topic is familiar and easy for them to remember. The TPR method makes the teaching process flexible and enjoyable (Nuraeni, 2019).

TPR's most prominent classroom activity is imperative drills. They are often designed to highlight the learners' physical actions and activity. Learners take on two roles in this context: listener and performer. They pay close attention and physically respond to the teacher's orders (Widodo, 2005).

The benefits of using TPR in English teaching and learning activities are as follows: it is enjoyable, and many children enjoy participating in this type of teaching and learning process, it can help the students remember English words and expressions, it can be

used in large and small classes, it is appropriate for both young and adult learners, it is suitable for active students in class (Rokhayati, 2017). Moreover, the fact when using TPR is that the teachers make sure that the learners comprehend what they repeat after them. They also use gestures which imply enjoyment and create an amusing environment for learning (Madarsara, Youhanaee, Barati & Nasirahmadi, 2015).

In the process of English teaching and learning, the use of TPR involves movements that the students can actively do in the classroom. Teachers can use a song, storytelling, or role-playing to allow students to carry out instructions to perform an action while teaching (Nuraeni, 2019). The teacher chooses what to teach, delivers new concepts, and chooses supporting materials for classroom usage. As a result, the teacher must be adequately prepared and organized so that the class runs smoothly and reliably (Widodo,2005).

Another approach to the teaching English in ECE can be supported by the constructivist theory of learning, because it emphasizes the importance of active engagement and exploration in the learning process. In the context of EFL for young learners, this means providing them with opportunities to explore and experiment with the language through games, role-plays, and other interactive activities. The constructivist theory was very much influenced by the work of Jean Piaget and Lev Vygotsky (Prasetyo, 2020).

Although some English teachers regard language games as time wasters or enjoyable classroom approaches, games play an important role in any foreign language teaching program since they improve foreign language learning, especially for young learners. Games have become vitally important for English language learners and teachers not just because they give entertainment and relaxation, but also because they inspire students to use their language in a creative and expressive manner (Yolageldili & Arikan 2011). Moreover, games must be included in the English language classroom because they are naturally motivating for children and are an inherent part of a child's world (Thornton, 2001). Furthermore, Philips (2001) states that: "*Playing games in the classroom develops the ability to co-operate, to compete without being aggressive, and to be a good loser*". So, these are some benefits that playing games in a classroom have.

However, many ordinary games and puzzle activities that children are already familiar with can be converted to a foreign language learning environment. Playing these games will come naturally to them and will make them feel safe enough to step out and take risks. In addition, games can be quite beneficial to learners if they are used at the proper time and contain the right clues or challenges. There is always some form of linguistic gain, no matter what kind or how simple the game is. Some languages may be memorized as part of an enjoyable activity without the pupils being aware of it (Cakir, 2004).

When English language learners play games, the language they use is task driven, and their aim is more than just creating proper speech. As a result, games allow learners to practice grammar communicatively provided that games attract learners' attention to specific forms prior to communicative practice. In short, games allow learners to drill and pay attention to specific forms by presenting them in a communicative way. To summarize, with the introduction of communicative competence, games that were previously seen as time fillers or relaxation activities began to emerge as an essential component of any English foreign language instruction program (Yolageldili & Arikan 2011).

Another way to teach the children EFL is through activities, the use of these in a variate way has a great impact on learners. Particularly, young learners who enjoy learning through activities that are stimulating, motivating and interesting. The reason behind why such activities motivate young learners is that they learn by doing, by being actively involved in their learning; and it creates opportunities for them to use their imagination and creativity (Cakir, 2004). As Cakir mentions: "*In conducting these activities learners get involved in the learning process and become aware of learning how to learn, which is quite important for them*" (p.6). There are some activities than can help the with the comprehension of the storytelling. Such as total physical response, group retelling, story boarding and more (Shin, 2013).

One way to keep them engaged in the activities is to supplement the activities with puppets or objects, to match the ones used in the stories (Shin, 2006). Using puppets in class can have many benefits such as help them understand the material and motivate the students' interest in the reading selection or topic (Christamia, 2016).

Teaching through visuals is another interesting way to keep the learners engaged in the teaching of EFL. One of the reasons for teaching through visuals is that young learners learn best by seeing and doing. The frequent use of visual materials in the classroom leads classroom causes learners to guess meanings from settings using visual cues. Furthermore, the extensive use of visual aids in the classroom makes learning memorable and enjoyable, especially if the visuals are huge, bright, and interesting, and the miming is exaggerated and comical. Pictures that are interesting or engaging stimulate pupils to respond in ways that more traditional teaching tools, such as a textbook or a sentence on the board, cannot. These, when combined with an intriguing story, make the young learner's class even more fun and unforgettable (Cakir, 2004).

Another technique, related to the one before with young language users are flashcards. They can be used when introducing the new vocabulary, when recycling it, when singing songs and saying chants, when playing (Madarsara, Youhanaee, Barati & Nasirahmadi, 2015). Moreover, including vocabulary learning with flashcards is both efficient and effective, and it allows opportunities for elaboration. Cards require retrieval and allow for plenty of repetition (Nation, 2020).

In brief, all the activities listed above want to draw attention of teachers to the paramount importance of using TPR, realia, flashcards, pantomime, puppets and drama in English classes as a means of making sure that language learning takes place every lesson. Combining these methods with educational classes will ensure that lessons are effective and that learners have a positive feeling towards acquiring a second language.

In summary, all the strategies mentioned above aim to raise teachers' attention to the critical need of employing TPR, realia, flashcards and puppets to ensure that language

learning occurs every lesson (Madarsara, Youhanaee, Barati & Nasirahmadi, 2015). Combining these strategies with educational sessions will ensure that lessons are effective and that students are enthusiastic about learning a second language.

3. Study

The purpose of this study was to determine whether Storytelling is a useful strategy for learning vocabulary in English in Early Childhood Education. The study focuses on two classes of 5-year-olds, involving 27 children in total.

Considering that Storytelling is a successful educational technique because it engages children in a realm of fantasy and imagination, motivating them towards learning, the following research questions were formulated.

RQ 1: Is Storytelling an effective educational tool to learn vocabulary in the EFL class in ECE?

RQ 2: Can children learn vocabulary implicitly by listening to stories in ECE?

RQ 3: Do children learn vocabulary by combining storytelling and practical activities?

3.1. Contextualization of the school

The school where the different interventions were carried out is a public centre located in a big town in Catalonia. It is an early childhood education and primary school for students aged three to twelve. It is a school with two groups per level. The school is committed to providing an education that encourages solidarity, respect, peace, tolerance, participation, social cohesion, respect for cultural diversity, and finally, environmental conservation.

Several improvements plans, in terms of the centre strategic lines, have been implemented, such as the plan for the improvement of educational opportunities, which aims to increase access to educational opportunities for all. The second plan is Catalonia's digital education strategy, which aims to ensure that students are digitally competent at the end of primary. Finally, the environmental educational plan that includes a variety of programs at school, such as sexuality seminars and healthy eating discussions.

In early childhood education, they work through centres of interest, projects, corners (of language and mathematics), environments and assemblies.

3.2. Participants

The study was carried out with 27 children aged 5–6 years old, divided into two classes. Although some of the children did not have Catalan as their native language, all of them could speak it. The majority had Spanish as their mother tongue, and none of them were native English speakers.

3.3. Methodology

The study was carried out through various sessions of storytelling and activities designed specifically to help ECE children to learn new words.

To develop this study and determine conclusions, four sessions were developed in two heterogeneous groups. Two sessions of twenty minutes of storytelling were carried out with the first group, in which the story was explained to the children. The story was *The Gruffalo*, written by Julia Donaldson and it was a big book. See in appendix 1. Moreover, questions were asked before and after the storytelling in order to know what the children had learned or if they had been paying attention. The story was adapted to facilitate the comprehension of the story for the children. See the adaptation of the story in appendix 2.

In the second group, one session of storytelling was carried out followed by one activity and a second session with vocabulary activities. This first session lasted thirty minutes in total, twenty of the storytelling and ten of the activity. In the second group, only one session of the storytelling was carried out, doing the previous and follow-up questions, and following it up with the activity of the dice. During the second session, that lasted thirty minutes, two activities were presented related to the story, but the story was not explained again. The two vocabulary activities done in the second session were of TPR, the first one was the flashcards activity that lasted fifteen minutes and the second one the puppets activity that lasted fifteen minutes as well.

	Group 1	**Group 2**
Session 1	Storytelling	Storytelling Activity 1: productive vocabulary activity.
Session 2	Storytelling	Activity 2: TPR vocabulary activity. Activity 3: TPR vocabulary activity.

Table 1. Sessions and types of activities.

In the first activity a big dice with images of the parts of the body of the Gruffalo (teeth, claws, eyes, nose, and tongue) that appeared in the book, was used. The children had to roll the dice one by one and say out loud the part of the body that was on the dice. See appendix 3. Therefore, the students had to think about the word in English and say it out loud. It is a productive vocabulary activity due to the fact that nobody told the term to the children, they had to think about the word and say it out loud.

For the second activity, flashcards with all the images of the target words were prepared for the children and ten more for myself. A flashcard was given to each student. When I raised one of my ten flashcards, which matched some of the children's flashcards, and said the word out loud, the kids who had the same flashcard had to raise their hands with the flashcard. The dynamic was repeated twice. This is a TPR activity because when the flashcard was shown to the children, they had to raise their hands in response. All the vocabulary was revised in this activity, including the body parts and the animals. See the flashcards in appendix 4.

The third activity consisted of relating the vocabulary of the story to the puppets. Five different puppets were presented: the owl, the fox, the Gruffalo, the snake, and the mouse. See appendix 5. They came out of a box, playing with the element of surprise

and revealing each character one by one. The children were asked individually to point and touch the animal that was named. It was a TPR activity as they stood up and pointed at the animal that was said to them. In this activity, the vocabulary worked on was the five animals of the story.

The material used during the storytelling sessions was the Big Book of *The Gruffalo* by Julia Donaldson. This resource was used so that children could all see the illustrations as the story was presented in a large group. For the activities, flashcards with images of the book were used to make the activities and vocabulary more relatable to the story; a big dice was also used in order to work on the vocabulary and finally, a surprise box and handmade puppets of the story were used to engage and motivate the children to learn the words for each puppet. Finally, for the tests, flashcards with images of the book of vocabulary were also used. See appendix 6.

3.4. Data collection and instruments

Three different instruments were used for the data collection of this present study: the tests, the observation grids, and the recordings. The required permission has been obtained to gather all the data, and extra precautions have been taken to protect the identities of the school and the children who participated in the study.

3.4.1. Tests

To be able to check the progress of the students, three equal tests were carried out: the pre-test, the post-test, and the delayed post-test.

The first one was performed just before the project started to assess the children's prior knowledge of the vocabulary. This brief test was conducted one by one in order not to affect the children's answers. Vocabulary flashcards were presented to the kids individually, and the same question was asked: "*What is this?".* The children were told that if they did not know the word, nothing would happen. Sometimes, they would say the word in Catalan, and they would be reminded to say it in English. The children had had no previous contact with the vocabulary due to the fact that the story had not been

explained yet, and the teacher had not presented this specific vocabulary to them. See the flashcards in appendix 6.

To keep track of the children's knowledge and answers, a grid was created to see if the children knew the vocabulary, a tick was used if the children answered correctly, and a cross was used if the kids did not know the answer. See the pre-test grids in appendix 7.

The second test, the post-test, was carried out shortly after the last session to assess the vocabulary that the children had learned. The procedure followed in the post-test was the same as in the pre-test. See the post-test grids in appendix 8.

The third test, the delayed post-test, was carried out without the children having had any contact with the vocabulary three weeks later to determine whether they still remembered and recognized the vocabulary previously worked on. See the delayed post-test in appendix 9.

3.4.2. Observation grids

To analyse the intervention efficiently, a third person point of view was needed, as well as my own, in order to have clear results. Four different observation grids were developed to survey the four sessions. Two of the observation grids were for the storytelling sessions. One of them was for the teacher to analyse the intervention from an outsider's point of view. The other one was for myself, to assess my own intervention and to write down my perceptions.

The other two observation grids were for the activity's sessions. The first one was for the teacher as well, and analysed different aspects of the session. The second one was for me, to analyse aspects of my own intervention. See the observation grids in appendix 10.

3.4.3. Recording

To analyse the sessions and extract conclusions, the sessions were recorded. Through the recordings, the number of encounters with the words that were calculated. See table 2 and 3 below. The recordings respected the children's rights as no images were involved.

Target Words	Gruffalo	Fox	Owl	Snake	Mouse	Teeth	Nose	Eyes	Tongue	Claws
Session 1	20	8	8	11	22	5	6	5	4	6
Session 2	16	9	8	5	19	6	10	10	3	6
Total	36	17	16	16	41	11	16	15	7	12

Table 2. Number of encounters group 1.

	Gruffalo	Fox	Owl	Snake	Mouse	Teeth	Nose	Eyes	Tongue	Claws
Session 1	19	13	7	9	21	18	18	10	14	20
Session 2	36	34	31	37	41	14	11	12	11	16
Total	55	47	38	46	62	32	29	22	25	36

Table 3. Number of encounters group 2.

4. Results

Through the triangulation of the results obtained in the tests, the observations, and the recordings, we can claim that storytelling in general is a good strategy to learn vocabulary in ECE. First, this section will focus on the results of the pre-test, the post-test and the delayed post-test of group 1. Secondly, we will focus on the results of group 2. And finally, the results of each group will be compared, taking into account the analysis of the notes in the observation grids.

To begin with, figure 1 below shows the results of the pre-test of group 1. The blue colour in figure 1, indicates the words the children knew before doing the intervention, and the orange shows the words children did not know before doing the intervention. As we can see in the Figure 1 below, some of the children knew the words "eyes" and "nose", a few of them knew "teeth", "claws", "tongue", "snake", "fox" and "mouse". We can see that most of the children did not know these words before doing the classes.
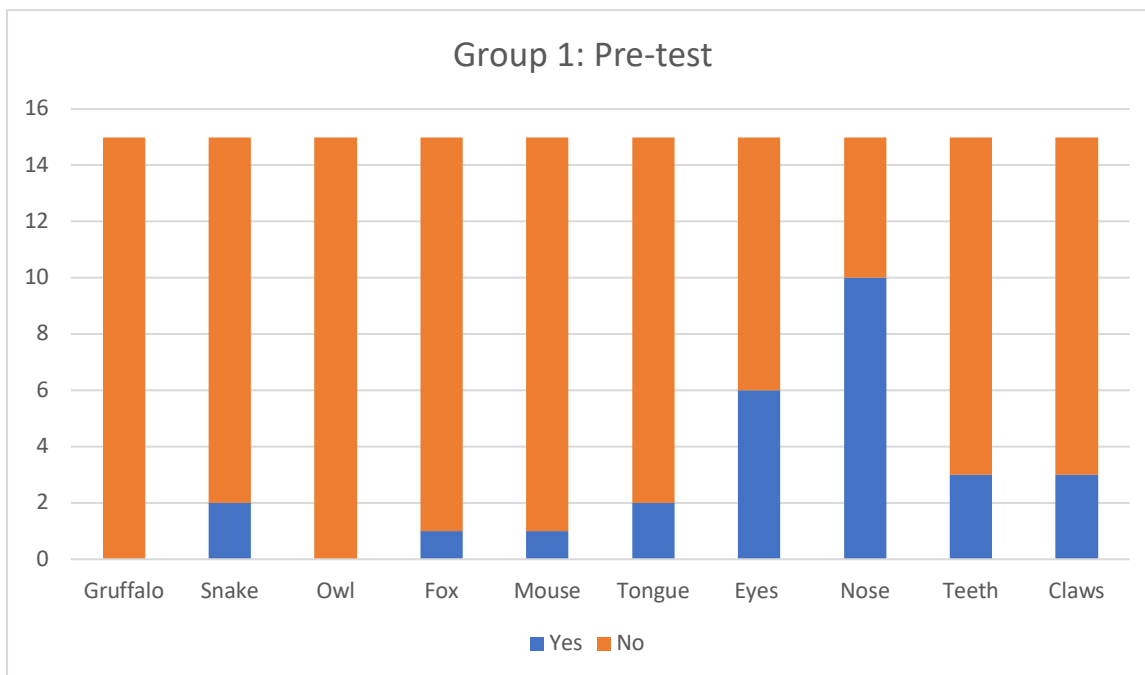

Figure 1: Group 1 vocabulary results after the pre-test.

Figure 2 below, shows the results of the post-test. This test was done immediately after the two sessions of storytelling. Therefore, the children had had a recent encounter with

the words. We can observe that children learned some more words. This means that more children improved their knowledge of the vocabulary since the last test. We can see that almost all of them knew the words "gruffalo" and "mouse", meaning that the main characters of the story had had a great impact on them. Some of them knew the words "snake" and "fox". Only one of them remembered "owl". It is interesting to see that only one of them remembered "owl". Apart from "tongue", most of them remembered the parts of the body worked in the story such as "eyes", "nose", "teeth" and "claws" (see Figure 2 below).
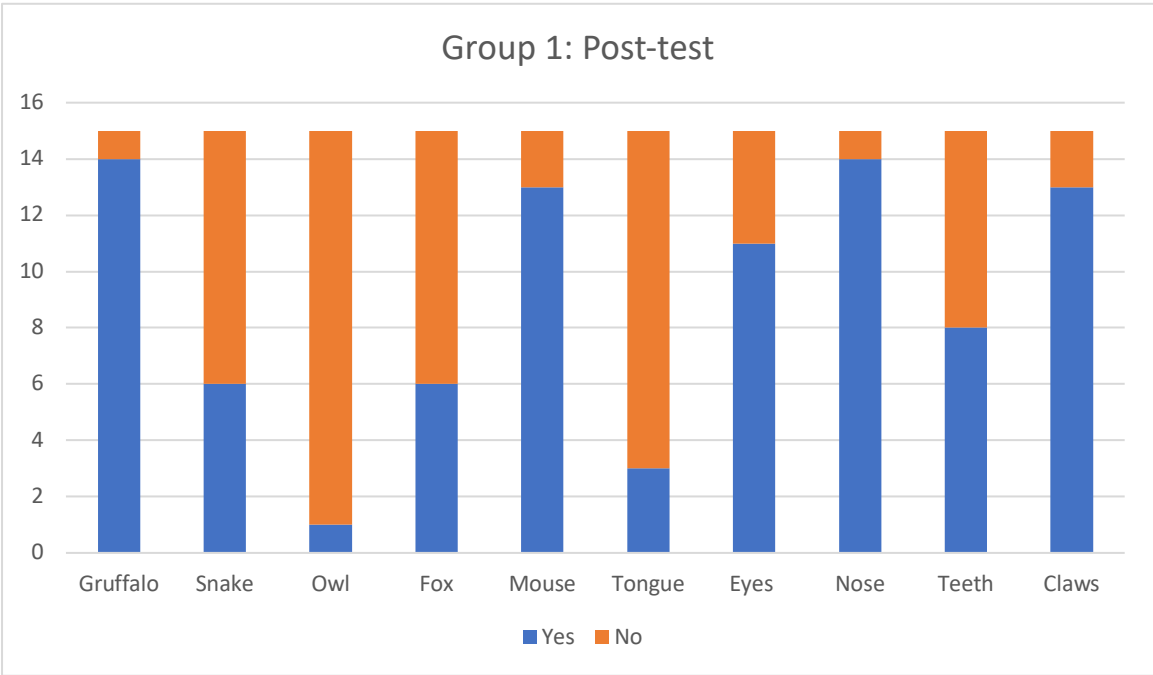
Figure 2: Group 1 vocabulary test results after the post-test.

Finally, the results of the delayed post-test in group 1 show that that apart from the word "owl", the children maintained or improved the knowledge of the rest of the vocabulary. This last test shows that the children in group 1 learned almost all of the target vocabulary. See figure 3 below.
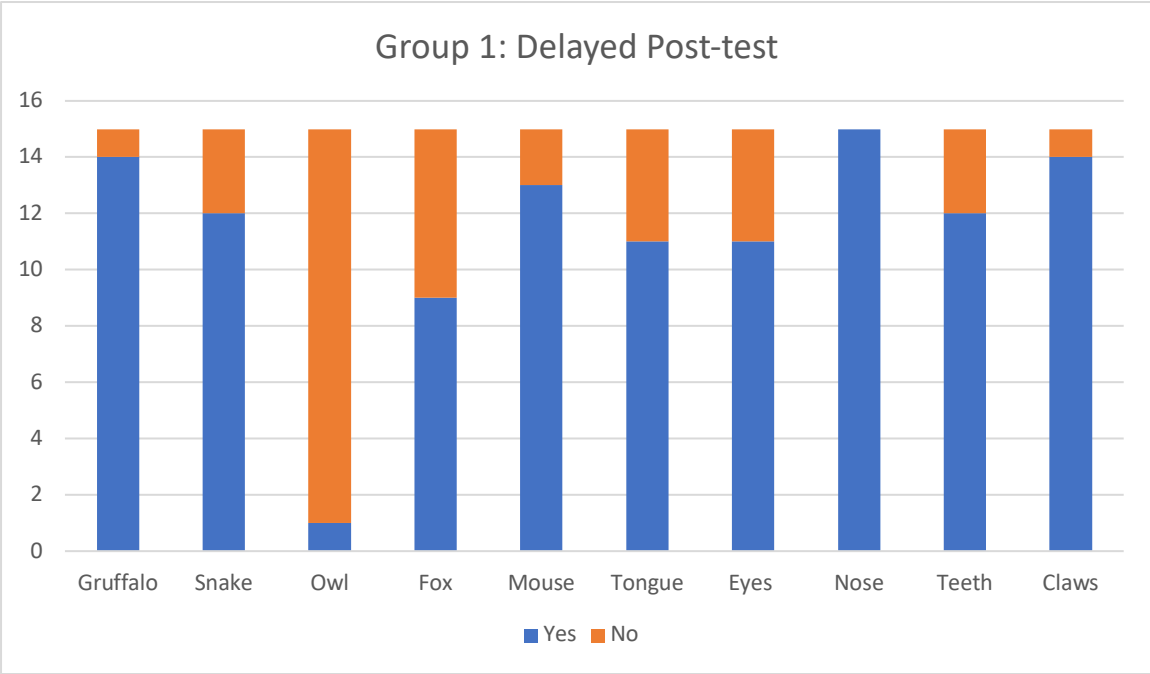
Figure 3: Group 1 vocabulary test results after the delayed post-test.

Figure 4 below, shows the results of the pre-test of group 2. We can see that some of the children knew the words "eyes" and "nose" and that one child knew the word snake. In this case, most of the children did not know the target words before having done the two sessions.
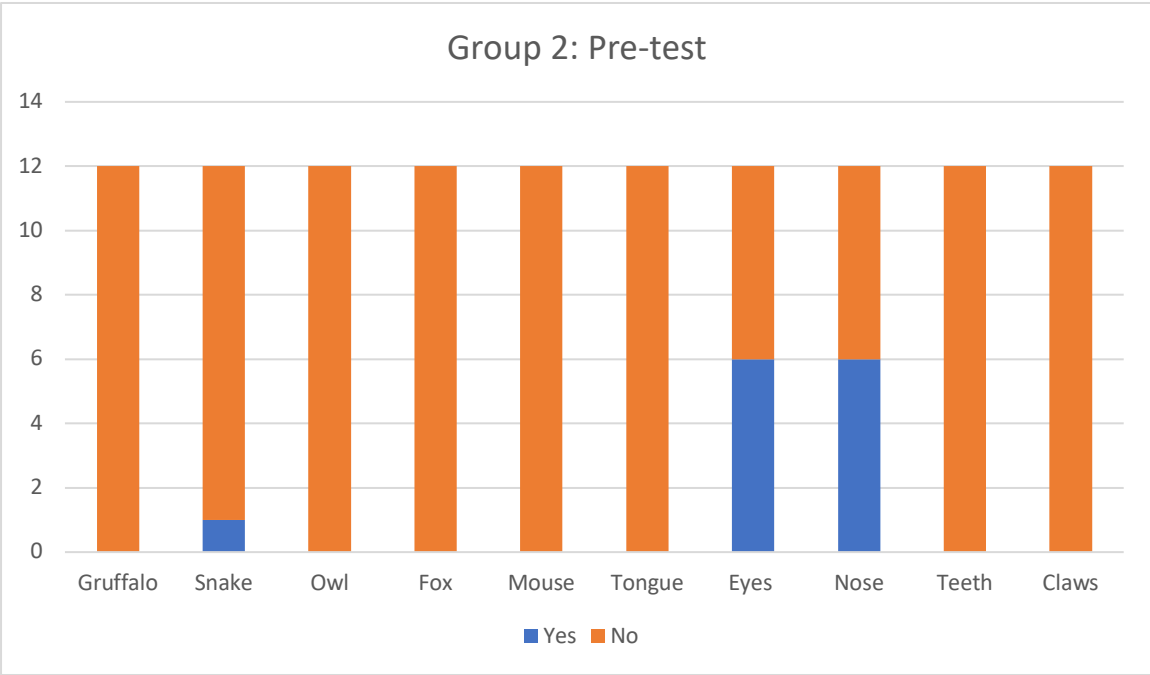
Figure 4: Group 2 vocabulary test results after the pre-test.

Figure 3 below shows the results of the post-test. We can see that all the vocabulary knowledge increased, if we compare it to the previous test. All of the children knew the word "mouse" and "eyes", and most of them knew the word "snake", "gruffalo", "tongue", "nose" and "claws". Fifty per cent of the children remembered "fox" and "teeth" and only three children out of twelve produced the word "owl".
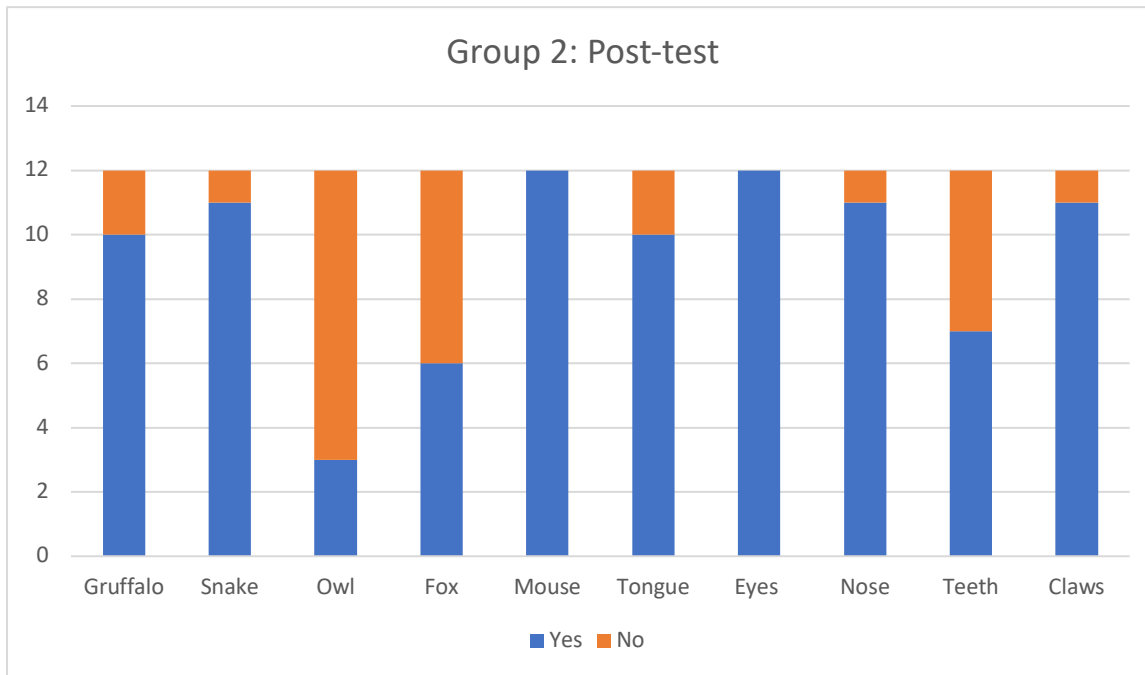

Figure 5: Group 2 vocabulary test results after the post-test.

Figure 6 below shows the results of the delayed post-test. Three weeks after the two sessions, the words "snake", "claws" and "nose" were produced by all the children. The words "gruffalo", "mouse", "eyes", "teeth" were known by the majority of the children. However, the words "fox" and "tongue" were only recognized and produced by half of the children. "Owl" was only recognized by two children, one less than in the post-test. Therefore, the knowledge of most of the words decreases after some time has passed since the interventions had been carried out.
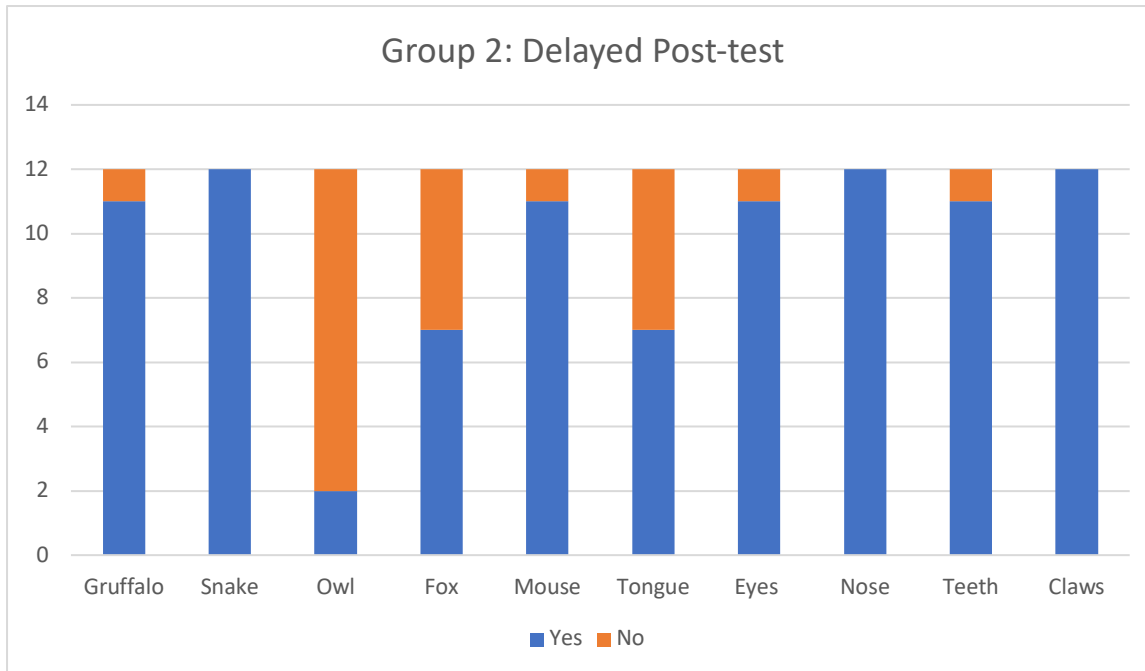
Figure 6: Group 2 vocabulary test results after the delayed post-test.

Before comparing both groups there are factors to take into account. Firstly, some children knew some body parts such as "eyes" and "nose" because they had done some previous parts of the body sessions with their teacher. Some of them still did not know the words "tongue" and "claws" in their first language. Moreover, animals such as "fox" and "owl" were not recognised by some of the children. They confused these animals with "seal" (in Catalan "foca") and "eagle" (in Catalan "àguila"), respectively. And finally, none of the children had listened to this story before, because none of them knew the main character, "the gruffalo".

In comparison, we can observe in the pre-test, that in the first group more children had previous knowledge of the vocabulary than in the second group. Therefore, in the first group, the children knew more vocabulary before having done the respective sessions (see figures 1 and 2 below).
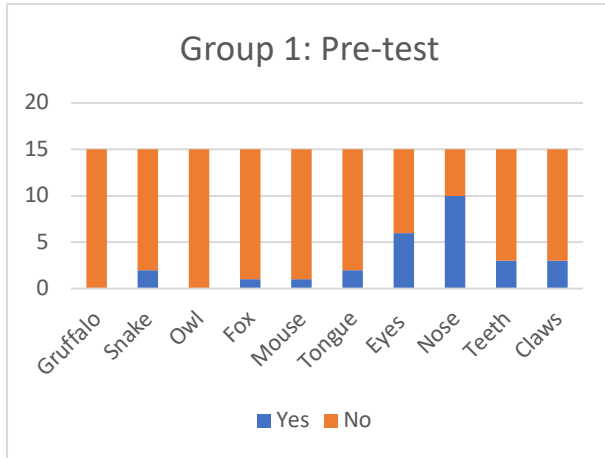
Figure 1: Group 1 vocabulary results after the pre-test.
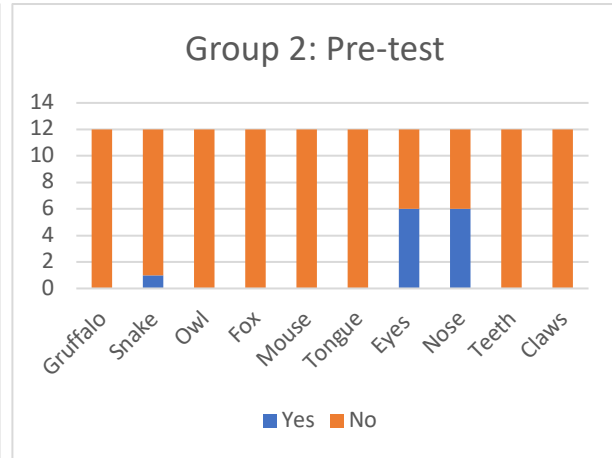
Figure 4: Group 2 vocabulary test results after the pre-test.

The post-tests show that children in group 2 had learned more words in the post-test than children in group 1. We can also observe that both groups managed to say the words "gruffalo" and "mouse". And that the majority of the children in both groups remembered "nose", "teeth" and "claws". It must be said that "teeth" and "claws" were practically unknown words to the children before the story. As for the words "snake" and "tongue" and "eyes" the figure shows that they were much more recognized yet again by the children in group 2. We can also observe that both groups have difficulties remembering the words "owl" and "fox". See in the figure 3 and 4 below.
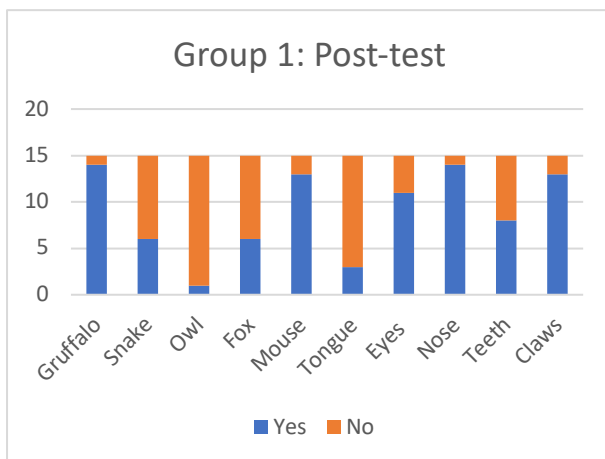
Figure 2: Group 1 vocabulary test results after the post-test.
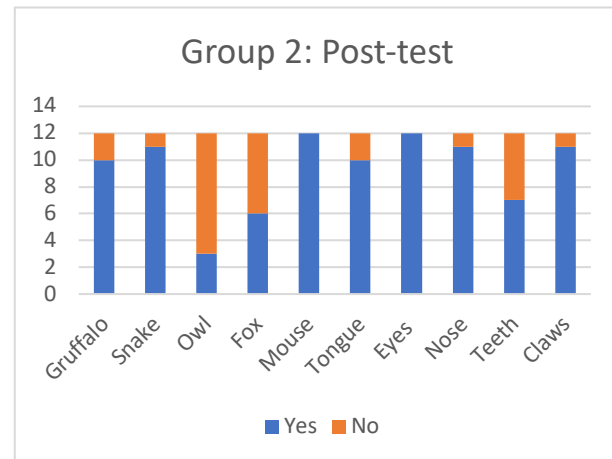
Figure 5: Group 2 vocabulary test results after the post-test.

In the delayed post-tests figures, we can observe that group 2 has more knowledge of the words: "snake", "owl", "eyes", "teeth", and "claws". And that both groups have the same knowledge of the words "gruffalo", "fox", "mouse", "tongue", and "nose". Therefore, group 2 has a slightly better knowledge of the target vocabulary than group 1.

It is also worth mentioning that in group one between the post-test and delayed post-test the results improved, and that in group two between the post-test and delayed post-test, the knowledge of some words slightly decreased.
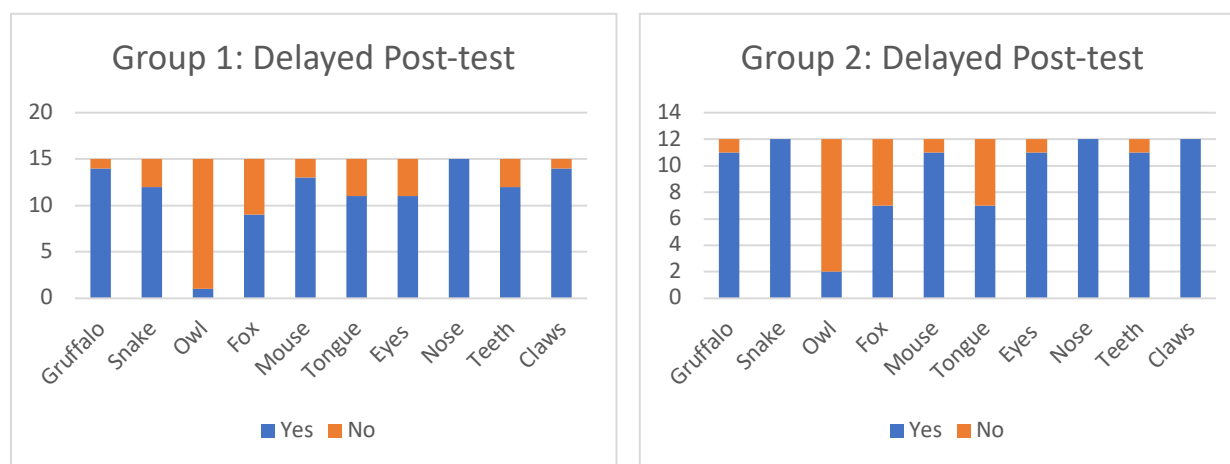
Figure 3: Group 1 vocabulary test results after the delayed post-test. Figure 6: Group 2 vocabulary test results after the delayed post-test.

The observation grids carried out by the class teacher and by the researcher showed different levels of engagement and attention. See appendix 10.

On the first session of storytelling of the group 1, the teacher and me could see that the children were engaged in the story due to the fact that all of them observed the storyteller and respected the speaking turn. Furthermore, the children were active and responded to the questions about the story, questions such as: "*What is this?*" They replied*: "A mouse"*. Even though some children answered in Catalan, some of them answered in English. They followed the story and there was no need to translate the target vocabulary and the majority said the target words in English when they were asked at the end of the

story. Sometimes, they even finished the catch phrase: "*I am going to have lunch with Gruffalo*".

In the second session, there was more feedback and more participation from the students, given the fact that it was the second time they heard the story, and they knew more vocabulary and the outcome of the tale. Most of them remembered the target vocabulary, as they answered correctly when they were asked. Moreover, when they were asked to point at the parts of their body that corresponded to the target vocabulary, they did it accurately.

The first session of the storytelling of group 2, the children were not as attentive and engaged as the previous group. Although it was not as peaceful as in the previous group, the children answered the questions correctly. In this session, the activity of the dice was carried out. Due to the fact that it was a game and the children had to stand up and sit down, the activity was more jumbled. The vocabulary worked on in this activity was the parts of the body. It was clear in this activity that the children had no problem remembering vocabulary such as: "eyes" and "nose" but had more difficulties with the words: "claws", "tongue" and "teeth".

In the second session of group 2, due to the motivation and excitement of the games it was more difficult to respect the speaking turns. However, the children followed the instructions and answered the questions they were asked.

To sum-up the main findings for each group would be that children in group 1 knew the words "nose" and "eyes", and a few of them "teeth", "claws", "tongue", "snake", "mouse" and "fox" before the sessions. In the post-test they increased some of the knowledge of the words, but not as much as group 2. Finally, between the post-test and the delayed post-test there is a little increase of knowledge of the vocabulary in general except from the words "owl" and "fox". Group 2 knew the words "nose", "eyes" and "snake" in the pre-test. In the post-test, they accomplished to retain the majority of the words. Although between the post-test and the delayed post-test, a few children forgot about some of the words retained in the post-test. However, the children still remembered most of the words.

Therefore, group 2 shows better results than group 1, confirming that the combination of activities and storytelling works better with the children in early childhood education to learn new vocabulary.

5. Discussion

Storytelling is a good pedagogical tool in the development of L2 learners' vocabulary knowledge that provides examples and rich interactions with the foreign language; it influences the language development of ECE students positively (Turgul Mart, 2012). Moreover, this strategy is an opportunity to introduce new vocabulary in an environment that is more interesting, memorable, and comfortable (Dujmović, 2006). And as we can see in the results highly effective, as both groups acquired new vocabulary after the sessions.

The chosen story to do the Storytelling was *The Gruffalo*, written by Julia Donaldson, since this popular children's book follows a repetitive structure and grammatical patterns, adding interesting and new vocabulary. Moreover, the images and pictures of the book are fantastic for early childhood education children (Burke, 2022), making this book ideal for this intervention.

When learning a language, it is essential to focus on vocabulary as vocabulary is beneficial for the development of knowledge and skills in a variety of aspects of language and literacy (Nunan, 2011). While very little can be conveyed without grammar, nothing can be conveyed without vocabulary (Folse, 2011). Therefore, young learners acquire the language by learning single words and progress to entire sentences. By learning new words and observing how they function in sentences, students learn syntactic rules (Gruss, 2016). That is why the tools of the pre-test, post-test and delayed post-test were used to analyse if the children knew the target vocabulary and therefore if they had learned these words through the tool of storytelling. As we can see in the results, storytelling is an effective tool to learn vocabulary as the children in group 1, after two sessions of storytelling increased their vocabulary knowledge notably. Therefore, it can be stated that Storytelling is an effective educational tool to learn vocabulary in the EFL class in ECE.

There are basic principles to teach vocabulary to young learners: to emphasize both direct and indirect teaching, to use context clues appropriately, to present multiple exposures

to new vocabulary items and give them opportunities for deep processing of vocabulary items (Linse & Nunan, 2005). The results of the first group seem to be a good example of a situation where students learn new vocabulary through indirect teaching, due to the fact that they learned the new words implicitly by listening to the story of *The Gruffalo* twice. The children learned the vocabulary without anyone teaching them the specific vocabulary explicitly. Therefore, we can see in the results that children in group 1 acquired some or most of the target vocabulary implicitly just by listening to the teacher explaining the story. On the other side, we also have the children in group 2 that learned the target vocabulary directly and indirectly. First, by listening to the story, learning the vocabulary implicitly. And secondly, by doing the activities, learning the vocabulary explicitly. As the results show, the second group also learned the vocabulary in an efficient way. The children improved notably from the pre-test to the post-test.

An important factor to consider, is the number of encounters that the children have with the target vocabulary. The number of times English language learners interact with the term, rather than what they do with it, is the single most crucial factor in any vocabulary practice activity (Folse, 2010). One way to increase vocabulary repetition is by revisiting the same material at least four or five times, sometimes repeating the same activity and sometimes varying it (Nation, 2020). That is why the audio recording of each session was done. We can clearly see that in the second group (stories and activities), the number of encounters is much higher than in the first group. The reason behind this is that when the story is explained, the target words are pronounced fewer times than in the activities. In the vocabulary activities, you play with the target words, pronouncing and repeating the same words over and over is the aim of these activities. This may have been one of the factors why the second group remembered better the target words, as we can see in the results.

Lastly, the use of activities in a variate way has a great impact on learners because they learn by doing, being actively involved in their learning, and it creates opportunities for them to use their imagination and creativity (Cakir, 2004). There are some activities than can help them with the comprehension of the storytelling, such as total physical response

activities (Shin, 2013). Another way to keep them engaged in the activities is to supplement the activities with puppets or objects, to match the ones used in the stories (Shin, 2006). Using puppets in class can have many benefits such as help them understand the material and motivate the students' interest in the reading selection or topic (Christamia, 2016). Therefore, both activities and storytelling have a positive impact on the children's knowledge in new vocabulary. As we can see in the results of group 2, the children learned vocabulary by combining storytelling and practical activities. The methodology used in group two was one session of storytelling and a productive vocabulary activity and in the second session two TPR activities. We can confirm that these methodologies work well combined together as the children experienced a huge improvement of the knowledge of the target words from the pre-test to the post-test and delayed-post-test, bigger than group 1, the storytelling-only group.

However, it is also important to mention that even though this research concludes that storytelling and activities is the most effective tool for learning vocabulary, there are other studies that confirm the contrary. Such as the study *The effects of three different storytelling approaches on the vocabulary acquisition and response patterns of young EFL students* that shows that the effects of storytelling alone are the ones that achieved the best performance (Gao, Wang & Lee, 2020). This means that further research needs to be done, in order to establish a clearer answer about the subject.

Finally, although we observe in the delayed post-tests that the majority of children got to learn the words, we have to take into account that group 2 in the pre-test had a lower initial knowledge of the words. Initially, the second group had less knowledge of the words than group one. Therefore, the improvement was higher for the second group. This leads us to believe that the learners in group 2 experienced a more positive impact of the combined storytelling and activities strategy due to the huge improvement from the pre-test to de post-tests and delayed post-tests, than learners in group 1, who had just experienced the storytelling sessions.

6. Conclusions and pedagogical implications

Storytelling is an effective educational tool to learn vocabulary in the EFL class in ECE. The effectiveness of storytelling relies on the fact that it is fun, engaging and highly memorable (Lucarevschi, 2016). Children can learn vocabulary implicitly by listening to stories, but, combining storytelling and practical activities has been proved to be even more effective in the long run.

Through the different sessions both groups, after having had two different experiences, learned the target vocabulary. In the first group there was a medium increase of vocabulary knowledge and in the second group, there was a huge increase of vocabulary.

This leads us to believe that, although children acquire vocabulary more efficiently through storytelling and activities; the children who listen to stories learn the vocabulary implicitly as well, due to the fact that it is taught to them in a meaningful and natural way. Therefore, teachers should ask themselves if children always need activities to learn the vocabulary or if a good story with a good storyteller and intriguing stimulus is enough. A possible answer could be that the combination of both is key for the students to learn and acquire new vocabulary.

However, a way to improve and extend this study could have been to do the same procedure but exchanging the groups: in group 1 instead of doing two sessions of storytelling, to do one session of storytelling and another one of activities, and for the second group, do two sessions of storytelling. In this way, the results would have been more accurate and objective.

This research project has helped me answer all my initial questions and see that Storytelling is an effective tool to learn vocabulary and engage the children in the English classroom. Moreover, this research has proved that the reinforcement of activities with storytelling helps the children retain new vocabulary better.

To conclude, thanks to the results observed and obtained, we can claim that storytelling is a good tool to introduce English vocabulary to young learners.

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8. Appendices

8.1. Appendix 1: The Big Book of The Gruffalo

8.2. Appendix 2: Adaptation of the story

THE GRUFFALO

Once upon a time, there was a mouse walking in the forest.
The fox saw the mouse and the mouse looked good.
- *"Where are you going to little mouse? Come and have lunch in my house"*.
- *"Thank you, fox, but no. I'm going to have lunch with a Gruffalo.*
- *"A Gruffalo? What's a Gruffalo?"*
- *"A Gruffalo? Don't you know?"*

- *It has terrible teeth and terrible claws.*
- *What's his favourite food?* - said the fox.
- *His favourite food is fox!*
- *Goodbye little mouse! Fiiiuuuu*
- *Silly Fox! Doesn't he know, a Gruffalo does not exist?*

An owl saw the mouse and the mouse looked good.
- *"Where are you going to little mouse? Come and have lunch in my house".*
- *"Thank you, owl, but no. I'm going to have lunch with a Gruffalo.*
- *"A Gruffalo? What's a Gruffalo?"*
- *"A Gruffalo? Don't you know?"*

- *He is brown and has a green nose!*
- *What's his favourite food?*
- *His favourite food is owl!*
- *Goodbye little mouse! Fiiiuuu*
- *Silly Owl! Doesn't he know, a Gruffalo does not exist?*

A snake saw the mouse and the mouse looked good.
- *"Where are you going to little mouse? Come and have lunch in my house".*
- *"Thank you, snake, but no. I'm going to have lunch with a Gruffalo.*
- *"A Gruffalo? What's a Gruffalo?"*
- *"A Gruffalo? Don't you know?"*

- *His eyes are orange, and his tongue is black!*
- *What's his favourite food?*
- *His favourite food is snake!*
- *Goodbye little mouse! Fiiiuuu*
- *Silly Snake! Doesn't he know, a Gruffalo does not exist?*

Oh, but who is this creature with terrible claws and terrible teeth? And his nose is green! His eyes are orange, and his tongue is black. Oh, help no it's a Gruffalo!!!

8.3. Appendix 3: The dice of activity 1

8.4. Appendix 4: Flashcards of activity 2

8.5. Appendix 5: Puppets of activity 3

8.6. Appendix 6: Flashcards of the tests

8.7. Appendix 7: Pre-tests

Group 1: Pre-test

	Gruffalo	Snake	Owl	Fox	Mouse	Tongue	Eyes	Nose	Teeth	Claws
1. N	x	x	x	x	x	x	x	x	x	x
2. N	x	x	x	x	x	x	x	x	x	x
3. P	x	x	x	x	x	x	✓	x	x	✓
4. P	x	x	x	x	x	x	✓	✓	✓	✓
5. R	x	x	x	x	x	x	✓	✓	✓	x
6. Y	x	x	x	x	x	x	x	✓	x	x
7. A	x	x	x	x	x	x	✓	✓	x	x
8. A	x	x	x	x	x	x	x	✓	x	x
9. B	x	✓	x	✓	✓	✓	✓	✓	✓	x
10. B	x	x	x	x	x	x	x	x	x	x
11. B	x	x	x	x	x	x	x	x	x	x
12. C	x	x	x	x	x	x	x	x	x	x
13. M	x	✓	x	x	x	x	✓	✓	x	✓
14. M	x	x	x	x	x	x	x	✓	x	x
15. N	x	x	x	x	x	x	x	✓	x	x

Group 2: Pre-test

	Gruffalo	Snake	Owl	Fox	Mouse	Tongue	Eyes	Nose	Teeth	Claws
1. Y	x	x	x	x	x	x	x	✓	x	x
2. A	x	x	x	x	x	x	✓	x	x	x
3. M	x	x	x	x	x	x	x	✓	x	x
4. A	x	x	x	x	x	x	x	x	x	x
5. E	x	x	x	x	x	x	✓	x	x	x
6. A	x	x	x	x	x	x	✓	✓	x	x
7. N	x	x	x	x	x	x	✓	x	x	x
8. K	x	x	x	x	x	x	x	x	x	x
9. H	x	✓	x	x	x	x	x	✓	x	x
10. A	x	x	x	x	x	x	✓	✓	x	x
11. R	x	x	x	x	x	x	✓	✓	x	x
12. A	x	x	x	x	x	x	x	x	x	x

8.8. Appendix 8: Post-tests

Group 1: Post-test

	Gruffalo	Snake	Owl	Fox	Mouse	Tongue	Eyes	Nose	Teeth	Claws
1. N	✓	✓	x	✓	✓	x	✓	✓	✓	✓
2. N	✓	x	x	x	✓	x	x	✓	x	x
3. P	✓	x	x	x	✓	x	✓	✓	x	✓
4. P	✓	✓	x	✓	✓	x	✓	✓	✓	✓
5. R	x	x	x	x	x	x	x	x	x	✓
6. Y	✓	✓	x	x	✓	x	✓	✓	x	✓
7. A	✓	x	x	✓	✓	✓	✓	✓	✓	✓
8. A	✓	x	x	x	✓	x	✓	✓	✓	✓
9. B	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10. B	✓	x	x	x	✓	x	✓	✓	✓	✓
11. B	✓	✓	x	x	✓	x	✓	✓	x	✓
12. C	✓	x	x	✓	x	x	x	✓	x	x
13. M	✓	✓	x	x	✓	✓	✓	✓	✓	✓
14. M	✓	x	x	✓	✓	x	x	✓	x	✓
15. N	✓	x	x	x	✓	x	✓	✓	✓	✓

Group 2: Post-test

	Gruffalo	Snake	Owl	Fox	Mouse	Tongue	Eyes	Nose	Teeth	Claws
1. Y	✓	✓	x	✓	✓	✓	✓	✓	x	✓
2. A	✓	x	x	x	✓	x	✓	✓	x	✓
3. M	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4. A	✓	✓	x	x	✓	x	✓	x	✓	✓
5. E	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
6. A	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7. N	x	✓	✓	x	✓	✓	✓	✓	✓	✓
8. K	✓	✓	x	x	✓	✓	✓	✓	✓	✓
9. H	✓	✓	x	x	✓	✓	✓	✓	x	✓
10. A	✓	✓	x	✓	✓	✓	✓	✓	x	x
11. R	✓	✓	x	x	✓	✓	✓	✓	x	✓
12. A	x	✓	x	✓	✓	✓	✓	✓	✓	✓

8.9. Appendix 9: Delayed post-tests

Group 1: Delayed post-test

	Gruffalo	Snake	Owl	Fox	Mouse	Tongue	Eyes	Nose	Teeth	Claws
1. N	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
2. N	✓	x	x	✓	✓	x	✓	✓	✓	✓
3. P	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
4. P	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
5. R	x	x	x	x	x	✓	x	✓	x	✓
6. Y	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
7. A	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
8. A	✓	✓	x	✓	✓	x	✓	✓	✓	✓
9. B	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10. B	✓	x	x	x	✓	✓	✓	✓	✓	✓
11. B	✓	✓	x	x	✓	x	x	✓	✓	✓
12. C	✓	✓	x	✓	x	x	x	✓	x	x
13. M	✓	✓	x	x	✓	✓	✓	✓	✓	✓
14. M	✓	✓	x	x	✓	✓	x	✓	x	✓
15. N	✓	✓	x	x	✓	✓	✓	✓	✓	✓

Group 2: Delayed post-test

	Gruffalo	Snake	Owl	Fox	Mouse	Tongue	Eyes	Nose	Teeth	Claws
1. Y	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
2. A	✓	✓	x	x	✓	✓	✓	✓	x	✓
3. M	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4. A	✓	✓	x	x	✓	✓	x	✓	✓	✓
5. E	✓	✓	x	✓	✓	x	✓	✓	✓	✓
6. A	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7. N	x	✓	x	x	✓	✓	✓	✓	✓	✓
8. K	✓	✓	x	x	✓	✓	✓	✓	✓	✓
9. H	✓	✓	x	x	✓	x	✓	✓	✓	✓
10. A	✓	✓	x	✓	✓	x	✓	✓	✓	✓
11. R	✓	✓	x	✓	✓	x	✓	✓	✓	✓
12. A	✓	✓	x	✓	x	x	✓	✓	✓	✓

8.10. Appendix 10: Observation grids

Session 1- Group 1

STORYTELLING - OBSERVATION GRID (during)

	A little	Enough	A lot	Observations
The children are observing the storyteller and the book			X	
The children answer the storyteller's questions			X	
The children understand the target [1] vocabulary of the story		X		
The children respect the storyteller's speaking turn			X	
The story is adequate and easy for the students to follow			X	Molt bona adaptació del conte
The children are engaged in the story			X	
The storyteller maintains a calm and understanding rhythm			X	
The storyteller adds onomatopoeias and different voices for each character			X	
The storyteller uses body language to communicate			X	
The storyteller uses a strong and a clear voice			X	

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[1] Target vocabulary: Gruffalo, Snake, Owl, Fox, Mouse, Tongue, Eyes, Nose, Teeth, Claws

STORYTELLING - OBSERVATION GRID (after)

	A little	Enough	A lot	Observations
The children are observing me			X	All of the children were looking at me.
The children answer my questions			X	I was surprised to see that they understood all my questions in English. Even though, come of them answered in Catalan, some of them answered in English.
The children understand the target [2]vocabulary of the story			X	There was no need for me to translate the target vocabulary.
The children respect my speaking turn			X	The children were engaged in the story, and no-one interrupted me.
The story is adequate and easy for the students to follow			X	
The children are engaged in the story			X	The children were immersed in the story.
I maintain a calm and understanding rhythm			X	
I add onomatopoeias and different voices for each character			X	I used different voices for each character.
I use body language to communicate			X	

---

[2] 2 Target vocabulary: Gruffalo, Snake, Owl, Fox, Mouse, Tongue, Eyes, Nose, Teeth, Claws

I ask questions to the children about the story			X	I asked a lot of questions before and after the story.
I use a strong and a clear voice			X	

Session 2- Group 1
STORYTELLING - OBSERVATION GRID (during)

	A little	Enough	A lot	Observations
The children are observing the storyteller and the book			X	
The children answer the storyteller's questions			X	
The children understand the target [3] vocabulary of the story			X	
The children respect the storyteller's speaking turn			X	
The story is adequate and easy for the students to follow			X	
The children are engaged in the story			X	
The storyteller maintains a calm and understanding rhythm			X	
The storyteller adds onomatopoeias and different voices for each character			X	
The storyteller uses body language to communicate			X	
The storyteller uses a strong and a clear voice			X	

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[3] Target vocabulary: Gruffalo, Snake, Owl, Fox, Mouse, Tongue, Eyes, Nose, Teeth, Claws

STORYTELLING - OBSERVATION GRID (after)

	A little	Enough	A lot	Observations
The children are observing me			X	
The children answer my questions			X	More questions were made today. Two or three children have answered a lot during the story my questions.
The children understand the target [4]vocabulary of the story		X		
The children respect my speaking turn			X	Today I asked more questions, and they answered more.
The story is adequate and easy for the students to follow			X	
The children are engaged in the story			X	I noticed that the children participated more than in the previous session.
I maintain a calm and understanding rhythm			X	
I add onomatopoeias and different voices for each character			X	
I use body language to communicate			X	
I ask questions to the children about the story			X	I asked more questions than the previous time, and the children participated more.
I use a strong and a clear voice			X	

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[4] [4] Target vocabulary: Gruffalo, Snake, Owl, Fox, Mouse, Tongue, Eyes, Nose, Teeth, Claws

Session 1- Group 2
STORYTELLING - OBSERVATION GRID (during)

	A little	Enough	A lot	Observations
The children are observing the storyteller and the book			X	
The children answer the storyteller's questions			X	
The children understand the target [5] vocabulary of the story		X		
The children respect the storyteller's speaking turn		X		
The story is adequate and easy for the students to follow			X	Bona adaptació.
The children are engaged in the story			X	
The storyteller maintains a calm and understanding rhythm			X	
The storyteller adds onomatopoeias and different voices for each character			X	Molt bona expressió.
The storyteller uses body language to communicate			X	
The storyteller uses a strong and a clear voice			X	

[5] Target vocabulary: Gruffalo, Snake, Owl, Fox, Mouse, Tongue, Eyes, Nose, Teeth, Claws

STORYTELLING - OBSERVATION GRID (after)

	A little	Enough	A lot	Observations
The children are observing me			X	
The children answer my questions			X	
The children understand the target [6]vocabulary of the story			X	
The children respect my speaking turn		X		There were two children that were not paying attention.
The story is adequate and easy for the students to follow			X	
The children are engaged in the story		X		Some of the students were not so attentive to the story compared to the group 1.
I maintain a calm and understanding rhythm			X	
I add onomatopoeias and different voices for each character			X	
I use body language to communicate			X	
I ask questions to the children about the story			X	
I use a strong and a clear voice			X	

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[6] [6] Target vocabulary: Gruffalo, Snake, Owl, Fox, Mouse, Tongue, Eyes, Nose, Teeth, Claws

ACTIVITIES - OBSERVATION GRID (during)

	A little	Enough	A lot	Observations
The children observe the trainee student during the activities			X	
The children follow instructions of the activities			X	
The children answer the trainee student's questions			X	
The children understand the target [7]vocabulary of the activities			X	
The children respect the speaking turns		X		
The activities are adequate and easy for the students to follow			X	
The children are engaged in the activities			X	
The trainee student maintains a calm and understanding rhythm			X	
The trainee student uses body language to communicate			X	
The trainee student asks questions about the vocabulary to the children			X	
The trainee student uses a strong and a clear voice			X	

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[77] Target vocabulary: Gruffalo, Snake, Owl, Fox, Mouse, Tongue, Eyes, Nose, Teeth, Claws

ACTIVITIES - OBSERVATION GRID (after)

	A little	Enough	A lot	Observations
The children observe me during the activities			X	
The children follow the instructions of the activities			X	
The children answer my questions			X	
The children understand the target [8]vocabulary of the activities			X	The children remember easily the words eyes and nose. But claws, tongue and teeth are more difficult for them to remember.
The children respect the speaking turns		X		The dice activity was little bit more chaotic, because the children were really excited.
The activities are adequate and easy for the students to follow			X	
The children are engaged in the activities			X	
I maintain a calm and understanding rhythm			X	
I use body language to communicate			X	
I ask questions about the vocabulary to the children			X	
I use a strong and a clear voice			X	

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[8] 8 Target vocabulary: Gruffalo, Snake, Owl, Fox, Mouse, Tongue, Eyes, Nose, Teeth, Claws

Session 2- Group 2
ACTIVITIES - OBSERVATION GRID (during)

	A little	Enough	A lot	Observations
The children observe the trainee student during the activities			X	La sorpresa ha creat molta expectació! Molt bé!
The children follow instructions of the activities			X	Han seguit molt bé les instruccions, quan algú no ho ha fet, l'has canviat de lloc.
The children answer the trainee student's questions			X	
The children understand the target [9]vocabulary of the activities			X	La majoria dels alumnes han entès el vocabulari, només algun d'ells els hi costa.
The children respect the speaking turns		X		És un grup que els hi costa molt respectar el torn de paraula, força bé la gestió.
The activities are adequate and easy for the students to follow			X	
The children are engaged in the activities			X	Les dues activitats molt adequades.
The trainee student maintains a calm and understanding rhythm			X	
The trainee student uses body language to communicate			X	
The trainee student asks questions about the vocabulary to the children			X	
The trainee student uses a strong and a clear voice			X	

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[99] Target vocabulary: Gruffalo, Snake, Owl, Fox, Mouse, Tongue, Eyes, Nose, Teeth, Claws

ACTIVITIES - OBSERVATION GRID (after)

	A little	Enough	A lot	Observations
The children observe me during the activities		X		The majority of children most of the time were listening, although some lost their attention.
The children follow the instructions of the activities			X	They follow the instructions, especially in the flashcards activity.
The children answer my questions			X	All the children answer my questions.
The children understand the target [10]vocabulary of the activities			X	Specially the animals because they can see them and touch them.
The children respect the speaking turns		X		They keep following the activities, although some moments are more chaotic.
The activities are adequate and easy for the students to follow			X	They can follow all the activities.
The children are engaged in the activities			X	
I maintain a calm and understanding rhythm			X	
I use body language to communicate			X	
I ask questions about the vocabulary to the children			X	I ask more questions in the activities than in the storytelling session.
I use a strong and a clear voice			X	

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[10] [10] Target vocabulary: Gruffalo, Snake, Owl, Fox, Mouse, Tongue, Eyes, Nose, Teeth, Claws