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Running head: THE ROLE OF PICTURE BOOK STORYTELLING USED WITH REALIA IN
THE VOCABULARY ACQUISITION

The role of Picture book storytelling used with Realia in the EFL YLs' Vocabulary acquisition

Juan Pablo Fuertes Prado

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Master in English Language Teaching for Self-Directed Learning

Directed by Jermaine Mcdougald

Department of Foreign Languages and Cultures

Universidad de La Sabana

Chía, Colombia

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Declaration

I hereby declare that my research report entitled:

THE ROLE OF PICTURE STORYBOOK TELLING USED WITH REALIA IN THE EFL PRESCHOOLER'S ENGLISH VOCABULARY ACQUISITION

- is the result of my own work and includes nothing which is the outcome of work done in collaboration except as declared and specified in the text;
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- complies with the word limits and other requirements stipulated by the Research Subcommittee of the Department of Foreign Languages and Cultures;
- has been submitted by or on the required submission date.

Date: August 3 2015

Full Name: Juan Pablo Fuertes Prado

Signature:

A handwritten signature in black ink, appearing to read 'JPF', is written over a light gray rectangular background.

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Abstract

This article reports on a study developed in order to help a group of 12 EFL young learners increase their vocabulary range by using Picture Book Storytelling with Realia, a teaching strategy that brings actual objects and items into a classroom as examples or aids to be talked or written about. The investigation lasted 8 weeks and was carried out at the private school “Fundacion Educativa Rochester” located in Chia (Cundinamarca) a suburb of Bogota, the capital city in Colombia. The following instruments were implemented in order to measure the impact of this investigation: an English Language proficiency test applied before and after the application treatment, a teacher`s journal and four observational checklists used during the application treatment. Data were analyzed using cross tabulation and coding of the data collected. The results revealed that Picture book Storytelling used with Realia can have a positive impact on EFL young learners with very limited language proficiency. Furthermore, it was found that allowing YLs to make choices over several features of the activities performed within the EFL classroom, promoted Autonomous learning since it was evident how the participants took charge of their own learning process.

Resumen

En este artículo se reporta un estudio desarrollado para ayudar a un grupo de 12 niños estudiantes de Inglés como Lengua Extranjera a incrementar su rango de vocabulario, a través de la lectura de Pictolibros acompañados con “Realia”, una estrategia de enseñanza en donde objetos reales son traídos al salón de clases como ejemplos o como ayudas para hablar o escribir. Esta investigación tuvo una duración de 8 semanas y fue realizada en la escuela privada “Fundación Educativa Rochester” ubicada en Chía (Cundinamarca), a las afueras de Bogotá, la ciudad capital de Colombia. Los siguientes instrumentos fueron implementados con el fin de medir el impacto de esta investigación: un único examen aplicado al inicio y al final del tratamiento, diarios de campo y cuatro listas de chequeo utilizadas durante el tratamiento. Se emplearon tabulación cruzada y codificación para el análisis de datos. Los resultados revelaron que el uso de Pictolibros acompañados con “Realia”, puede tener un impacto positivo en niños estudiantes de inglés como Lengua Extranjera con habilidades lingüísticas limitadas. Adicionalmente, se encontró que permitir a los niños tomar decisiones sobre algunos elementos de las actividades propuestas para la clase de inglés como lengua extranjera, promueve aprendizaje autónomo, ya que fue evidente como los participantes se apropiaron de su propio proceso de aprendizaje.

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Glossary

YLs: Young Learners

EFL: English as a foreign language

L2: Second language

L1: First language

TPR: Total physical response

Pre-K: Pre kinder garden

Chapter 1. INTRODUCTION

Colombia has had a long tradition of including foreign languages in the school curriculum. Languages such as French, German, Italian, and English have been added to school educational programs in the past years in which the latest has become a breakeven point in the program “COLOMBIA very well” (2015-2025). This plan is a long term strategy which has as its goal that Colombian students use English Language as a tool to communicate with the rest of the world increasing their work opportunities (Mineducacion, 2014).

One of the most striking features of learning English as a Foreign Language (EFL) is the fact that exposure to different languages is beneficial for Young Learners (YL)' development since they become more aware of different cultures, other people and other points of view, resulting in faster language learning as well as improved mother tongue skills. Furthermore, bilingual YLs seem to be more adept and quicker than monolinguals in applying certain kinds of mental activities not directly related to language. An example of this is given by Bahattacharjee, 2012. In this research study some bilingual and monolingual YLs were asked to sort blue circles and red squares presented on a computer screen into two digital bins. They were also asked to sort by shape, which was more challenging because it required placing the images in a bin marked with a conflicting color, and according to the findings the bilinguals were quicker than monolinguals at performing this task. This might be one of the reasons for which nowadays a lot of schools offer bilingual education having EFL even from their very first levels.

Despite the fact that children attending bilingual schools have a better chance in developing higher communicative and cognitive skills, faster than the ones who do not during their very first years of school, it is still a challenge for both teachers and students to set a scenario where English language can be fully used. At the private bilingual School “Fundacion Educativa Rochester”, located in Chia, Cundinamarca, Colombia, EFL teachers, face a number of active four year old students with a very short attention span who need to learn English with the type of instruction in which the target language is used without translation. After the initial formal EFL classes, some YLs become frustrated by their inability to express their thoughts in the second language (L2). Others want to speak as quickly in the L2 as they would in their Native Language (L1). Even when the school has carried out many efforts to create an English as a Second Language (ESL) environment within the school in a country with EFL, the 4 year old YLs attending Rochester School find themselves in a strange context of an almost total immersion to new sounds, phonemes and words that at certain point have no meaning to them even though they are natural language acquirers. Such phenomenon has been observed by this researcher year after year of teaching EFL to young learners.

Children need to be provided with the right type of experiences in the EFL classroom with fun and interesting class sessions; by combining real objects and language YLs create a mental image called *notion*, which enables them to match words with meanings. For instance the notion a child has of the word “shoe” combines the word itself with the real object, which produces a mental picture (notion) in the YL’s mind allowing him/her to show understanding of the word “shoe”. As a result, activities in the EFL classroom that are backed up by real objects help understanding and increase general interest in YLs by making the learning experience more

memorable for the learner (Budden, 2011). Moreover, activities in the EFL classroom need to be linked to everyday events close to the YLs' context; sharing a picture book, saying a rhyme in the L2 or even having an 'English' snack, capture and trigger the YLs' interests making them aware and involving them a lot more in their own learning process. One of the activities young learners enjoy the most is Picture Book Storytelling. Books that feature interactive elements like cloth, pop up characters and a variety of textures and reliefs to be touched, provide YLs with a sensorial experience, that support them in the use of logical thought and operations in their present stage of cognitive development (Piaget, 1954).

Early picture book story telling is a bridge to build safe communication grounds with YLs and providing a sensorial experience definitely enables YLs to construct logic relationships where reality and sounds are combined to build L2 comprehension. Taking this into account a set of four pictures books were read to a group of twelve 4 year old EFL learners, following a Standardize Storytelling Process (which comprises strategies that actively engaged EFL YLs in their own learning process). Such process aims to research how does picture book story telling when used with Realia increase the acquisition of nouns and adjectives amongst 4 year old EFL learners at a private Bilingual school located in Chia, Cundinamarca. The results have important implications for classroom practice, including the methods used to teach new vocabulary in the L2, strategies to evaluate the comprehension of aural texts and methods to involve YLs in their own EFL learning process.

The present research report is organized into 6 chapters. The first chapter includes a brief introduction to the entire report where the focus of the research is clarified; in addition to that a problem statement is set including the research question and its general and specific objectives.

The second chapter presents a balanced and objective analysis of previous research including the state of the art as exemplified in other similar or relevant research that has been carried out either locally and internationally considering the constructs included in the study. The third chapter focuses on the research design describing the researchers' role, context, data, participants, and type of study collection instruments, procedures, instruments validation and ethical issues. In the fourth chapter the pedagogical intervention and implementation is explained. In chapter 5 the data analysis and findings are described and finally Chapter 6 displays the observations and conclusions in regards to the research question, as well as any limitations or problems encountered during the research process.

1.1 Statement of the problem

“Fundacion Educativa Rochester” known here as *Rochester School*, is a private institution located in Chia (Cundinamarca) outlying Bogota, the capital city in Colombia. Rochester School offers a mixed bilingual education in English-Spanish from Pre-K to Eleventh Grade. At Rochester School, EFL Teachers are expected to increase the L2 vocabulary range of YLs in the Pre-k level. The YLs enrolled in Pre-K have a very short attention span, they are not exposed to the L2 at home on a regular basis (so they do not understand any type of aural text in the L2) and if this was not enough, they are just starting to attend a new school with teachers that speak English all the time; the L2 is the main communication channel even during snack time. All adults and even children from higher levels speak English to the YLs and expect them to understand and use the language outside the classroom. With all these school requirements some children show themselves reluctant to listen to the people who use the L2 indicating to their parents that they don't want to go to school

anymore. This is basically because they do not have the sufficient vocabulary range to understand what is being said to them.

At Rochester School the acquisition of vocabulary in the L2 is compulsory since Math and Science are instructed totally in the L2; during the science class, children need to describe plants and elements present in natural environments so they need to know at least certain adjectives related to colors and textures of plants and flowers in order to understand key points in the instructions and input given by the science teacher. In math, children need to learn classroom items (nouns such as pencils, toys, table, etc.) in order to put into practice the skills of counting and grouping those elements by their external characteristics. The development of such skills requires a certain amount of vocabulary range in the L2 making the EFL classes a cornerstone that supports and feeds the comprehension and progress young learners accomplish in the entire Pre-k Curriculum.

Early picture book story telling is a bridge to build safe communication grounds with children and if it is accompanied with a proper methodology, YLs can be actively engaged in their own learning process through Autonomous Learning. In addition to that YLs need to have a sensory experience to construct logical relationships where textures, shapes and sounds are combined to build the comprehension of nouns and adjectives. For that reason picture book story telling when used with Realia can provide a remarkable experience amongst young learners helping them to build new meanings out of aural words and descriptions.

1.2. Research question

1.2.1 Main Question

How does picture book storytelling when used with Realia increase the acquisition of nouns and adjectives amongst 4 year old EFL young learners at a private Bilingual school located in Chia, Cundinamarca?

1.3. Objectives

- To assess the impact that picture book story telling when used with Realia has on the vocabulary acquisition in EFL 4 year old Young Learners at a private Bilingual school located in Chia, Cundinamarca
- To determine how picture book story telling when used with Realia help YLs to increase the range of nouns and adjectives they understand aurally in the L2.
- To assess the comprehension of the vocabulary in the stories.
- To determine the effects of allowing YLs to make choices over some features of the activities proposed within the EFL classroom without the Teacher's intervention.
- To assess the effects of allowing YLs perform activities within the EFL classroom without the teacher's intervention.

1.4 Rationale

The English Language is not only the third most widely spoken native language in the world and the official language of almost 60 sovereign states; it is also the first choice as a second

language around the world. Therefore, when YLs (even during their very first years) develop communicative skills in EFL, they become capable of interacting with hundreds of others speakers all over the world. Such capability is an open door so they can eventually become more sensitive towards the social, cultural and economic backgrounds of other nations. Furthermore, it is essential for YLs at Rochester School to learn and master communicative skills in English Language, in order to become systemic and competent citizens of the world.

Storytelling is considered a significant source of vocabulary, intonation, grammatical structures, and patterns in real settings (Ahern et al., 2008). For the teacher researcher conducting the present research study, picture book storytelling used with Realia within the EFL classroom, has a positive impact not only in the acquisition and listening comprehension of new words in the L2; it also offers the proper conditions for setting up an EFL teaching environment, where YLs take charge of their own learning process. Acknowledging the significance of vocabulary for communication purposes through Picture book Storytelling used with Realia, the present study offers both teachers and learners the possibility to enjoy Storytelling through the use of real objects brought into the classroom and digital resources. Additionally, it is a source of information on EFL teaching classroom strategies that stimulate autonomous learning in YLs at the age of four years old.

The present project might have implications not only for the learners involved but also for educators, who may broaden their understanding of the knowledge regarding the use of Storytelling for teaching vocabulary. Firstly, the use of Storytelling used with Realia may be more motivating and engaging for learners since the characters and elements that appear along the

picture books stories, become materialized providing YLs with a remarkable sensory experience that supports understanding of new words in the L2. Secondly, Storytelling activities with the use of real objects (Realia) and digital resources support learners in their acquisition and implementation of vocabulary learning strategies, just by matching the aural descriptions that come from a multimedia device with real objects all framed in a meaningful context.

Thirdly, the present study might enrich the teaching vocabulary practices through Storytelling activities used with Realia. Through the use of Storytelling and Realia teachers may improve vocabulary teaching and learning by taking advantage of innovative strategies to be applied in the EFL classroom, enhancing their teaching practices and fostering learners' acquisition of vocabulary. Finally, this research study will open up the possibility to conduct future research to explore in depth the relationship between sensory experiences in the EFL classroom and the acquisition of new words in the L2, considering the impact of learning a wide range of vocabulary on the future performance of any young language learner.

Chapter 2. THEORETICAL FRAMEWORK

This chapter presents the constructs and definitions that correspond to the main focus of this study. First, the constructs are presented starting from a general review of Listening Comprehension, Vocabulary Acquisition, Autonomous Learning and Schema theory. After that, the teaching strategies of using Picture Book Storytelling with Realia within in the EFL context, is conceptualized and described. Finally, related research studies that have applied Picture Book Storytelling, in the development of communicative skills of a Second Language are described in detail and the contribution of this study to this set of studies is outlined.

2.1. Theoretical Framework

2.1.1. Listening Comprehension

Listening comprehension is a crucial communicative skill involved in every spoken language, and with it, aural messages and expressions can be interpreted and assigned a meaning. In the 21st century, exposure to spoken English is very great due to the impact of the Internet and Cable. As a matter of fact recent studies suggest that people spend 55% of their day listening (Emanuel, et al., 2008). However, years back listening comprehension used to be seen as a passive process where the learner's ears received a certain amount of aural information, and all he or she had to do with it was to passively retain the message. Years back, listening comprehension was given with the title of the 'Cinderella skill' of L2 acquisition research (Vandergrift, 1999), since very little used to be studied in this field; still, despite the critical importance of listening

comprehension for L2 learning much remains to be explored. (Albeeva & Stranks, 2013).

Several definitions of listening comprehension (relevant for this research study) coming from different perspectives have emerged. Buck (2001) described listening comprehension as an active process in which by applying knowledge to the received sounds, meanings are constructed. Rost (2002) stated that Listening Comprehension is an inferential process; according to him linguistic knowledge and world information interact, as listeners create a mental representation of what they hear applying bottom up and top down processes, which finally result in comprehension. In other words, according to Rost, listening comprehension is the process of receiving what the speaker actually says, creating and representing meaning, negotiating meaning with the speaker and responding, through involvement, imagination and empathy.

For this study, listening comprehension is understood as an ability that “encompasses the multiple processes involved in understanding and making sense of spoken language” (Nadig, p. 1743, 2013). Young EFL learners need to be able to recognize speech sounds, have a clear understanding of the meanings of individual words, and understand the syntax of sentences in which they are presented. Having said that, listening comprehension can be approached from two different perspectives: listening as comprehension and listening as acquisition (Richards, 2009, p 52). Listening as comprehension refers to the traditional way of thinking about the nature of listening, based on the theory that the main purpose of listening in the L2 learning is to facilitate the understanding of spoken discourse. Therefore, the characteristics of spoken discourse and the problems they present to the listeners, must be considered in order to understand the nature of listening processes (Richards, 2009). Nevertheless, not everything that is understood at the message level automatically contributes to the learner’s language development, meaning that not

all input becomes intake. According to VanPatten (1996), only a very small subsection of input ever becomes intake with a permanent effect on the learners' acquisition of the L2. However, comprehension is a prerequisite to acquisition. According to VanPatten (1994) in the early stages of acquiring a language, children's main objective is to establish meaning at all costs. Until YLs feel at ease with their capability to comprehend the message that is being communicated, they will not be prepared to pay attention to, and to learn from, the language that is used to put the message across. The two views of listening lead in different directions for classroom pedagogy (Richards, 2005).

Learning to listen involves enhancing comprehension abilities in understanding the language process. On the other hand, listening to learn involves creating new meaning and form linking and then repeating the meaning and linking form, which helps the learners to be ready for paying more attention to the syntax and lexis of the language through listening Rost (2001). As Rost (2001) mentions, "the optimal goal of L2 listening development is to allow for the L2 to be acquired through listening, not only to allow the learner to understand spoken messages in the L2" (p. 91). In the present study, a group of twelve 4 year-old YLs are to understand descriptions of real objects and pictures that come from storytelling activities; because of that, the lexicon of such descriptions has been carefully selected and presented to the YLs, by the use of a variety of steps and resources that support and facilitate the understanding of the spoken discourse (books and objects used for providing input to the YLs are covered with colors, textures and relieves).

On the other hand aural descriptions coming from picture book storytelling activities can be scripted or authentic. Authentic listening involves listening in real situations and scripted listening refers to scripted version of listening that is typically used for situational dialogues in

course books (Wilson, 2008). Consequently, in order to help YLs comprehend the meanings of nouns and adjectives (contained in a set of 4 picture books), as well as the sequence that each book follows, the scripted type of listening has been chosen for the present study. Exposing repetitively YLs to the same rhetorical structure page after page and book after book, is essential for achieving substantial L2 learning (Horst's, 2005; Replicating Webb's, 2007; Chen & Truscott, 2010). Furthermore, even when the YLs participating in the present study do not have any competence in the L2, it is very important to set the language structures contained in the books (during the Storytelling activities) a bit beyond their level of proficiency (Brown, 2007).

In a research study conducted by Graham (2006), students struggled with the understanding and identification of specific word. According to the participants, this was due to the speed of the aural texts and their low proficiency in listening comprehension. Consequently, it is crucial to stimulate young EFL learners with the appropriate type of input, so that even from their very early years, the development of strong listening comprehension skills in the L2 can be achieved. In conclusion, listening comprehension is a crucial communicative skill that every EFL learner needs to acquire in order to become proficient in any L2. The way students used to be exposed to listening materials in the past, was by listening to long recordings where they only had to listen and absorb information. Nowadays, the approach is quite different since L2 learners are seen as active participants with the role of improving, monitoring and evaluating their own learning (Richards, 2009); consequently during the application of the present research study, a group of twelve 4-year old YLs are able and allowed to interact with the listening materials used within the EFL classroom during picture book storytelling activities.

2.1.2. Vocabulary Acquisition

Vocabulary is an indispensable part of any language and very little can be communicated from one person to another if there is no knowledge of vocabulary. Consequently, the role of vocabulary in the acquisition of EFL has been studied recently by many authors and according to them there is a strong influence of vocabulary learning in the acquisition of the L2, and that is why it needs to be promoted within the EFL classroom (Amiryousefi & Ketabi, 2011; Mokhtar et al., 2009; Oya, Manalo, & Greenwood, 2009). As a matter of fact, many research studies state that the higher the vocabulary range acquired by a learner the more skillful he/she is expected to be in the L2 (Janulevičienė & Kavaliauskienė, 2007; Schmitt, 2000; Alemi & Tayebi, 2011) and actually if L2 students know sufficient words to maintain a dialogue or contribution, they can progress in their fluency (Oya et al., 2009). Storing useful vocabulary is very important for EFL young learners since they are starting to acquire and put into practice basic skills in order to be able to communicate with others in the L2 (Pikulski & Tempton, 2004; Thornbury, 2007). This can be done by using picture books filled with real reliefs (the projection of figures or forms from a flat background in a painting or drawing) and multiple textures (the appearance and feel of a surface), as well as, by the use of real objects brought into the classroom, providing YLs with an outstanding experience.

But how can EFL teaching input be so effective to the point in which YLs can expand their range of vocabulary and memorize new words day after day? Vocabulary is stored in the learner's mind in a system called "mental lexicon". It is very organized and looks like a web placing and

interconnecting words in many different ways considering their characteristics. Consequently teachers working with YLs need to use a variety of strategies to introduce and reinforce new words within the EFL classroom; which means creating different contexts using diverse resources Thornbury (2007, p 92). Multisensory instruction refers to any learning activity that comprises the use of two or more sensory modalities at the same time to take in or express information (Birsch 1999: 1). The sensory modalities include visual (sight), auditory (hearing), tactile (touch) and kinesthetic (movement). Using a multisensory teaching approach means helping students learn through more than one of the senses. Multisensory techniques that stimulate visual reasoning and learning are called visual techniques. Those techniques that focus on sound and stimulate verbal reasoning are called auditory techniques. Multisensory techniques that involve using body movement are called Kinesthetic Methods (Logsdon 2009).

Felder and Henriques (1995:28) claimed that students retain ten percent of what they read, twenty six percent of what they hear, thirty percent of what they see, fifty percent of what they see and hear, seventy percent of what they say, and ninety percent of what they say as they do 15 something. For instance, in order to introduce the word *rough* to YLs, the teacher could use a variety of textures present in many everyday objects used by the learner on a regular basis. Bringing real objects with rough textures are very useful to provide the learner with a meaning for the word *rough* without using the L1. This would eventually lead the learner to make connections with some other words previously learned such as *shoe*, which would eventually turn into the more precise expression *rough shoe*. To change the context, YLs could also go around school in a *looking for rough stuff* tour in order to take pictures of school rough items, and then a picture story

could be built with the photos. By doing these frequent encounters with the new words Apthorp (2006) affirms that deeper levels of comprehension can be accomplished.

Furthermore, learners store words in their long term memory when the new words learned are in activities that help students to put words to use, especially in an interesting way. Selecting decision-making tasks such as: matching, sorting, ranking, sequencing, and identifying, help learners integrate new words into their existing knowledge Thornbury (2007, p. 25). Recycling vocabulary, using appropriate material addressing students' learning styles, and setting meaningful context in which vocabulary is embedded, are strategies that help EFL teachers foster students' vocabulary development (Morales, 2012). Learning any particular word is a cumulative process where knowledge is built up over a series of varied meetings with the word (Nation, 2005, p. 52). According to Nation (2005), part of effective vocabulary teaching involves working out what needs to be taught about a word; such word needs to relate to first language knowledge and already existing knowledge of the second language and or other known languages.; based on that, it is necessary to consider the meaning, form and use of a word.

During the implementation of this study, YLs were active participants in activities within the EFL classroom such as sorting objects by textures and colors, picking up things by following aural instruction, and even playing freely with real objects and books (filled with reliefs) that represent new words. Another insight highlighted by Thornbury (2007, p. 25) was the importance of personalizing words for learners, who are able to relate words to their previous experiences and interests. Therefore, the language (nouns and adjectives) used during the implementation of the present study was very basic and was attached to objects the YLs have previously seen and

touched. In addition, in order to promote the unconscious process in which the vocabulary acquisition takes place, the grammatical structures contained in the four books that were used in the research design were the same ones, and learners were exposed to language of each book more than four times a week.

Another aspect that needed to be considered when selecting the language for teaching purposes was the level of knowledge required from the students to use it. Such language must address the specific requirements of the students in terms of their present knowledge and cognitive development (Gairns & Redman, 2006, p 35). In the Pre-k level, students need to be able to understand instructions and descriptions that contain vocabulary related to animals, school items, textures and toys, which was the specific language to be taught and evaluated in the implementation of this study. Furthermore, using digital materials in the implementation of the present research study can help learners improve vocabulary knowledge not only in form but also in meaning (Nation 2001; Raigón & Gómez, 2005; Horst, Cobb & Nicolae, 2005; García & Ferreira, 2013; Moreno, 2013).

2.1.3. Autonomous Learning

It has been stated not all the information implying word knowledge can be taught through direct instruction; it can be improved when learners carry out independent study (Nation, 2005, p167-181). Exploring picture books with textures and words on them, is a way to promote independent study and Autonomy with YLs in the EFL classroom; it requires a minimum level of teacher's intervention and it provides learners with the permission of analyzing the things that caught their attention the most. It is important to determine what autonomy is. According to

various authors autonomy is the way that students take charge of their learning. Autonomous Learners share the following behaviors (Benson, 2001; Brown, 2007; Dornyei, 2006; Harmer, 2007):

- 1- Select different aspects of the learning process (Material, activities, topics, assignments, etc.)
- 2- Cooperate with the learning process of peers
- 3- Self-assess progress of learning
- 4- Define clear learning goals
- 5- Organize his/her learning process

Autonomous Learners in the 21st century are expected to continuously learn and adjust throughout their lives as technology and information develop rapidly. Years back, teachers were sceptical about teaching learners to become more autonomous, especially at a young age (underestimating the potential for self-regulation in children) (Cameron, 2001, p. 14-18); Therefore, in this research, it was crucial for the teacher-researcher to reformulate the way in which YLs are taught in order to incorporate practices that lead to autonomy development by planning classes that provide learners with the necessary tools to become more independent and take charge of their own learning.

According to Dornyei (2006, p. 153-174), there are different strategies that teachers can adopt in order to promote Autonomous Learning:

- 1- Allow learners real choices about as many aspects of the learning process as possible.
- 2- Hand over functions to the learners for cooperative work.

3- Adopt the role of facilitator.

The YLs participating in the present research study are involved in several activities, where initial steps towards Autonomous Learning began to take place. An EFL classroom in which YLs are allowed to select the people they want to work with, the place for performing a specific activity and even the number of times to perform such activity, is a powerful way for promoting Autonomy in the EFL classroom. In this way, the explicit instructions provided by the teacher-researcher are supported by the student`s ability to take charge of their own learning (McCarten, 2007).

A study conducted by Griva, Kamaroudis and Geladari (2010) found that effective vocabulary development is a complex process, which requires a combination of instruction and encouragement of learning strategies. Thus, it is necessary to implement cycles of strategy practice to encourage learners to become skillful and become effective while using them. Such cycles of strategy practice is actually the main reason why the same independent practice was repeated during each of the four weeks where the Picture book Storytelling intervention took place. In addition, the research study conducted by Atay & Ozbulgan (2007, 39-51) concluded that strategy instruction for vocabulary acquisition in a computer-assisted environment helps learners become more effective by individualizing the language learning experience and raising awareness of the strategies learners can use to learn on their own after they leave the language classroom; YLs are expected to listen to the stories outside the classroom anytime they want.

2.1.4. Schema theory and the teaching of vocabulary

Schema theory is a term that appeared in the middle of 1970s and its main representatives put forward the idea that “Schemata are higher-level, complicated and accumulated knowledge structures”. Modern schema theory considers that a schema can mean: “(1) a mental picture of some area of experience; (2) a collection of organized and interrelated ideas, concepts and prior knowledge structures that are abstract representations of objects, events and relationship in the real world” (Jing-tao, 2012). Schema theory basically states that past experiences lead to the creation of mental frameworks that allow us understand new experiences. Schema has a cognitive characteristic that allows us to relate incoming new information to already known information (Cook, 1989, p. 69; Widdowson, 1983, p. 34). Such information can be general knowledge of the world, from everyday knowledge to very specialized data. Children are exposed to thousands of mental schemata, from taking a shower in the morning, to play with sand in the playground, to tie their shoes. Schemata are active, self-activating, and self-revising. Schemata plays a critical role in cognitive processing. Schemata help us to focus our attention, to comprehend, to interpret, to remember, to make inferences, to set goals and expectations, to reason, and to solve problems (Jing-tao, 2012, p. 915).

The teaching of vocabulary should stress the context of the words including pronunciation, spelling, meaning, usage, and its pragmatic rules. For instance, the incomplete mapping between the word and its meaning makes the role of schema theory more important in clarify the meaning of the vocabulary. All of these relationships are called context that is the schema of the word. The learner can distinguish or predict the meaning of the words in light on the context, which can help store the words in the long term memory. To improve vocabulary identification skills, it is worth

giving special attention to easily prepared rapid word-recognition exercises. For instance, reading words aloud that are flashed for a few seconds, or having students quickly identify identical words from a string of similarly spelled ones, trains students in the fast visual recognition of words and phrases. Key words from a passage that students will read may be selected for this type of exercise. The same can be done with phrases to train students to read in meaningful chunks or segments, and with synonyms and antonyms for more advanced students (Jing-tao, 2012, p. 919). What is important is that “Learning vocabulary is also learning the conceptual knowledge associated with that word” (Carrell, 1988, p. 242); thus, by enlarging vocabulary we can also build schemata in a parallel way.

2.1.5. Picture Book Storytelling used with Realia

In the present research study the development of listening comprehension, vocabulary acquisition and autonomous learning, took place in an EFL classroom setting, where four specific stories were read aloud to a group of twelve EFL YLs. Storytelling is considered a significant source of vocabulary, intonation, grammatical structures, and patterns in real settings (Ahern et al., 2008). The classroom scenery, types of activities and stories were selected with the purpose of exposing YLs to a significant amount of new words and expressions, in a way in which their interests and previous knowledge could be captured. Such stories came from picture books, which contained a significant number of pictures, colors and textures to be explored by the L2 young learners.

When YLs listen to stories read aloud from picture books (storytelling), a significant number of words is introduced in a meaningful context; the meaningfulness of this context was

demonstrated by the strong interest students showed in the stories indicated by the quality and length of attention they showed whenever the word *story* was pronounced. In addition to that, when listening to stories, YLs had the opportunity to activate their critical thinking in areas such as conflict resolution, problem solving and cause and effect. A story, with its elements of humor, conflict and surprise, provides a powerful indirect explanation of how and when to use a variety of words and expression in different places and situations. By the use of storytelling activities, important components that are part of literacy (Vocabulary knowledge) and comprehension skills such as grammar, syntax, and semantics can be developed (Duff, Fieldsend, Bowyer, Hulme, Smith, Gibbs, and Snowling, 2008). Collins (2005) notes that detailed explanation of new vocabulary while reading storybooks can result in significant improvement in second language YLs' new vocabulary acquisition. Furthermore, according to Bas (2008), storytelling has an immediate benefit for students "Storytelling helps children to link fantasy with the real world. Additionally, most YLs are familiar with most of the stories, so they work with familiar contexts when they work with stories" (p. 197).

In the present study the meanings of new words and expressions contained in the picture book stories, are understood by YLs in two ways: during elaborated explanations and through incidental understanding (Justice, Meier, & Walpole 2005). During *elaborated explanations* the teacher reads stories outloud, and by the use of gestures and objects he recreates the meanings of the words and expressions contained in the picture books. It is extremely beneficial; recent studies demonstrate that children's vocabulary improves when they are exposed to elaborated teacher's activities such as storybook reading time, guided play settings as mealtimes and other recreations that provide rich intake informal environments. A language and literacy intervention was

implemented in 10 Head Start classrooms. Teachers were trained in specific book reading and conversation strategies. The focus of the intervention was to train teachers how to increase opportunities for language and vocabulary development in young children. At the end of the year, children in the intervention classrooms performed significantly better than children in the control classrooms on the Peabody Picture Vocabulary Test-III and the Expressive One-Word Vocabulary Test (3rd ed.). In addition, teachers in the intervention classrooms used strategies that promoted language development during book reading and other classroom activities. Head Start teachers can be trained to implement strategies that have positive effects on children's language and literacy development. (Wasik, Bond & Hindman, 2006).

Incidental understanding takes place when individually each YL explores and plays with the material used during the storytelling activities, and by touching the textures and pictures that appear the books, he/she links words to visual and (or) sensory meanings. Connecting storybook telling to guided play, offers YLs an opportunity to enjoy learning, while teachers can successfully improve their students' vocabulary and comprehensive language. Roskos and Christie (2011) confirm that the connection that exists between the learning process that occurs during early literacy and playing is becoming more clearly defined, and the cognitive effects on young learners continue to be analyzed.

On the other hand, there are two influential tools used alongside the story telling activities planned in the present research study: Digital materials and Realia. Many researchers have studied the impact of sound animation and motion video on language learning process (Kayaoglu, Dag Akbas & Öztürk, 2011; Bekleyen & Yilmaz, 2012; Naraghizadeh & Barimani 2013). They all agree that exposing learners to different modalities of presentation triggers the connections

between the verbal and visual system, which ultimately results in an improved memorization of words. Moreover, Korat (2008) found that YLs respond well to devices or any technology brought into the classroom, making them more engaged and motivated in their learning process.

For the purposes of this research study, “Realia consists of actual objects or items or facsimiles thereof, which are used in the classroom to illustrate and teach vocabulary or to serve as an aid to facilitate language acquisition and production” (Chiarantano, 2011, p. 1). Supporting picture books with real objects full of textures help YLs join what they are learning in the L2 (through Storytelling) with what they already know in the L1, allowing them to make new connections between reality and new words, increasing their vocabulary range through sensorial experiences. Using Realia within the classroom provides a strong support for EFL teachers when instructing new vocabulary, since it allows YLs not only to see but also to touch, smell and even taste new words. Hill and Flynn (2006, p. 36) claimed, “knowledge that is presented nonlinguistically is stored in the form of mental pictures or physical sensations such as sight, sound, smell, touch, taste, and movement”

All in all, Storytelling used with Realia within the EFL classroom is a powerful tool, with the potential of not only helping YLs in the acquisition of their first words in the L2, but also with the inherent power of enhancing their listening comprehension skills. Consequently, the present study intends to make an efficient use of Storybooks and Realia within the EFL classroom, in order to help YLs increase the listening comprehension of nouns and adjectives, during several Storytelling sessions.

2.2 State of the Art

An action research project carried out by Gomez (2013) with a group of 17 YLs (twelve boys and five girls) during a period of 6 weeks at a public school in Bogotá, Colombia, used EFL Storytelling with the purpose of examining ways students reflect upon their own social context. After the implementation period researchers found that it was very valuable to foster the creation of reading environments in schools that may encourage and motivate students to read in the L2. According to these researchers, using different reading formats during Storytelling activities, such as *Big Books*, allowed children to develop reading skills and increased their vocabulary range, which in the long run it is thought will help them to develop other communicative skills in the L2. In addition, the study suggests that using readings of different styles within the EFL classroom, allows children to freely express their thoughts, since they are allowed to use the format they like the most. Finally, the results show how valuable the inclusion of ICTs (information and communications technologies) is into the Storytelling activities. According to the researchers, such technique not only puts students in contact with the narration from a visual perspective, which makes Storytelling more interesting for EFL YLs; it is also a great way to promote values and an alternative to make better teaching practices within an EFL environment that fits student's needs.

Another study carried out by Bernal (2010) in Bogota, Colombia with a group of 20 EFL YLs and adults, reports the partial findings of an on-going research project. Such study was aimed to prove the positive impact of Total Physical Response- Storytelling in the EFL learner's oral production and fluency. During the implementation period, researchers set environments with real elements taken from storybooks (including objects and images), made story telling anticipation

activities (in which several words and sentences were used to introduce the main topics of the stories), group-peer and individual Storytelling performances and telling new stories. Based on the findings of this study it can be said that by using story telling in the EFL classroom there are numerous advantages that promote the acquisition of new vocabulary. First of all, during Storytelling activities students need to recall the words and use them in context, which eventually will lead them to use the language in everyday contexts. Second, while in traditional instruction learners might be likely to forget what was taught within the classroom, the events, characters and words to retell a certain story tend to be easily remembered by the learner (Bernal, 2010, p. 151).

In Pereira, Colombia, there was a research study carried out with a group of 37 YLs (18 boys and 19 boys) at a public school whose purpose was to provide evidence of the impact of Storytelling activities on the students' listening comprehension. During the implementation phase YLs were exposed to a variety of picture books that contained simple and repetitive sentence patterns. In addition, the storytelling sessions were full of visual aids, gestures, body language and TPR (Total Physical Response) was also included. The researcher found that by using *big predictable books* with short repetitive sentences, the student's attention span and their participation frequency along class sessions dramatically increased. In the books used in this specific research study, the story builds on a pattern; it starts with one person, place, thing, or event and each time a new person, place, thing, or event is shown, all the previous ones are repeated. In addition, students were able to memorize and retell the stories told during the implementation using the appropriate target language during the lessons previously instructed by the teacher (Londoño, 2012).

In Mexico, a group of 67 YLs between the ages of 5 to 7 years old, participated in a four-month research study that aimed to discover the best strategies to enhance EFL vocabulary acquisition in YLs (Trujillo 2011). They provided the EFL students with an important measure of vocabulary using a variety of strategies that included Realia, storytelling, teachers' and students' interviews, pictures and songs. It is important to note, that the learners participating during this research study did not know how to read and write in their mother tongue Spanish. Very interesting findings were stated at the end of a 5-month implementation period. When using Realia with objects related to animals, the researchers identified negative effects in terms of classroom management; even when at the very beginning of a lesson children looked interested, later, the attention span of the whole group decreased, since children wanted to touch and play with the objects. Consequently, some of the activities planned could not be totally completed.

On the other hand, in activities where real school supplies and objects were used (whiteboard, markers, eraser, door, etc.), children were very engaged when using the language, since apparently it was essential for them to do so to accomplish the activity and play the games. The topic family and days of the week, were taught by the use of storytelling. According to the researchers, the students were not only able to pay close attention during every single session but also to recall the language of the story by answering short questions after every single reading; this occurred because every single storytelling session was supported by visual aids (puppets and pictures) and the storytellers modulated their voices according to the characters of each scene. Based on the findings of this research study it can be said that story telling is not only a powerful strategy for presenting and revising vocabulary but also a strong instrument teacher can use in order to foster listening comprehension skills in EFL YL.

An action research project was also carried out by Porras (2010) with a group of eighty EFL YLs, in a Colombian public elementary school in Bucaramanga; this study aimed to implement a proposal with innovative language teaching methodologies in order to make the language learning process fun and meaningful for YLs. The student teachers created stories based on the YLs' interests and before reading each story the steps of pre-reading, while reading, and post Reading were followed. Real objects for decorating classrooms (according to each story), pictures, big books, matching activities and games were included as a support for the YLs' comprehension of stories. Results indicated that that YLs showed high motivation when the stories were told or read and the use of stories that considered the students' interests increased their comprehension of the stories and the acquisition of new words. The study concluded that stories made YLs' learning EFL were more interesting, amusing and memorable since stories have the capability of offering a learning environment that is both familiar and fun.

Finally, a group of forty parents and their preschoolers participated in a 7 week- research study at a private preschool in Turkey; it aimed to assess the impact of parents' dialogical storybook reading on their children's receptive vocabulary and reading attitudes (Kotaman, H., 2013). The study consisted of a pretest-posttest control-group design with random assignment of parents to dialogic reading and control groups. It is important to note that parents did not receive any kind of training in dialogical storybook reading therefore there was no intervention in the control group children during the seven-week control phase. The study used an experimental and a control group. The experimental group was composed by 20 children, nine girls (45%) and 11 boys (55%). The control group included 12 girls (60%) and eight boys (40%) boys and the experimental group

ranged in ages from 3.3 to 4.9 years. The Peabody Picture Vocabulary Test (PPVT) scores for the experimental group increased considerably more than those in the control group. Experimental group children showed significant increases in receptive vocabulary and reading attitude scores.

Such overwhelming evidence corroborates the notion that children`s vocabulary acquisition increases when they become active participants in storybook telling; that is exactly what happens when picture book storytelling is used with Realia in the EFL classroom, since it provides children the possibility to interact with the reading material during outloud reading activities. The research studies mentioned above presented several strategies that aimed to increase the vocabulary range in EFL YLs by means of storytelling, pictures and TPR activities within the EFL classroom; however, none of them materialized (replaced pictures by 3D real shapes) the characters and objects that appeared along the stories. Besides, in none of the studies mentioned above were the L2 learners allowed to make choices about the main features of the activities proposed within the EFL classroom; none of them worked without the teacher`s intervention, and that is why the current research study aims to fill such gap. There is a need for more student centered approaches that improve the autonomous language retention and usage beyond rote memorization,

Chapter 3. RESEARCH DESIGN

3.1 Introduction

The present chapter describes the design used to carry out this mixed method action research study. First, the type of study and research strategy used are defined, then the characteristics of the context and its participants are described, as well as the researcher’s role in the study. Finally, the data collection instruments, the data collection procedures, the design and validation of the instruments and procedures used and the ethical considerations of the study are specified in detail. Table 1 summarizes the information described in this chapter:

Type of Study	Mixed method Action research
Researcher’s Role	Teacher-Researcher
Context	Private bilingual school, Chía, Colombia
Participants	12 four year old EFL YLs (6 boys and 6 girls)
Data Collection Instruments	Pretest and Posttests, Observational checklists and Teacher’s Journal
Data Collection Procedures	Data was collected at the pre-stage, the while stage and post stage of implementation.

Table 1: Research design summary

3.2 Type of Study

As mentioned in previous chapters, the present study aims to identify and evaluate the main contributions of picture book Storytelling used with Realia to the listening comprehension and acquisition of vocabulary of YLs in the EFL classroom setting. It is a mixed methods type of

Action Research study which involves combining techniques, methods, approaches and language of both quantitative and qualitative traditions (Johnson and Onwuegbuzie, 2004). A careful reading of the literature suggests that the term mixed methods means the use of more than one kind of data (Barkaoui, 2010). Such method was selected since it allows for investigating more complex problems from different perspectives, asking more questions and finding more complex answers (Greene et al. 1989, Johnson and Onwuegbuzie 2004, Gelo et al. 2008). In addition to that, mixed method research allows for a presentation of more divergent views, and simultaneously answers exploratory and confirmatory questions (Schulenberg 2007).

It is also an action plan since the individual conducting the study explores his own teaching context in a self-reflective, critical and systematic way (Burns, 2010). Such an approach towards research allows teachers to reflect on their own teaching skills and at the same time gain more understanding of their classroom's setting and their students. The teacher-researcher conducting this study identified several elements and strategies that according to him should be including the EFL classroom setting on a regular basis when working with YLs. Through such a reflective process he was able to identify problematic situations and find solutions that might improve the students learning process and his own teaching practice as well. First, the researcher observed and collected data from English, Math and Science class sessions, considering both vocabulary acquisition and teacher's type of instruction. The intention of such decision was to gather information about the number of nouns and adjectives students showed comprehension of and the characteristics of the input given by teacher during the classes oriented in the L2. In addition to that the students' vocabulary range was tested using the Pre-K Vision Test (For the test, see Appendix B).

Then, the researcher read about picture book storytelling within the EFL classroom with YLs and selected interactive Read-Aloud strategies and Realia for the implementation of the study. Such activities were chosen by the researcher since they had the potential of engaging learners in their own learning process in collaboration with the teacher. After that, a structured activity in which the theory and practice of picture book storytelling used along with Realia and YLs was designed and applied. In addition to that, information was gathered from the students' performance during a 4-week intervention using a Teacher's Journal and at the end of the storytelling of each book; such journal is a log written primarily by the teacher after a class session, in which the student's attitudes, language use and the events that occur along the class sessions are registered. This document is based on observations made during class (see Bailey, 1990; Bartlett, 1990). Such journal, provides a written document of the expected and unexpected events that occur along the 5 steps; furthermore, the student's comprehension of nouns and adjectives was registered by the use of observational checklists (Appendixes H, I, J and K). It is important to mention that the Pre-K vision test had already been applied and validated at school, with a different population that shared the participants' age and language proficiency level.

Finally, the researcher analyzed the data collected from the Teacher's journal, the observational checklist and the scores that students obtained in the Pre-K Vision Test before and after the intervention. The decision of using such instruments in order to gather data, including the way they were analyzed, followed an investigation previously carried out in which the impact and effectiveness that storyboards had on reading comprehension skills were determine (Molina, 2013).

3.3 Context

The present research study was carried out at the “Fundacion Educativa Rochester” known as “Rochester”, which is a private institution located in Chia (Cundinamarca) outlying Bogota, the capital city in Colombia. Rochester. It offers a mixed bilingual education in English as a Foreign Language and Spanish from Pre-K to Eleventh Grade. In order to be enrolled in the Pre-K level for the first time, 4 year old YLs are not required to have any level of proficiency in the L2.

3.3.1 Participants

The participants included in this study are 12 four year old EFL YLs (6 boys and 6 girls) and they are all starting to attend Rochester for the first time. These children have a very limited comprehension of spoken English Language, since they are not exposed to the L2 at home on a regular basis. However, in their previous nursery school, they received a certain amount of input in the L2 regarding commands, colors, shapes, greetings and vocabulary related to animals. None of these children presented learning disabilities, although they all evidenced a short attention span. All of the participants come from a high socioeconomic status; their parents are all professionals who work in hospitals and important companies in the country and their monthly income is much higher than the one received by the average Colombian.

3.3.2 Researcher’s role

The individual conducting the present research study had the role of teacher-researcher which matched the definition provided some decades ago by Freeman (1998). This involves a teacher in charge of giving instruction to his/her own group of students and the same person serving as a researcher observing students, taking notes, gathering data and designing strategies for the intervention and performing further analysis and conclusions. During the lessons the researcher

was a teacher and a facilitator who promoted motivation and autonomous learning in students, guiding them towards improving their listening comprehension and acquisition of new vocabulary in the L2.

3.3.3. Ethical Considerations

As for ethical considerations, this study provided guarantee of confidentiality for its participants; The parents of the 4 year old YLs participating in the present research study were previously informed of the type of activities in which their children were going to be involved and they all authorized the school to gather data from their children by signing a consent letter (see Appendix D). Furthermore, no names were revealed in the present written research document.

3.3.4. Timeline

The current action research study was conducted for a period of 8 weeks between September 15 and November 28 in 2014, in which the vocabulary range of the students was tested before, during and after the application treatment, in order to identify the principal benefits of using Picture book Storytelling using Realia in the EFL classroom with YLs (*see Figure 1*). It is important to mention that during Week 1, a piloting phase took place with a group of students (different from the ones participating in the actual study) in order to test the validity of the data collection instruments.



Figure 1: Timeline overview

3.4. Data collection instruments

The current study used various tools including a test before and after the intervention, a teacher's journal and observational checklists. Such tools were chosen because they were appropriate for the data gathering and they would help answer the research question. Another reason these tools were chosen was because they offered reliability and validity for the present research study, since they were piloted before their implementation, and they all are susceptible to be interpreted numerically.

3.4.1 Description

3.4.1. *Pretests and Posttest*

The *Pre-K Vision test* (See Appendix B) is a criterion-referenced progress exam (scores were interpreted relative to the goal the preschool has at the Pre- K level) intended to assess only the listening comprehension skill (receptive skill) of each learner regarding adjectives for texture and nouns (means of transport, body parts and animals). The focus of the test is on English for academic purposes and it was administered before and after the implementation treatment of the current action research study. *Picking up Walter's Mess*, is a direct, integrative activity of listening comprehension composed of ten aural items (taken from picture book stories) worth 10 points each and a scenario with real objects. The four components of the Pre-K Vision test (See Appendix B), which was applied after and before the application treatment are as follows (Bailey, 1998; Wesche's, 1983):

Stimulus material: A puppet stage with a variety of real objects and ten oral descriptions taken from 4 touchy-feely picture story books (See Appendix B).

Task posed to the learners: To comprehend and to contrast the aural descriptions with the objects that appear around the puppet stage.

Learner's response: To put the objects that appear around the stage in a red (when the description states "That's not my...") or green (When the description states "That's my...") box depending on the aural description.

Scoring criteria: Each aural description is worth 10 points for a total of 100 points in the whole test. After each child had gone all the way through the examination, pictures were taken of the green and red boxes where the objects must have been in order to have a physical register of the learner's responses.

It is important to mention that the design of the task posed to the YLs in the test, is something with which they were all already accustomed. Once a week during Spanish classes, the participants are tested and perform activities in the L1 that follow the exact same format proposed in the Pre-K vision test.

3.4.1.2. Observational checklists

The current action research study uses four observational checklist forms (See Appendixes H, I, J and K). By ticking with an *X*, the boxes in the four forms, the type and amount of aural words students showed comprehension of were registered, considering the codes assigned for the adjectives and nouns that appear along the 4 picture books (See Appendix A). Such observational checklists were used by the teacher during the Step 5 of the *Standardize Picture book storytelling process* (See Figure 2); every time YLs show comprehension of an aural description while participating in the game Simon Says (by raising, moving and touching objects and/or pictures) a box in the checklist is ticked.

3.4.1.3. Teacher's Journal

The teacher's journal as used in the current research study, was a log or journal written primarily by the teacher after a class session. This document is based on observations made during class (see Bailey, 1990; Bartlett, 1990). Such journal, provided a written document of the expected

and unexpected events that occurred along the 5 steps of the *Standardize Picture book Storytelling process* (See Figure 2).

The teacher's journal entries were dated and included the teacher's observations on the YLs' behaviors and oral language construction as well as listening comprehension. As part of a color-coding technique used in the analysis of qualitative data, any difficult situation or problem was highlighted in orange while positive aspects were highlighted in green. Keeping that in mind, a Tally sheet was also used (see Appendix F) to measure the students' behavior and three possible alternatives were considered: *outstanding*, *good*, and *poor* (Molina, 2013). Such procedure was carried out with the purpose of identifying the different events that took place during the Storytelling process regarding YL's autonomy and L2 acquisition, especially during Step 4; there, children were supposed to interact with a digital version of the book previously read aloud, by raising the real object that is being pronounced from the iPad, without the teacher's intervention.

3.4.2. Validation and piloting

Before starting to formally use the data collection instruments with the YLs participating in the current study, a data collection instrument pilot was carried out during the first week (see Figure 1) in order to validate that the wording used was appropriate and clear to the participants and to refine any possible problems the instruments might have before the implementation treatment. The first draft of the Pre-K vision test was pre-piloted with four highly proficient English speakers (all of them EFL preschool teachers) in order to see if their responses matched the test predicted answers. Initially, the test initiated with the following aural prompts coming from Walter (See Appendix B):

“Walter: Good morning, how old are you today? Can I ask you some questions? Can I? Can I? Pretty please? What’s your name? What’s your favorite color? What’s your favorite food?”

Walter is the puppet that the examiner uses for providing prompts to the YLs. Such prompts were deleted and changed for the following initial prompt (See Appendix B):

“Walter: “Hello sunshine! I am Walter! Come on boy/girl say my name! Say my name! Walter!” Then, he takes out a pony with a tufty tail and putting it in the red box will say out loud: “That’s not my pony. It’s tail is too tufty”. After that he says “that’s my tractor. Its wheels are so squashy” and then puts the tractor in the green box”.

According to the reviewers, it is important to first model the actions that the YLs are required to perform, so that they can understand what exactly they are expected to do with the aural prompts and the objects. In addition to that, the initial questions were deleted since they had nothing to do with main purpose of the test. On the other hand, it was suggested to add a column in every single observational checklist in order to summarize the total number of words the students showed comprehension of at end of each week. Finally, it was recommended to register the exact date and hour in the Teacher’s journal for the unexpected events that took place during the application treatment. As it can be observed there was more than one instrument used. Burns (2010) claims that this offers different lenses for viewing the same situation and allows more objectivity. The further stages of the current research study, involved the data collection through the instruments previously mentioned, and the analysis of the information gathered which allowed the teacher researcher to come up with conclusions.

Chapter 4. PEDAGOGICAL INTERVENTION AND IMPLEMENTATION

4.1. Introduction

Chapter 4 describes and justifies the rationale for the intervention of the current research study. In addition, it provides a detailed description of the steps and processes carried out to answer the main research questions.. Furthermore, the current chapter provides an account of the instructional design for the lesson planning that took place during the 4 week implementation period. The stages of such implementation are explained in detail and the materials and resources used are also presented.

4.2. Visions of language, learning, and curriculum

4.2.1. Vision of Language

In the current study oral language is conceived as the main channel in which YLs communicate and interact among each other. As 4 year-old EFL YLs enhance their listening comprehension skills and vocabulary range in the L2, later they might extend their abilities to exchange authentic information with others. Listening comprehension is a fundamental communication skill, present in every spoken language; for the purpose of the current study, it involves the multiple processes needed to understand and make sense of spoken language (Nadig, 2013), including: recognition of speech sounds, understanding of the meanings of individual words and the syntax of sentences in which they are presented.

On the other hand, memorizing useful vocabulary (understanding “useful” as the type of words you need to use on a regular basis) is crucial for EFL YLs, because they are just starting to put into practice basic communicative skill in order to interact and make sense of their context.

For the purpose of the present study, the higher vocabulary range acquired by EFL YLs the more skillful they will become in the L2 (Janulevičienė & Kavaliauskienė, 2007; Schmitt, 2000; Alemi & Tayebi, 2011). Such statement matches Rochester School mission, in which a strong emphasis is placed on the learning of English as a Foreign Language; so the more vocabulary and aural input YLs are in contact with, the better.

4.2.2. Vision of Learning

The purpose of EFL instruction at Rochester School is to provide students with useful and sufficient tools in the L2 so they can be proficient speakers for both academic and non-academic purposes. Consequently, the YLs enrolled in the Pre-K level start to be instructed with new vocabulary, and that is expected to grow through constant L2 exposition. Now then, in the present study EFL learning is conceived as the creation of meaning through interpersonal negotiation among learners (Brown, 2007), which involves the repeating, rephrasing and restructuring of the phrases present along the picture books; this enables children to understand the meaning of the messages they are communicating when classifying objects; consequently, YLs need to become responsible for their own learning while teachers act as the facilitators of that learning (Beatty, 2010).

During the implementation of the current study, learner centered lessons are promoted with the purpose of allowing learners to be more independent and autonomous in their learning process. Such lessons are learner centered since the teacher uses authentic, practical, and realistic activities for language performance; furthermore, the classroom is arranged in a manner that is easy for students to work together in pairs or groups and also easy for the teacher to move around to

facilitate conversations among student groups; and last but not least the classroom environment is warm, open, and encourages students to participate. The EFL YLs participating in the study, made decisions over some features of the performances proposed in the Standardize Picture book Storytelling process¹, and in some steps they are able to work without the Teacher`s intervention.

4.2.3. Vision of Curriculum

Rochester School`s curriculum promotes knowledge building by challenging YLs and fostering attitudes of lifelong learning (Beatty, 2010). In the setting of this study, the curriculum objectives were intended to provide the Pre-K YLs with listening comprehension of a sufficient amount of words and simple commands so that they could make sense of the aural input provided by EFL teachers day after day within school. Although in Colombia there are no official curricular standards for English Language in the Pre-K Level, the school bilingual curriculum corresponds to the CEFR requirements (Council of Europe, 2001). In addition, the YLs enrolled in the Pre-K level, are not expected to read nor write words in the L2. Consequently, the L2 content directed towards the Pre-K level was adjusted in order to develop and enhance mainly their listening comprehension skills and the acquisition useful vocabulary in the L2. Based on institutional policies the methodology of the English Language program is titled Inductive-active method, which provides YLs with progressive guidance until they can perform more autonomously with the teacher`s support.

¹ Features chosen by the YLs: Their favorite iPad, the place they want to sit together with their classmates and the number of times they want to reproduce the story.

Students are evaluated periodically each two months, with solid evaluation criteria using non-structured, semi-structured and structured tests. In the non-structured type of test, the teachers use checklists and a teacher's journal, in order to register and describe the YLs daily performance regarding specific tasks. In the semi-structure tests, students develop a workshop where the teacher is allowed to answer questions and help students with certain items. Finally, during the structured type of test, children are asked to work in a workshop but the teacher's intervention is not allowed.

4.3. Instructional design

4.3.1. Lesson planning

During the application treatment, 4 Picture books were read out loud during Storytelling class sessions for a period of four weeks (one book per week); such sessions were complemented and supported by the other activities in which real objects and multimedia tools were used. The activities that took place before and after the Storytelling sessions, follow the sequence provided in a *Standardize Picture book Storytelling process* (see Figure 2) proposed for the current research study.

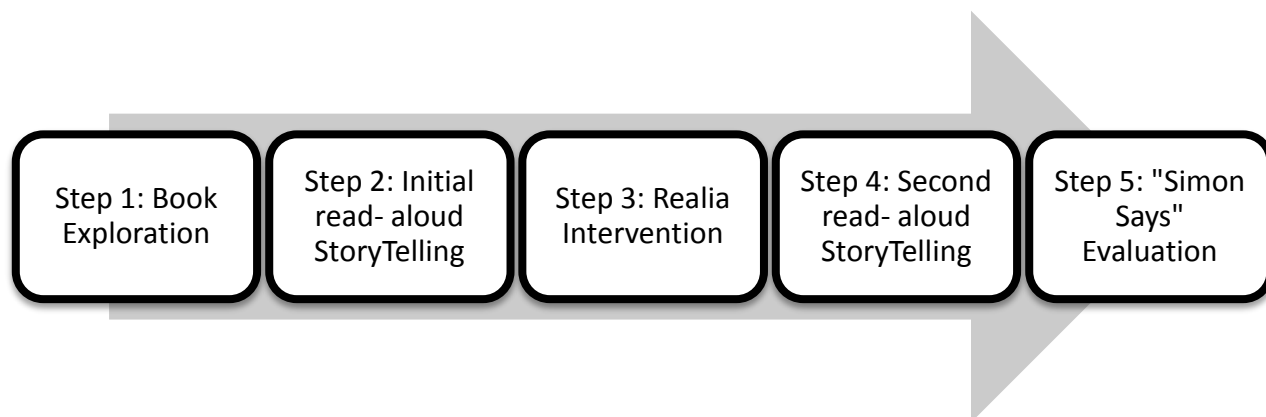


Figure 2: Standardize Picture book Storytelling process

During *Step 1* students explore the picture book by observing and touching the images and textures that appear on its cover and pages, with the purpose of drawing on a small piece of cardboard the ones they like the most. In *Step 2* the teacher reads the Picture book out loud using numerous voices for different characters, gestures and the active participation of the young learners who answer questions and complete phrases as the teacher tells the story. Since the Picture book that is being used has special features on it, children have the opportunity and are allowed to touch the textures and reliefs that appear along the Picture book, simultaneously as the Storytelling session is being held.

For implementing *Step 3*, a variety of objects were brought into the classroom with the purpose of recreating the exact same adjectives (colors and textures) and nouns (toys, animals, characters) that were mentioned in the picture book that was just read. First, considering the instruction provided by the Teacher, students are to classify those objects based on their characteristics. For instance, all the *Ponies* with smooth textures on them must be put together as well as the ones that are rough or fluffy. Once YLs, have assembled different groups of objects, the Teacher read out loud 10 descriptions following the picture book sentence structure (see *Table 2*).

COVER	PAGE 1	PAGE 2	PAGE 3	PAGE 4	PAGE 5
That's not my (noun X). Its (noun Y) is/are too (adjective for texture x)	That's not my (noun X). Its (noun Z) is/are too (adjective for texture y)	That's not my (noun X). Its (noun V) is/are too (adjective for texture z)	That's not my (noun X). Its (noun U) is/are too (adjective for texture u)	That's not my (noun X). Its (noun I) is/are too (adjective for texture v).	That's my (noun X). Its (noun K) is so (adjective for texture k)

Table 2: Picture books ` sentence structure

Based on such aural descriptions, the participants were to place the objects into two different boxes: *red* and *green*. The red box, stands for the objects that are preceded by the sentence “That’s **not** my...” while into the green box, YLs are to put the objects preceded by the sentence “That’s my...” The participants need to work cooperatively with the Teacher’s help. During Step 4, there is a second read-aloud storytelling of the book; this time it comes from a video, which is reproduced using a multimedia device (iPad). YLs make groups of three as they wish selecting: their favorite iPad, the place they want to sit together and the number of times they want to reproduce the story. Appendix R describes in detail, the variety of places and iPads provided to the YLs as options, so they can be able to select the place and iPad they wanted the most. This time YLs interact with the digital version of the picture book by putting into boxes (red and green) the objects that are mentioned in the recording, just the way they did it in *Step 3* (every single team is given a set of objects, two boxes and iPad). It is relevant to mention that during Steps 1,2, 3 and 4, information is gathered using the Teacher’s journal and the Observational checklist meant for the week.

In the final Step 5 and staying in the same teams, YLs follow directions by playing “Simon Says”; YLs are to raise objects and touch pictures based on the information provided in the aural descriptions produced by the teacher. For instance, when the teacher says: “Simon says: “That’s not my Monkey, its tail is too rough”, students are to touch a rough tail, whether from the picture book or from the real rough tail that was brought into the classroom. Information is gathered during Step 5 using observational checklists and the Teacher’s journal.

4.3.2. Picture book description

For the purpose of the current research study, a Picture book is the type of book format full of bright colorful illustrations with textures to touch and feel on every page, which stimulates sensory skills on YLs. Four Picture books with simple and repetitive sentence structures were selected for the implementation of the present research study (See Figure 3).

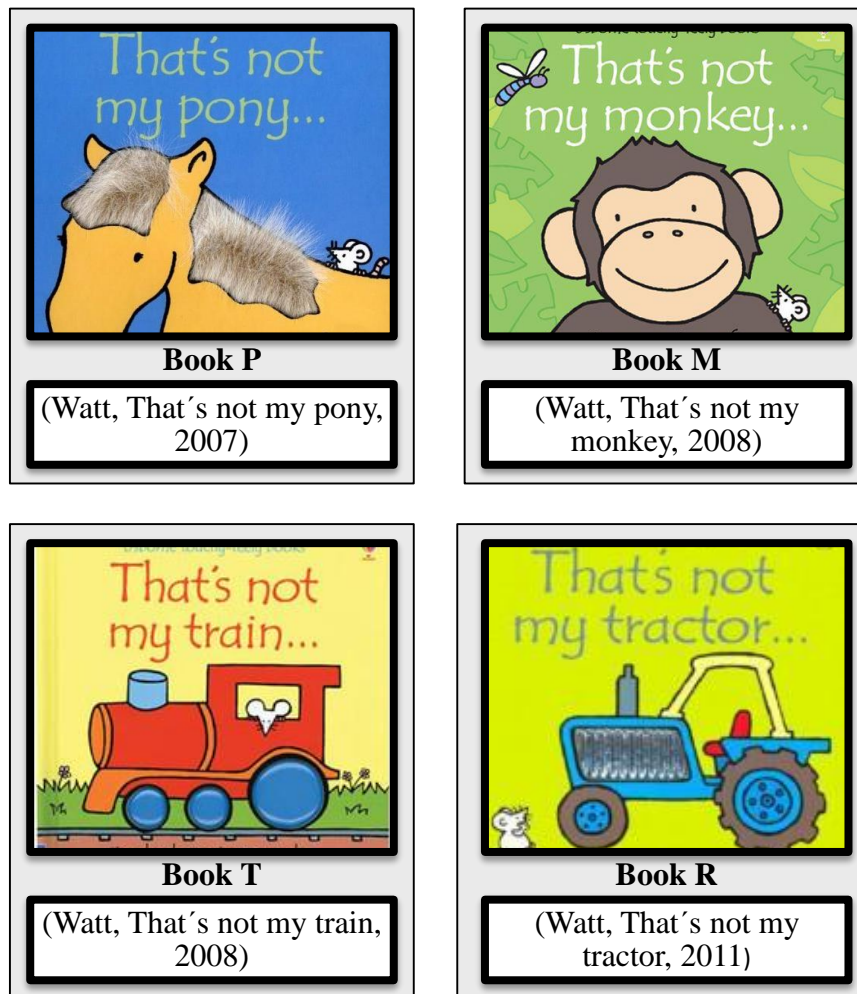


Figure 3: Picture Books

Every single Picture book is composed of a single cover page and 5 double-sided pages; in addition to that, all of them share the following sentence structure on each page:

COVER	PAGE 1	PAGE 2	PAGE 3	PAGE 4	PAGE 5
That's not my (noun X). Its (noun Y) is/are too (adjective for texture x)	That's not my (noun X). Its (noun Z) is/are too (adjective for texture y)	That's not my (noun X). Its (noun V) is/are too (adjective for texture z)	That's not my (noun X). Its (noun U) is/are too (adjective for texture u)	That's not my (noun X). Its (noun I) is/are too (adjective for texture v).	That's my (noun X). Its (noun K) is so (adjective for texture k)

Table 2: Picture books ` sentence structure

As it can be noticed, there is a principal noun in each book (noun x) and a sentence structure that is repeated page after page (see *Table 2*). Additionally, 4 adjectives and 4 nouns are introduced as the story moves forward. The nouns and adjectives that appear on each book have received a code in order to quantify them for matters of the current research study (See Appendix A). Throughout the 4 books there are 14 adjectives for texture (A) and 22 nouns (N) related to means of transport, body parts and animals; some of them are taught in one, two and even three of the four books selected. The nouns N18 and N19 appear in the books T and R and the noun N6 is in the books P and M. On the other hand, the adjective A1 is in the books P and M while A2 and A4 appear in books P, and T. A3 is on books P and M, A7 is on books R and M and finally A12 is shown in books R and T (see Appendix A).

4.3.2. Implementation

As mentioned before, the current action research study was conducted for a period of 8 weeks between September 15 and November 28 in the year 2014. This study was developed in three stages: pre, while and post. During the three stages data collection instruments were piloted and applied, in order to collect data regarding the effects of Picture book Storytelling used with Realia on the EFL YLs' listening comprehensions and acquisition of new vocabulary. The action plan carried out in the present study can be seen in much more detail in Appendix C. In the first two weeks of implementation during the pre-stage, the teacher researcher observed several English, Math and EFL class sessions in order to identify the YL's level of comprehension and the type of input provided during these sessions. In addition, the data collection instruments (Pre-k vision test, observational checklists and Teacher's Journal) were piloted with the purpose of avoiding ambiguity and to make sure they were appropriate for EFL YLs.

The while stage of implementation took place during the next 4 weeks, in 20 sessions of one hour each. In other words the YLs participating in the study, received one hour of EFL input a day, following the Standardize Picture book storytelling process (see *Figure 2*) and considering the book assigned for the week (see Appendix A). Along this period of time the EFL YLs received an input of 29 new words, which was challenging for both: teacher and students. The post-stage of the implementation, consisted of a final Posttest the EFL YLs took in order to compare quantitatively those results, with the initial ones obtained in the pretest during the pre-stage implementation period (see Appendix E). Since both the pre and the posttests were the same,

valuable information regarding the impact of Picture book Storytelling on YLs' understanding and acquisition of vocabulary, was collected.

4. 4. Conclusion

In the current study, participants benefited from the use Picture book storytelling used with Realia; such elements provided YLs with meaningful contexts and tangible resources that served as a teaching and learning support for the listening comprehension and vocabulary acquisition of new words in the L2. Besides, they were given with opportunities to make decisions about some features in their learning process, which fostered the development of autonomous learning at a young age.

Chapter 5. RESULTS AND DATA ANALYSIS

5.1. Introduction

In the current chapter the procedures and the data analysis method of this study will be described, including data management, data reduction, data analysis, coding, data display and validation. Analysis has recently been defined as “a process of examining something in order to find out what it is and how it works” Corbin and Strauss (2008, p. 46). In the present research study, a group of 12 EFL YLs were examined by the researcher in an effort to determine how Picture book Storytelling used with Realia might increase the acquisition of new nouns and adjectives. Data was collected through observational checklists, a teacher’s journal and a test used before and after the proposed set of interventions.

5.2. Data management procedures

Throughout the implementation, all the quantitative results obtained from the analytical instruments (Pre and Posttest, Teacher’s Journal and observational checklists), were registered, digitalized and stored in MS Excel matrixes in order to organize the data. Each instrument was given a dossier where the corresponding Matrix was filed. Such procedure facilitated the data management. Each participant was assigned a code (numbers from 1 to 12) to guarantee the confidentiality of the participants.

5.2.1. Validation

At this point of the data analysis collection, many conclusions were drawn considering the numeric information coming from the analytical instruments. In addition, the qualitative data was

ordered and narrowed down into categories; findings were validated through the analysis and triangulation of the instruments used for gathering data. After that, the qualitative data analysis is used for data displaying, in which the information is organized and compressed so in a later stage conclusions can be drawn and verified (Miles & Huberman, 1994). It was valuable to triangulate the data gathered from the Pre and Posttests, Observational checklists and Teacher's journal, since that guaranteed the validity of the findings in the current research study (Burns, 2003).

5.2.2 Data analysis methodology

In the current research study the procedures for the data analysis were carried out in two phases. During the first phase, the quantitative information coming from the analytical instruments, was displayed and analyzed by the use of tables and bar graphs (See Appendixes E, L, F and G). In the second phase, the open, axial and selective stages proposed by Corbin and Strauss (2008) were followed in order to analyze qualitative information coming from the same analytical instruments. In such an approach, the theory emerges from the data collected formulating a systematic methodology that might provide an answer for a specific research question; which in this case is: How does Picture book Storytelling when used with Realia increase the acquisition of nouns and adjectives amongst 4 year old EFL young learners at a private Bilingual school located in Chia, Cundinamarca?.

5.3. Quantitative Results

5.3.1. Pretest Results

According to the results (see Appendix E), before the application treatment, none of the participants reached more than 60, of the 100 potential points available in the Pre-K Vision Pretest;

75 % scored less than 30/100, and the remaining 25% obtained between 40/100 and 50/100 points (see *Figure 4*). Furthermore, while taking the tests most of the EFL YLs did not show a proper comprehension of the descriptions they were listening to, since some of them selected incorrect objects and placed them in spaces different from the boxes. Although the 12 participants understood the Pre-k Vision test format, half of them were very hesitant when selecting objects that had only one characteristic in common. Such fact, brought them later to place the correct objects (nouns) in the right boxes, but without considering the external characteristics (adjectives) previously mentioned in the aural description.

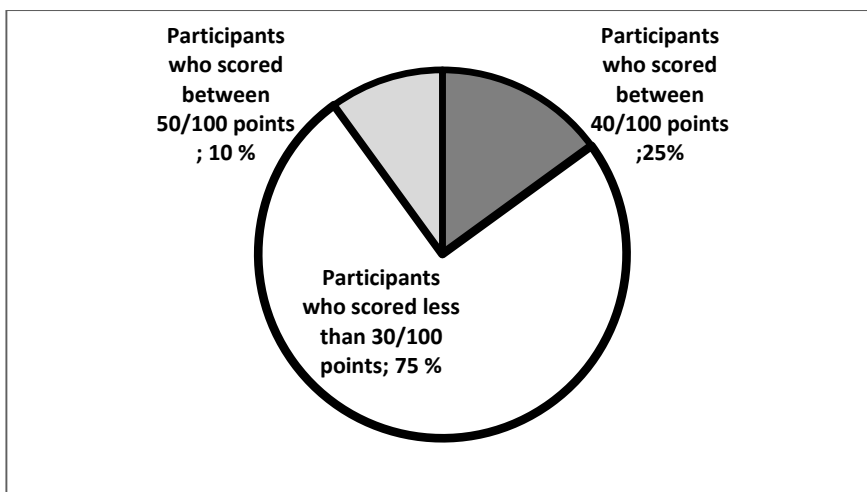


Figure 4: Pre-K Vision pretest analysis

On basis of the results coming from the pretest, it seems fair to suggest that at this point none of the participants met the criteria required to pass the tests; furthermore, the results indicated that they all have a very limited listening comprehension of aural descriptions and that their vocabulary range in the L2 is very narrow.

5.3.2. Posttest Results

After a 4 week- implementation, and following the standardized picture book storytelling process, there was a medial average growth of 51.7 points (See Appendix E) between the pre and posttests. According to the results obtained, 75% of the participants reached scores above 50/100 points and 25% of them obtained 20/100 and 50/100 points in the Pre-K Vision Posttest (See *Figure 5*).

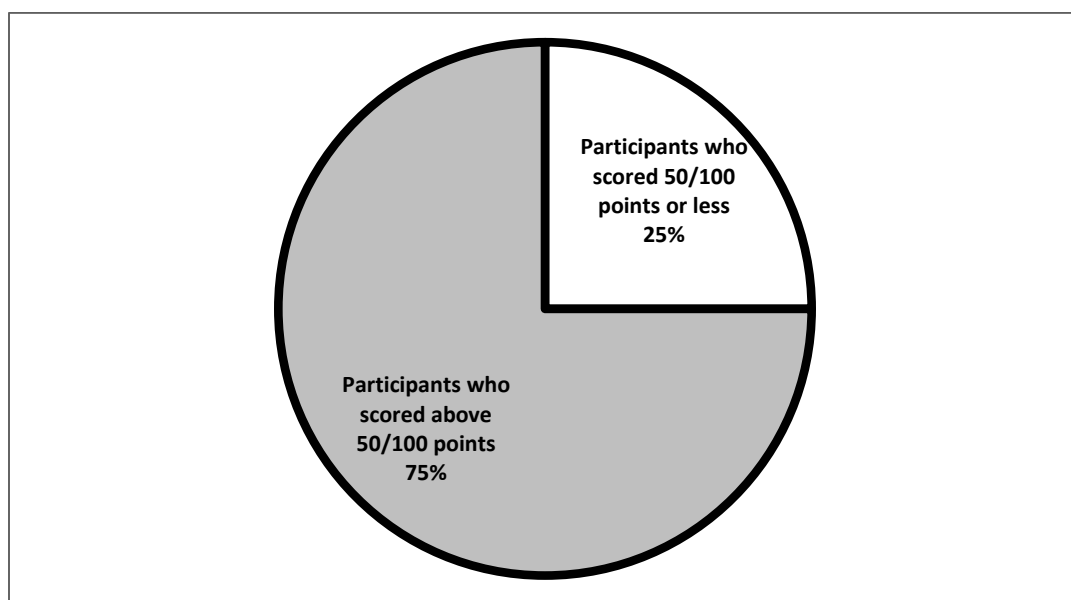


Figure 5: Pre-K vision posttest analysis

If the results obtained in the Pretest are compared with the ones the participants scored in the Posttest it is evident that the YLs' performance improved significantly after the implementation. The exact same YLs that in the Pretest were hesitant when selecting objects, in the Posttest seem very confident and quickly performed correctly the tasks posed to them. Furthermore, in the Posttest, 75% of the participants were able to identify the external characteristics (adjectives) of at least 8 objects (nouns) out of 10, while in the Pretest only 25% of

them was able to match the aural descriptions with the objects (see *Figure 5*). Such results provide confirmatory evidence that the use of Picture Book Storytelling used with Realia has a positive impact in EFL YLs' vocabulary acquisition (See Appendix E).

5.3.3. Teacher's Journal Analysis

The teacher's journal was analyzed using a tally sheet that contained the frequency of the participants' positive behaviors and attitudes during the five steps of the standardize picture book storytelling process. This process was carried out using a number-coding method that involved studying the amount of these positive attitudes and behaviors, regarding engagement and autonomy on a daily basis. It is important to state that three classes of performances (*outstanding*, *good*, and *poor*) were considered in order to represent quantitatively the qualitative data provided in the Teacher's journal. Appendix G displays the analysis of the observations made after the data analysis of this instrument was concluded. Participants 1, 2, 8 and 10, were always engaged during the 4-week application treatment. A Teacher's Journal excerpt, for example, noted:

“As usual, Participant 1, Participant 2, Participant 8 and Participant 10, were very engaged today. They showed themselves very happy during the story telling activities repeating every single word during the interactive read-aloud storytelling steps. Participant 6 took his time to complete his work during steps 1 and 3, maybe more than usual. However, he also showed commitment and interested in doing a good job.

Teacher Researcher's Journal

Date: November 3, 2014

It is evident that these four participants always showed a positive attitude during every step of the picture book storytelling process. Also, their constant participation and engagement was directly related to their test results as they always scored a higher percent than the rest of the

participants (see Appendix G). In addition, the active participation of the subjects 3, 4, 7 and 9 was not always consistent, although they showed commitment at least 80% of the time. For example, in one particular entry at the beginning of the implementation, the journal reads:

“Participants 3, 4, 7 and 9 were very engaged today while working on the storyboards,”

Teacher Researcher’s journal

Date: November 10, 2014

Whereas a few days later, another entry expresses that:

“Participants 3, 4, 7 and 9 seemed to be very tired today. They seemed to be a little unmotivated and not following the initial instruction during step 3. I had to remind them quite a few times they had to be on task at all times, even if the Teacher was not around.”

Teacher Researcher’s journal

Date: November 14, 2014

Participants 5 and 6 exhibited 70% and 60% engagement, respectively; they were distracted and did not follow directions, being reluctant to work in teams and without the teacher’s intervention. A Teacher’s Journal entry says:

“Participant 1 and Participant 3 struggled to do their work today. They were frustrated and refused to participate during the read aloud storytelling steps. Besides, they fell asleep during the class”.

Teacher Researcher’s journal

Date: October 30th, 2014

These findings led to the conclusion that the engagement and active participation that students had during the steps of the Standardized Picture Book Storytelling process (see Figure 2)

influenced positively the number of nouns and adjectives that YLs showed comprehension of, and consequently was reflected in their Posttest score. As it can be seen in Appendix G, the participants had on average *good* behavior during the four weeks, meaning that on average there were no significant changes in their behavior and attitudes from one week to another during the implementation of the current study. Furthermore, participants 11 and 12 were the only ones who displayed a *poor* average of behaviors at the end of week 4; even though they attended every single step proposed in the current study, they always showed themselves very distracted and demonstrated very little comprehension of the commands and expressions used during the class sessions. According to the school files, these two children were going through a moment of familiar instability since their parents were divorcing, which could have influenced their learning process during the implementation of this study.

5.3.4. Observational Checklists Analysis

By the use of bar graphs, Appendix L displays the total number of words that the 12 participants showed comprehension of at the end weeks 1, 2, 3 and 4 respectively; This data was collected using four observational checklists; one for each of the 4 weeks, in which a word coding is considered: “A” stands for adjectives and “N” for nouns. In addition to that, the quantity of words participants showed comprehension of at the end of each week is added (See Appendixes D, E, F and G). On top of that, Appendix M brings together three valuable sources of information:

- 1- The number of words participants were expected to show comprehension of at the end of each of the four weeks.
- 2- The number of words participants showed comprehension of at the end of Weeks 1, 2, 3 and 4.

- 3- The percentage of words understood by the participants at the end of each week (based on the number of words they were expected to show comprehension of), including a percentage average of the entire 4-week application treatment.

As is observable, eight participants out of the twelve involved in the Standardized Picture book storytelling process (Participants 1, 2, 3, 4, 6, 7, 8 and 10), on average, were able to understand more than 71% of the words they were expected to show comprehension of at the end of each week; two participants understood 66.5% and 60.5% respectively (Participants 5 and 9), and Participants 11 and 12 exhibited an average comprehension of 35.75% and 21.25% in that order (see Appendix M). In brief, it can be stated that 84% of the entire population that participated after the 4-week implementation, on average, was able to show comprehension above 60% of the words posed for each week. Once again, the use of Picture Book Storytelling used with Realia proved to have a positive impact in the vocabulary acquisition of EFL YLs.

5.4. Qualitative Results

The analysis of the quantitative information coming from the Pre and posttest, Teacher's journal and observational checklists has already been displayed in the previous subchapter. Now, qualitative data coming from the instruments aforementioned will be compared and analyzed.

5.4.1. Pre-K vision test, observational checklists and teacher's journal

The findings of the current research study reinforce the fact that when YLs are taught new vocabulary by frequent exposure to Storytelling, an improvement in their size of vocabulary occurs. Previous subchapters describe and analyze the quantitative information coming from the three analytical instruments (see subchapter 5.3); now, the qualitative information coming from

the records of the YLs’ responses in the Pre-K vision test, observational checklists and the Teacher’s journal will be compared. Table 3 describes the six responses performed by the YLs, whenever they heard the Picture books ‘aural descriptions during implementation of this study.

YL’s Response	Description
A	The YL does not select any object; consequently the two boxes remain empty.
B	The YL selects the incorrect object and then puts it into the correct box.
C	The YL selects the correct object with a wrong texture on it; then, such object is place into the incorrect box.
D	The YL selects the correct object with a wrong texture on it; then, such object is place into the correct box.
E	The YL selects the correct object with the right texture on it; then, such object is place into the incorrect box.
F	The YL selects the correct object with the right texture on it; then, such object is placed into the correct box.

Table 3: YL’s Responses

In addition, Table 4. presents the average number of times participants performed the responses A, B, C, D, E and F, during the Standardized Picture book Storytelling of the four books (Steps 3 and 4). Furthermore, the YLs’ responses to the descriptions during the implementation of the Pre and Posttest are displayed in the same table (see *Table T*), with the purpose of comparing the participants performance along the implementation of the current study.

YL`s response	Pretest	Step 3: Realia intervention	Step 4: Second Read- aloud Storytelling	Posttest
A	20	10	3	0
B	10	8	5	3
C	30	22	16	10
D	35	30	25	20
E	5	4	4	3
F	20	40	75	84

Table 4: YL`s Responses along the Standardize Picture book Storytelling process

During the four moments presented in *Table 4*, the YLs were expected to perform response F (see *Table 3.*), in which they select the correct object with the right texture on it and then placed it into the exact box. *Figure 6* displays the evolution and changes in the participants´ responses to the aural descriptions provided for them.

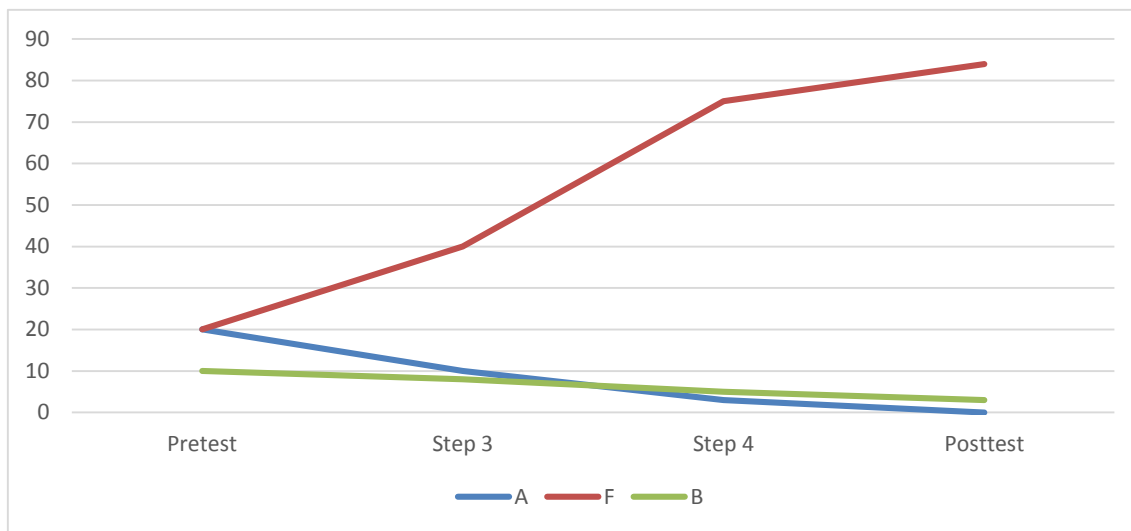


Figure 6: YLs' responses A, B and F

After the continual exposure to the repetitive aural descriptions contained in four Picture books, the participants went from not selecting any object at all (Response A) and putting incorrect objects in the wrong places (Response B), to performing the expected response F accurately, in which they selected the correct object with the right texture on it and then placed it into the correct box. As it is shown in *Figure 6*, the responses A and B are in a constant decline going from 20 and 10 times in the Pretest to 0 and 3 times respectively in the Posttest records; the observational checklists (Appendixes H, I, J and K) show in detail the consistent improvement of vocabulary size for each of the YLs week after week, and, Appendix M displays in detail the average percentage of the words YLs showed comprehension of at the end of each week. On the other hand, response F shows a gradual rise from the implementation of the Pretest until the moment the YLs took the Posttest (see *Figure 6*).

It also has a sharp increase from Step 3 to Step 4. As a matter of fact, vocabulary acquisition was the most important effect in the implementation of Step 4, where YLs used digital picture books with Realia without the teacher's intervention. Hence, the training in and

implementation of such strategy enabled participants to acquire new vocabulary. This acquisition suggests that YLs feel more confident and motivated to respond to aural instructions in the L2, in a setting where they are allowed to make decisions, and their interests are taken into account as the samples below illustrate.

Participant 1: " This game is very cool and that I enjoyed being in the Playground spot with my friends and I also love the fluffy IPad "

Participant 7: I want to do this ten thousand more times because it is like going shopping and i do not want the teacher to come and take all the things I just bought "

Participant 2: " I like to play a lot with my buddies because we learn other new words in English, just like my cousing who lives in Canada does, and when he comes to visit I will tell him that I already know English "

Teacher's Journal

Date: November 15 2014

Now then, although it is true that response F is the one and only right response in the Pre-K vision test, responses C, D and E are partially correct since they demonstrate certain level of comprehension regarding nouns, adjectives and sentence structures (see Appendix S). During the implementation, some YLs tended to select the correct objects with a wrong texture on it and then place them into the incorrect box, while some others, took the right objects with the accurate textures on it, and then they put them into the incorrect boxes. An excerpt from the teacher's journal notes:

Teacher: "YLs hesitate a lot when selecting the correct objects. Most of them understand the main noun, but they still struggle trying to identify the proper texture. Furthermore, once they

select the right object with the accurate texture on it, they tend to forget the initial structure and that is why most of them are placing the correct objects in opposite boxes”

Teacher’s journal

Date : October 31st 2014

However, Figure 7 displays a massive reduction in the number of times the participants responded inaccurately (responses C, D, E) to the aural descriptions during the implementation. As it can be seen all the inaccurate responses A, B, C, D and E tended to decrease massively during the course of the implementation, while the accurate and precise response coming from the participants presented a sharp increase (see Figures 6 and 7).

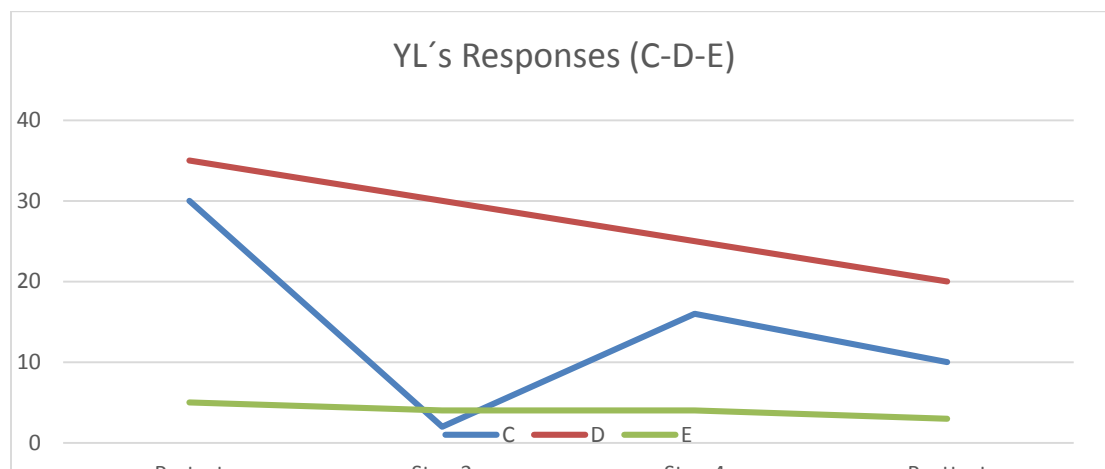


Figure 7: YLs’ responses C, D and E

5.4.2.2. Teachers ‘journal vs Observational checklists

The current analysis emerges from the YLs’ responses, obtained from the additional comments written in the observational checklists (see Appendixes H, I, J and K) and the Teacher’s journal. The Teacher’s journal contains valuable records of the YLs’ performance in *Step 4* of the implementation, where the participants were working autonomously, using real objects and a

digital version of the books previously read out loud (see *Figure 2*). (Griva, Kamaroudis & Geladari, 2010) found that training learners on the tools they can use to improve their learning process helps them to achieve their goals. In general, the information gathered suggests that allowing YLs to make decisions about some features of the EFL class activities (and setting a scenario where they are able to work without the Teacher's intervention), helps them become more autonomous when learning new vocabulary on their own, while interacting with a multimedia device and a set of toys for enjoyment. Such pattern was evident during the implementation stage.

Appendixes N, O, P and Q, display the choices made by the participants during the weeks 1, 2, 3 and 4 respectively, in the implementation of Step 4; information regarding participants, group name, type of iPad, place and the total number of times the YLs (being in groups of three YLs) decided to play the digital version of the books each week is included. *Figure 8* displays a gradual rise of the total number of times the YLs played the digital versions of the Picture books during Step 4, going from 10 times (adding all groups) in Week 1 to 29 times at the end of Week 4. It is relevant to note, that such number of times was not mediated by the teacher's intervention; YLs were allowed to listen to the aural descriptions as many times as they wanted and respond to them helping each other using their previous knowledge.

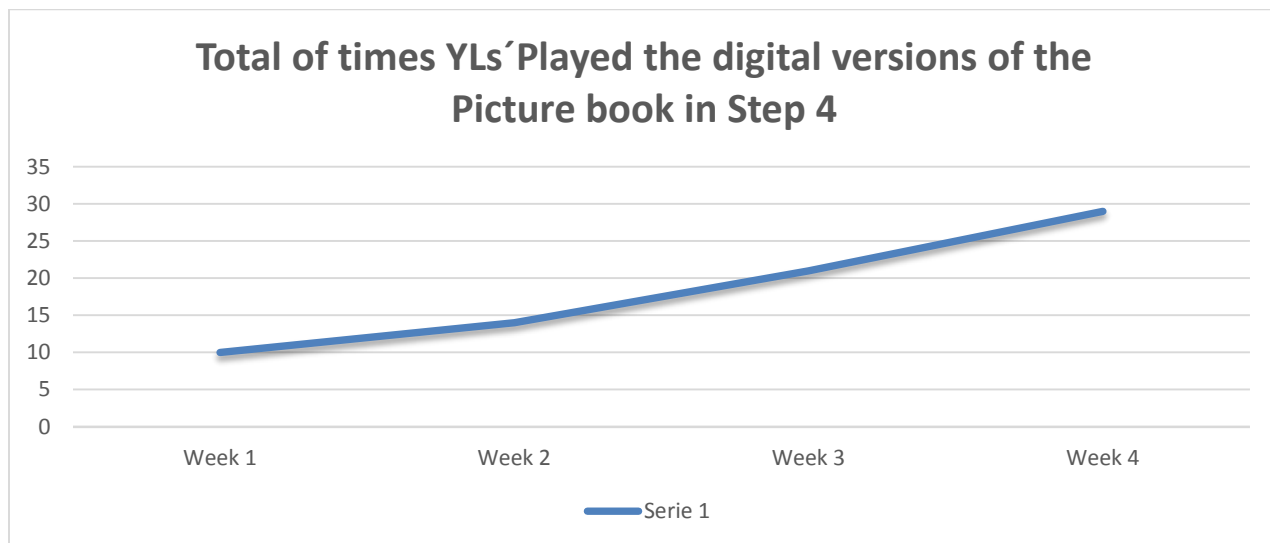


Figure 8: Total number of times the participants played the digital versions of the Picture book during Step 4

YLs showed themselves very motivated and engaged in the activity proposed in Step 4; the more the YLs used the resources provided for them in the spots², the more efficient they became while responding to the aural descriptions. In some particular entries along the 4 week implementation, the Teacher’s journal reads:

Teacher: *“Most of the participants are struggling to use the IPad, and the Teacher’s support is needed. Sometimes they click on the home bottom and miss the main video. Participants 11 and 12 do not do what they are supposed to; they keep playing with the objects freely and the IPad was left behind”*

Teacher’s journal:
Date: October 24 2014

Teacher: *“It is fantastic to see how fast participants 7, 2, 3 and 4 are helping the people in their teams to use the IPad appropriately and to reset the spots after every practice;*

² Spots: places around school with the resources required to perform the activities proposed in Step 4

participant 2 said to her team: “ hay que chacal todos los fluffly and rough punnies para que podamos usal el Ipad ota vech, pol que chi no ya se acaba el game”

Teacher’s journal:

Date: October 30 2014

Teacher: *“the distribution of the teams and materials were very fast, since all YLs knew exactly what they were expected to do; this time there was not interference in the practices made by the four teams”*

Teacher’s journal:

Date: November 7 2014

Teacher: *“each team promised to play the Picture book from the IPad as many times as possible. It seems to be that they are competing against other teams. Participant 2 said to Participants 3 and 4: “vamos a ser los playadores de Ipad más rápidos del oeste”. There were no any inconvenient since everyone knew how to use the resources again.*

Teacher’s journal:

Date: November 13, 2014

As it can be seen in Figure 9, YLs preferred to work autonomously in outdoor settings being the Playground and the Tennis table Spots (see Appendix R) the ones participants chose the

most.

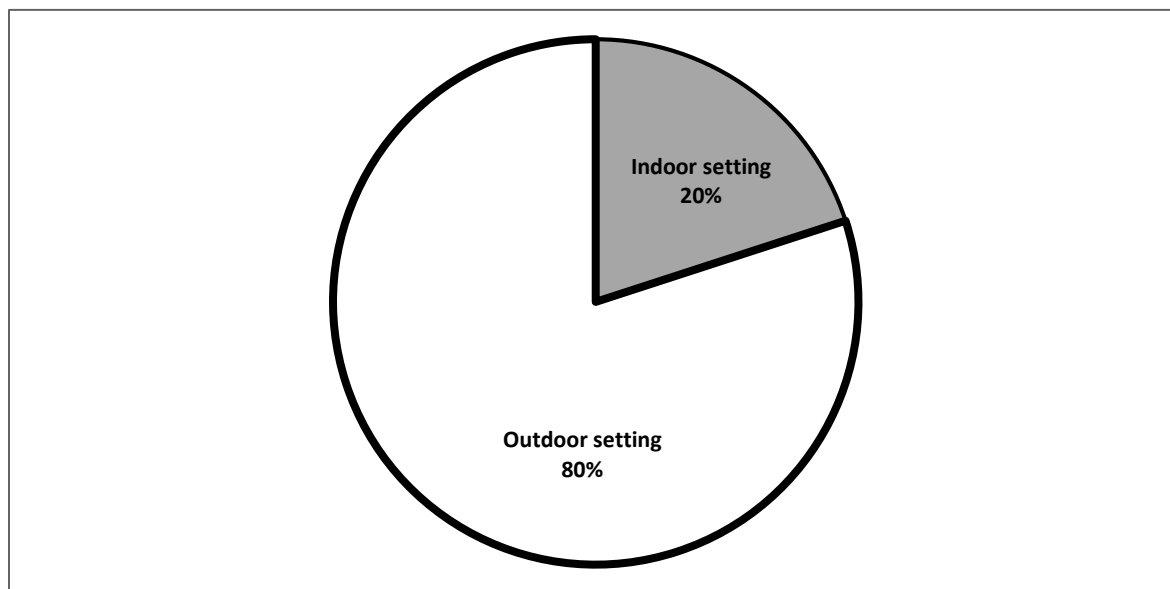


Figure 9: Spots chosen by the YLs during Step 4

According to the results, when YLs work autonomously in a setting chosen by them, they tended to engage a lot more in the task that had been given to them. Many of the commentaries coming from the observational checklists (Appendixes H, I, J and K), show how many YLs showed comprehension of most of the nouns and adjectives (contained in the aural descriptions) right after the implementation of Step 4. On the other hand, *Table 5* makes a comparison between the names the YLs used to create before and after the implementation (see Appendixes N, O, P and Q). It is very interesting to observe how in Week 1, the participants used L1 words to name their groups, while during week 4 all the names created by the YLs were expressed in the L2. Such names are a mix of expressions used in previous read-aloud storytelling activities and the YLs' interests. It is important to mention that any names or words of any kind were suggested to the YLs when selecting the names, they all spontaneously gave a name for their group.

Week 1	Week 4
“ Las Ponies rosadas”	“ Bumpy tractors”
“Las violetas”	“ scratchy power”
“ Los Leones”	“ pink bumpy princesses”
“ Los superheroes”	“ fluffy uniform buddies”

Table 5: Names selected by the YLs during Week 1 and Week 4

5.5 Conclusion

The conclusions drawn with the data analysis and results of the current research study are that using Picture book Storytelling with Realia within the EFL classroom is a meaningful learning experience that facilitates EFL YL’s listening comprehension and the acquisition of new vocabulary in the L2. The data has shown that by means of the continual exposure to repetitive aural descriptions coming from Picture books, EFL YLs demonstrated a higher level of listening comprehension of new nouns and adjectives in the L2. On the other hand, allowing YLs to choose some features of the activities proposed for EFL sessions and teaching them how to use a learning strategy without the teacher’s intervention, gave YLs certain sense of responsibility of their language learning process. The next chapter will describe the final conclusions drawn from this research study and will address the limitations the study encounter during the pedagogical implementation.

Chapter 6. CONCLUSIONS AND PEDAGOGICAL IMPLICATIONS

6.1. Introduction

The current chapter describes the most significant conclusions that emerged from this research study, the limitations encountered throughout its implementation, as well as some recommendations for further research. When answering the research question on how might the use of Picture book Storytelling used with Realia, help EFL YLs increase their vocabulary range, it was concluded that reading stories outloud (using as a support pictures and real objects) enhanced not only the participants' acquisition of new words in the L2, but also their listening comprehension skills.

6.2. Significance of the results

Based on the results of this investigation, it is important to mention that the research question and hypothesis were proven since the use of Picture Book Storytelling used with Realia did have a positive impact on the vocabulary acquisition in this particular sample. The use of picture book storytelling used with Realia proved to be effective in helping a specific group of preschool EFL learners increase the comprehension of new vocabulary. The analysis of the data gathered revealed that all of the participants of the study showed some growth in their comprehension of nouns and adjectives. Also, the YLS' engagement increased significantly; the participants' parents expressed that at home, their children were excited and happy about going to their new school where the English Language is spoken. Additionally, all of the students benefitted

from this research as they all expanded their vocabulary range of different everyday useful objects and textures used during Science and Math classes; furthermore, participants gained organizational skills, explored their creativity, and strengthened their social skills as they interacted with their classmates daily. Moreover, YLs were exposed to a variety of instructional strategies that had a positive impact on the first steps of their autonomous learning process, since they were empowered to choose autonomously elements, places and ways to accomplish a specific task, without the intervention of a teacher. Lastly, the students' listening comprehension skills were also positively impacted since they had to follow instructions and commands every day.

The research studies mentioned in the literature review showed several strategies that aimed to increase the vocabulary range in EFL YLs by means of storytelling, pictures and TPR activities within the EFL classroom; however, none of them brought the characters and objects that appeared along the stories in 3D shapes (real objects). Besides, in none of the studies mentioned above the L2 learners were allowed to make choices over the main features of the activities proposed within the EFL classroom; none of them work without the teacher's intervention, and that is why the current research study aims to fill such gap. There is a need for more student centered approaches that improve the autonomous language retention and usage beyond rote memorization. According to the finding allowing YLs to make choices over some features of the activities proposed within the EFL classroom, such as the elements to use for practicing specific tasks using the language, and the place to perform the activities, has a positive impact in the amount of practice they are willing to do without the teachers' intervention. This is exactly the gap that is being filled by the present research study; it can be said then, that according to the findings the more choices YLs are allowed to make within the EFL classroom, the more

engaged they will be in the activities proposed by the EFL teacher, and consequently the higher autonomous practice will be performed in a bilingual setting.

6.3. Limitations of the present study

Despite all the advantages that this study seemed to bring, it also had some limitations. To start with, the sample was probably not the most suitable. Due to the lack of vocabulary and experience with the structure of the English language, students lack abilities to understand verbs that were provided orally, making it difficult for them to follow instructions even when several nouns and adjectives were understood. Even though the participants of the study had constant guidance and support, they sometimes struggled to participate in the activities planned for the treatment, due to different situations in which they had to leave class sessions before they were finished. Also, the sample was too small, so no generalizations about the effectiveness of Storytelling used with Realia and their incidence in ELL long-term Vocabulary Acquisition can be made. In addition, some of the instruments were not easy to work with or analyze.

The teacher's journal, for example, required too much time as detailed descriptions of the attitudes of twelve different individuals had to be provided. Plus, analyzing the information recorded on the tally sheet was not easy as the descriptions were sometimes too vague and hard to classify into the categories. It is important to be precise and create standard conventions that facilitate the interpretation of the ideas recorded. Furthermore, the Pre-K Vision Test required way too many hours and resources in order to be successfully applied and analyzed. It is important to

design a test in which the participant's responses can be easily interpreted and registered with quite few elements.

6.5. Further research

To conclude, it would be worthwhile that the study be complemented using many more technological devices, to perform storytelling and to register students' responses. In recent years, many researchers in the EFL field of study have said that the integration of technology in the 21st century classroom has "undoubtedly always facilitated the task of language learning for both instructed and non-instructed learners" (Brinton, 2001, p. 459). Storytelling using computers instead of hard cover books and real objects with the potential of providing sensory experiences might have a much more positive impact on the students, as they could have the opportunity to increase their understanding of technology and their motivation. Likewise, it would be advisable to apply this research study for a longer period of time in order to see if the use of Picture Book Storytelling used with Realia, would result in gains that allowed the participants to transfer the skills they learned and apply them in contexts out of the classroom setting.

6.6 Conclusion

Communicating with others is vital for EFL YLs for they, first must be able to understand what others say to them and this is why vocabulary acquisition and listening comprehension plays a very important role in this process. EFL teaching instruction needs to offer YLs a sufficient amount of resources and materials that will help them succeed in understanding the specific feature contained in spoken language; storytelling used with Realia brings particular features that stand out from other listening materials used in class. Firstly, supporting picture books with real objects full of textures help YLs to join what they are learning in the L2 (through Storytelling) with what

they already know in the L1, allowing them to make new connections between reality and new words, increasing their vocabulary range through sensorial experiences.

Secondly, when YLs listen to read out loud stories from picture books (Storytelling), a significant number of words is introduced to them in a meaningful context; such meaningful context is demonstrated in the strong interest students have in stories, which is shown up in the quality and length of attention they showed whenever the word *story* is pronounced within the EFL classroom. Finally, allowing YLs to make choices over some of the features of the activities proposed for EFL class sessions, engage them in their own language learning process in the classroom and in other contexts. I believe the current study highlights the importance of bringing real objects into the EFL classroom and the need of considering YLs' interests for planning purposes. With this research study the researcher discovered how powerful it is to support the aural input provided for EFL YLs with real objects. On the other hand, it is also essential that teachers promote settings where students can work autonomously without the teachers' intervention.

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Appendix A: Picture book coding

WEEK	BOOK	CODE	ADJECTIVE	CODE	NOUN
1	Book P (Watt, That's not my pony, 2007)	A1/A2	Fluffy/ Squashy	N1/N2	Pony / Mane
		A3/A4	Velvety/ Bumpy	N3/N4	Saddle / Patches
		A5	Tufty	N5	Hooves
				N6	Tail
2	Book M (Watt, That's not my monkey, 2008)	A6/A3	Soft/ Velvety	N7/N8	Monkey / Ears
		A7/A8	Smooth / Hairy	N6/ N9	Tail / Feet
		A9	Fuzzy	N10/ N11	Eyebrows/ Tongue
		A1	Fluffy	N12	Tummy
3	Book T (Watt, That's not my train, 2008)	A2/ A10	Squashy / Shiny	N13/ N14	Train/ Windows
		A11/ A4	Rusty/ Bumpy	N15/ N16	Funnel / Side
		A12	Rough	N17	Roof
		A13	Glossy	N18	Wheels
				N19	Engine
4	Book R (Watt, That's not my tractor, 2011)	A4/ A12	Bumpy / Rough	N20/ N19	Tractor / Engine
		A7	Smooth	N21	Trailer
		A14	scratchy	N22	Seat
				N18	Wheels

Appendix B: Pre-k Vision Test

Child's Name: _____ **Age:** _____

Start time: _____ **Finish Time:** _____



There is a mysterious and funny character in the puppet stage. Knock on the door, answer his questions and help him. At the end you might receive a gift.

Note: In order to accomplish the exam it is necessary to set a scene with the following items:

- ✓ One Small train with shiny windows
- ✓ Two Monkeys: one with soft and another with rough feet
- ✓ A Monkey with soft ears
- ✓ A Pony with soft nose
- ✓ Two Ponies: one with scratchy and another with velvety patches
- ✓ A monkey with a fluffy tummy
- ✓ Two trains: one with rough roof
- ✓ A monkey with a fuzzy tongue
- ✓ A tractor with a scratchy seat
- ✓ A tractor with bumpy sides

As soon as the student knocks on the Puppet stage door, a jumpy character will show up and will say:

Walter: “Hello sunshine! I am Walter! Come on boy/girl say my name! Say my name! Walter!”

Then, he takes out a pony with a tufty tail and putting it in the red box will say out loud: “That’s not my pony. It’s tail is too tufty”. After that he says “that’s my tractor. Its wheels are so squashy” and then puts the tractor in the green box. (This, with the purpose of modeling the instruction of what is supposed to be done with the rest of the objects). Finally Walter says: come on child, not it’s your turn:

Aural Description # 1: That’s not my train. Its windows are too shiny.

YL’s Response: _____

Aural Description # 2: That’s my monkey. Its feet are so smooth.

YL’s Response: _____

Aural Description # 3: That’s not my monkey. Its ears are too soft.

YL’s Response: _____

Aural Description # 4: That’s my tractor. Its side is so bumpy.

YL’s Response: _____

Aural Description # 5: That’s not my pony. Its patches are too velvety.

YL’s Response: _____

Aural Description # 6: That’s my monkey. Its tummy is so fluffy.

YL’s Response: _____

Aural Description # 7: That’s not my train. Its roof is too rough.

YL’s Response: _____

Aural Description # 8: That’s my monkey. Its tongue is so fuzzy.

YL’s Response: _____

Aural Description # 9: That’s my tractor. Its wheels are too fuzzy.

YL’s Response: _____

Aural Description # 10: That’s not my tractor. Its seat is too scratchy.

YL’s Response: _____

Finally, Walter Says: “takes a candy from that blue box and put it in your pocket! Bye bye! See you later alligator!”

Appendix C: Action research timeline

	Pre-Stage	While-Stage	Post-Stage
Week 1 September 15-19	Class observations & Piloting of the data collection instruments.		
Week 2 September 22-26	Pretest application		
Week 3 October 20-24		Procedure: Standardize Picture book Storytelling process Resource: Book P Instruments: Observational checklist P and Teacher's journal	
Week 4 October 27-31		Procedure: Standardize Picture book Storytelling process Resource: Book M Instruments: Observational checklist M and Teacher's journal	
Week 5 November 3-7		Procedure: Standardize Picture book Storytelling process Resource: Book T Instruments: Observational checklist T and Teacher's journal	
Week 6 November 10-14		Procedure: Standardize Picture book Storytelling process Resource: Book R Instruments: Observational checklist R and Teacher's journal	
Week 7 November 17-21			Posttest application
Week 8 November 24-28			Data Analysis

Appendix D: Parent Consent Form

Parent Consent Form

Date

Dear Parent,

On behalf of Universidad de La Sabana and the Department of Foreign Languages and Cultures we would like to include your child, along with about 23 classmates, in a research project as part of my thesis titled “What are the effects of picture book story telling when used with Realia in the acquisition of nouns and adjectives amongst 4 year old ESL learners at a Bilingual school”. The information and procedures related to this study will be collected five times throughout the week during the regular school term.

Activities

- Children will be constantly evaluated by the use of observational checklists
- Children will listen and participate in reading activities supported by Realia
- Pictures will be taken from their written productions and drawings
- Student’s voices will be recorded in order to register their speaking
- Children will be recorded on video so their listening comprehension can be registered and analyzed

There are no risks in participating in this study since all the proposed activities are part of the school curriculum and the name of your child will be changed in the data analysis. Your child's participation in this project is completely voluntary. Data collection will be gathered only from those children who have parental permission. You are free to withdraw your permission for your child's participation at any time and for any reason. These decisions will have no effect on your future relationship with the school or your child’s status or grades. The information that is obtained during this research project will be kept strictly confidential and will not become a part of your child's school record. Any sharing or publication of the research results will not identify any of the participants by name. In the space at the bottom of this letter, please indicate whether you **do or do not** want your child to participate in this project and return this note to your child’s teacher

THE ROLE OF PICTURE BOOK STORYTELLING USED WITH REALIA IN THE VOCABULARY ACQUISITION

before December 15, 2014. Please keep the second copy of this consent form for your records. We look forward to working with your child. We think that this research project will be enjoyable for the children who participate and will help them to increase and reinforce not only their reading and listening comprehension but also their vocabulary.

If you have any questions about this project, please contact us using the information below. If you have any questions about your rights as a participant in this study or any concerns or complaints, please contact xxx (xxxx@xxx.edu.co) at Universidad de La Sabana, Department of Foreign Languages and Cultures, Campus Puente del Comun, Chía, or myself via email at xxx@xxxx.edu.co.

Please keep the attached copy of this letter for your records.

Sincerely,

Juan Pablo Fuertes Prado
Pre-K Group Coordinator
AAA3@XXXX.edu.co

Mónica Bernal
Rochester Preschool Coordinator
mbernal@rochester.edu.co

I do/do not (circle one) give permission for my child _____ (name of child) to participate in the research project described above.

Parent's name

Parent's signature

Date

Appendix E: Pre-K Vision Pretest and Posttest 'Results

Subject	Pretest Average (Points)	Posttest Average (Points)	Growth (Points)
Participant 1	40	90	50
Participant 2	50	100	50
Participant 3	10	70	60
Participant 4	20	70	50
Participant 5	0	60	60
Participant 6	0	50	50
Participant 7	10	70	60
Participant 8	10	100	90
Participant 9	20	80	60
Participant 10	40	100	60
Participant 11	0	30	30
Participant 12	0	20	20
AVERAGE SCORE	16.7	70	51.7

- **Total number of reachable points in the test: 0-100**

Appendix F: Teacher’s Journal Tally sheet analysis

Subject	Tally (Participants’ Engagement and Autonomy)	Frequency (Four Weeks)
Participant 1		20
Participant 2	-	20
Participant 3	-	17
Participant 4	-	17
Participant 5	-	15
Participant 6	-	15
Participant 7	-	17
Participant 8	-	20
Participant 9	-	17
Participant 10	-	20
Participant 11		3
Participant 12		2

Appendix G: Teacher`s journal analysis

Key: 1 = Outstanding, 2 = Good, 3 = Poor

Subject	WEEK 1, BOOK P	WEEK 2, BOOK M	WEEK 3, BOOK T	WEEK 4, BOOK R	AVERAGE
Participant 1	1	1	1	1	1
Participant 2	1	1	1	1	1
Participant 3	3	2	2	3	2.5
Participant 4	2	2	2	2	2
Participant 5	2	3	2	2	2
Participant 6	2	2	3	2	2
Participant 7	3	3	2	2	2.5
Participant 8	1	2	1	2	1.5
Participant 9	2	2	2	1	2
Participant 10	1	2	1	2	1.5
Participant 11	3	3	3	3	3
Participant 12	3	3	2	3	3
AVERAGE	2	2	2	2	

Appendix H: Observational Checklist (Week 1)

Book Title: “That’s not my pony”

Book Code: P

EFL LEARNER	ADJECTIVES					NOUNS						\$
	A1	A2	A3	A4	A5	N1	N2	N3	N4	N5	N6	
Participant 1	X	X	X	X	X	X	X		X	X	X	10
Participant 2	X	X		X	X	X	X	X	X	X	X	10
Participant 3	X			X	X	X		X		X	X	7
Participant 4		X	X	X				X	X	X		6
Participant 5			X	X	X	X		X		X	X	7
Participant 6						X		X		X	X	4
Participant 7		X	X	X		X	X	X				6
Participant 8	X	X	X	X	X	X	X	X	X	X	X	11
Participant 9	X	X		X	X	X	X	X	X	X	X	10
Participant 10	X	X	X	X		X	X		X	X	X	9
Participant 11				X						X	X	3
Participant 12								X				1

\$: Number of words the participants showed comprehension of at the end of Week 1

Participant	Additional comments
4	The YL does not show comprehension of most of the textures and nouns in Steps 3 and 4.
12	The YL does not show comprehension of most of the textures in Step 4
6	The YL does show comprehension of most of the textures in Step 4
1	The YL showed comprehension of almost all the textures and nouns at the end of Step 4
2	The YL showed comprehension of almost all the textures and nouns at the end of Step 4

Appendix I: Observational Checklist (Week 2)

Book Title: “That’s not my Monkey”

Book Code: M

EFL LEARNER	ADJECTIVES						NOUNS							\$
	A6	A3	A7	A1	A8	A9	N7	N8	N6	N9	N10	N11	N12	
Participant 1	X	X	X		X	X	X	X	F X	X	X	X	X	12
Participant 2	X	X	X		X	X	X	X	X	X	X	X	X	12
Participant 3			X	X	X	X	X	X	X		X	X	X	10
Participant 4		X	X	X	X		X	X	X		X	X	X	10
Participant 5			X	X	X			X	X		X	X	X	8
Participant 6	X	X	X				X	X		X	X	X		8
Participant 7	X	X	X	X			X	X		X	X	X	X	10
Participant 8	X	X	X		X	X	X	X	X	X	X	X	X	12
Participant 9	X	X	X		X	X	X	X	X	X	X	X	X	12
Participant 10	X	X	X		X	X	X	X	X	X	X	X	X	12
Participant 11			X	X					X	X	X			5
Participant 12					X	X			X					3

\$: Number of words the participants showed comprehension of at the end of Week 2.

Participant	Additional comments
6	The YL does not show comprehension of most of the textures in Step 4
11	The YL does not show comprehension of most of the textures in Step 4
12	The YL does not show comprehension of most of the textures in Step 4
3	The YL does not show comprehension of most of the textures in Step 4
2	The YL does not show comprehension of most of the textures in Step 4

Appendix J: Observational Checklist (Week 3)

Book Title: “That’s not my Train”

Book Code: T

EFL LEARNER	ADJECTIVES						NOUNS							\$
	A2	A10	A11	A4	A12	A13	N13	N14	N15	N16	N17	N18	N19	
Participant 1	X	X	X	X	X	X	X	X	X	X	X	X	X	13
Participant 2	X	X	X	X	X	X		X	X	X	X	X	X	12
Participant 3		X	X	X	X	X	X	X	X	X	X			10
Participant 4	X	X	X	X	X	X			X	X	X	X	X	11
Participant 5			X	X	X	X			X	X	X	X		8
Participant 6	X	X	X	X	X			X	X	X	X	X		10
Participant 7		X	X	X	X	X		X	X	X	X	X	X	11
Participant 8	X	X	X	X	X	X	X	X	X	X	X	X	X	13
Participant 9	X	X	X	X	X	X	X	X	X	X	X	X		12
Participant 10	X	X	X	X	X	X	X	X	X	X	X	X	X	13
Participant 11				X	X	X				X	X	X		6
Participant 12					X	X			X	X				4

\$: Number of words the participants showed comprehension of at the end of Week 3

Participant	Additional comments
2	The YL show comprehension of most of the textures in Step 4
4	The YL does not show comprehension of most of the textures in Step 4
5	The YL does not show comprehension of most of the nouns in Step 4
6	The YL does not show comprehension of most of the textures in Step 4
7	The YL show comprehension of most of the textures in Step 4
1	The YL does not show comprehension of most of the textures in Step 4

Appendix K: Observational Checklist (Week 4)

Book Title: “That’s not my Tractor”

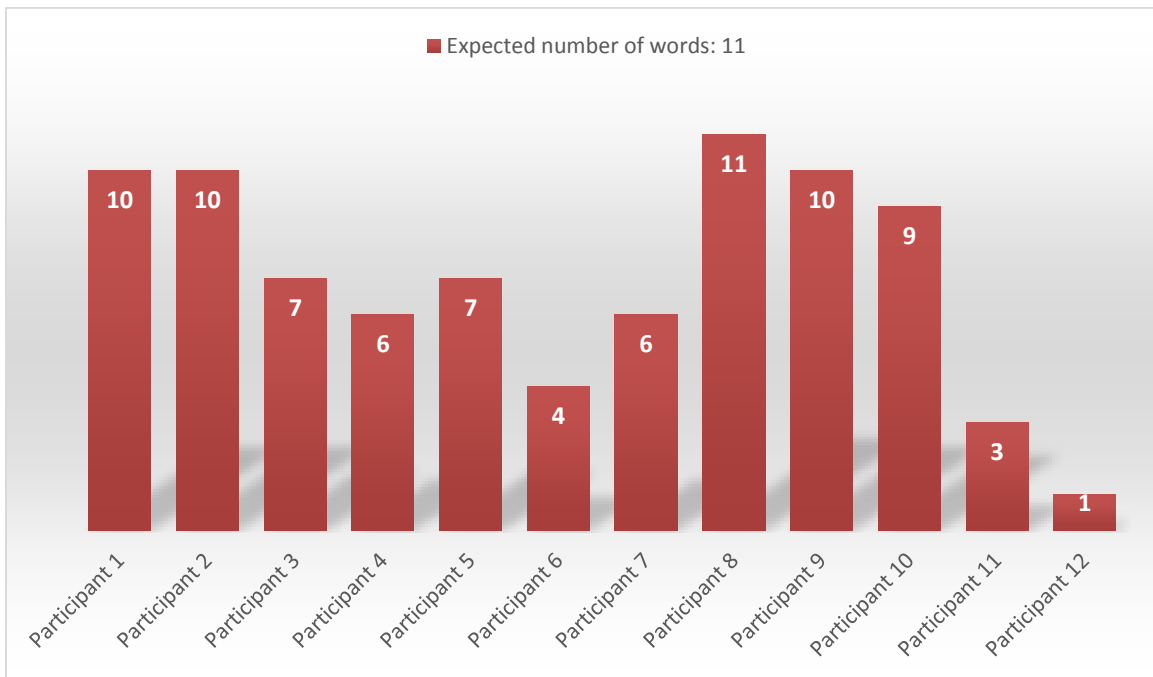
Book Code: M

EFL LEARNER	ADJECTIVES				NOUNS					\$
	A4	A12	A7	A14	N20	N19	N21	N22	N18	
Participant 1	X	X	X	X	X	X	X	X	X	9
Participant 2	X	X	X	X	X	X	X	X	X	9
Participant 3		X	X	X	X	X	X			6
Participant 4	X	X	X			X	X	X	X	7
Participant 5		X	X	X		X	X	X	X	7
Participant 6		X	X	X			X	X	X	6
Participant 7	X	X	X			X	X	X	X	7
Participant 8	X	X	X	X	X	X	X	X		8
Participant 9	X	X	X	X		X	X	X	X	8
Participant 10	X	X	X	X		X	X	X	X	8
Participant 11		X	X				X	X		4
Participant 12				X			X			2

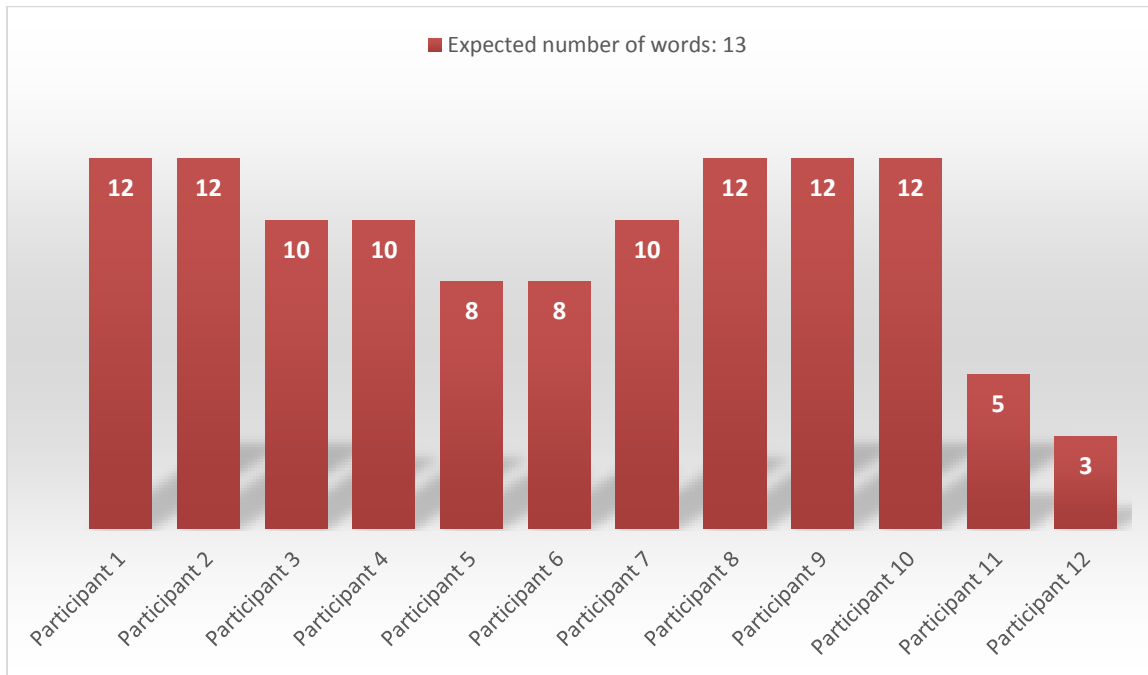
\$: Number of words the participants showed comprehension of at the end of Week 4.

Participant	Additional comments
11	The YL does not show comprehension of most of the textures in Step 4
12	The YL does not show comprehension of most of the textures in Step 4
6	The YL does not show comprehension of most of the textures in Step 4
5	The YL does not show comprehension of most of the textures in Step 4
4	The YL does not show comprehension of most of the textures in Step 4

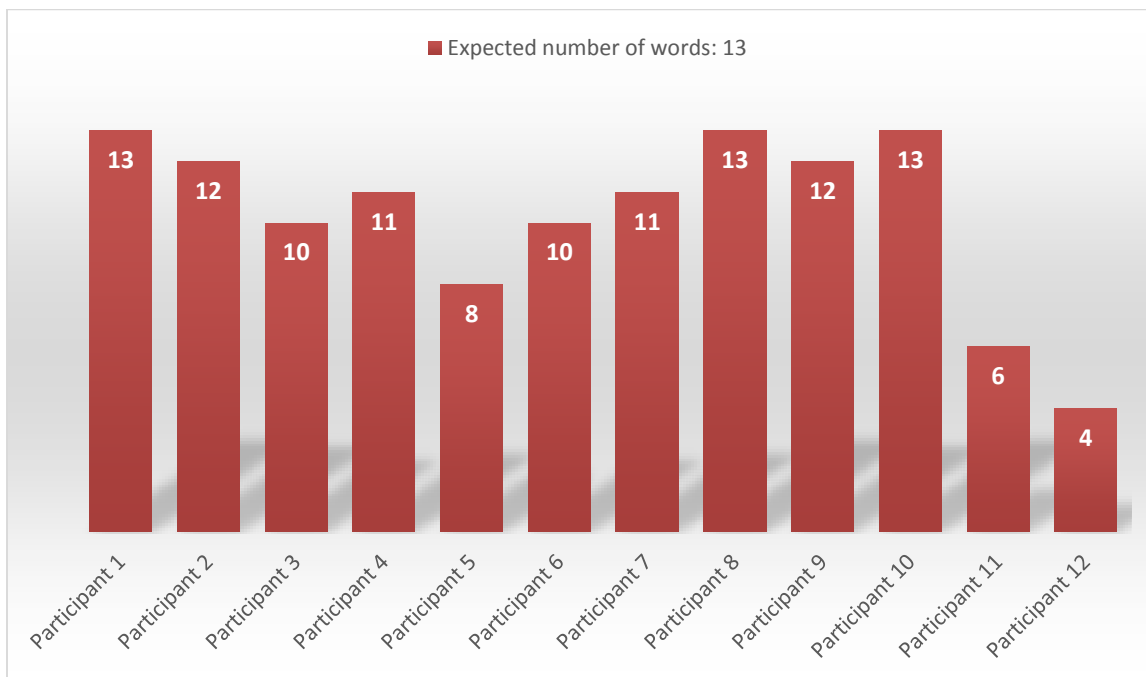
Appendix L: Observational checklists` bar graphs



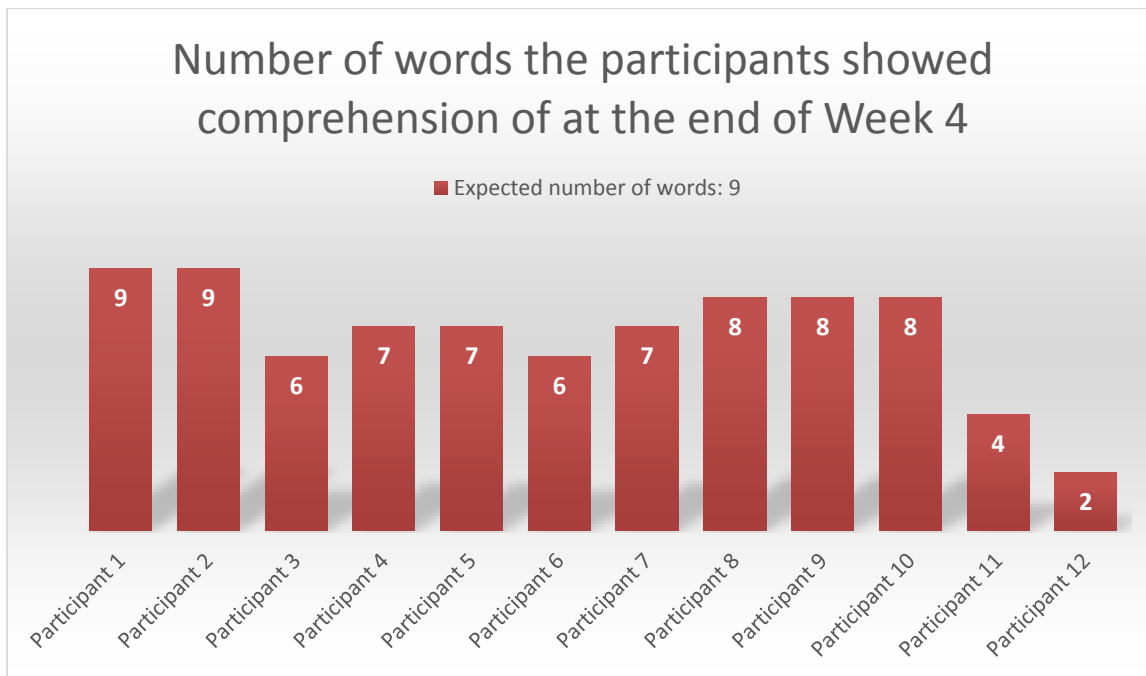
Graph 1. Number of words participants acquired by the end of Week 1



Graph 2. Number of words participants acquired by the end of Week 2



Graph 3. Number of words participants acquired by the end of Week 3



Graph 4. Number of words participants acquired by the end of Week 4

Appendix M: Percentage analysis

EFL LEARNER	WEEK 1			WEEK 2			WEEK 3			WEEK 4			% AVERAGE
	#	\$	%	#	\$	%	#	\$	%	#	\$	%	
Participant 1	11	10	91	13	12	92	13	13	100	9	9	100	95,75
Participant 2	11	10	91	13	12	92	13	12	92	9	9	100	93,75
Participant 3	11	7	64	13	10	77	13	10	77	9	6	67	71,25
Participant 4	11	6	55	13	10	77	13	11	85	9	7	78	73,75
Participant 5	11	7	64	13	8	62	13	8	62	9	7	78	66,5
Participant 6	11	4	36	13	8	62	13	10	77	9	6	67	60,5
Participant 7	11	6	55	13	10	77	13	11	85	9	7	78	73,75
Participant 8	11	11	100	13	12	92	13	13	100	9	8	89	95,25
Participant 9	11	10	91	13	12	92	13	12	92	9	8	89	91
Participant 10	11	9	82	13	12	92	13	13	100	9	8	89	90,75
Participant 11	11	3	27	13	5	38	13	6	46	9	4	44	38,75
Participant 12	11	1	9	13	3	23	13	4	31	9	2	22	21,25

#: Number of words participants were expected to show comprehension of at the end of the week.

\$: Number of words participants showed comprehension of at the end of the week.

%: Percentage of words aurally understood by the participants at the end of the week.

Appendix N: YLs` Choices made in Step 4 during Week 1

GROUP NAME	PARTICIPANT	IPAD	PLACE	NUMBER OF TIMES	SUM
“ Las Ponies rosadas”	1	Fluffy Ipad	Playground spot	2	10
	5				
	9				
“ Los superheroes”	2	Velvety Ipad	Splash cart spot	3	
	4				
	10				
“ Los Leones”	3	Squashy Ipad	Tennis table spot	2	
	7				
	8				
“Las violetas”	12	Tufty Ipad	Playground spot	3	
	11				
	6				

Appendix O: YLs` Choices made in Step 4 during Week 2

GROUP NAME	PARTICIPANT	IPAD	PLACE	NUMBER OF TIMES	SUM
“ Los monos de cola roja”	1	Hairy IPad	Playground spot	4	14
	2				
	3				
“ Las chicas super poderosas”	6	Fuzzy IPad	Splash cart spot	1	
	11				
	12				
“ Poder Hulk”	8	Fluffy Ipad	Teachers ‘lounge spot	4	
	9				
	10				
“ Batman, superman y gatubela”	5	Soft IPad	Teachers ‘lounge spot	5	
	4				
	7				

Appendix P: YLs` Choices made in Step 4 during Week 3

GROUP NAME	PARTICIPANT	IPAD	PLACE	NUMBER OF TIMES	SUM
“ Los rough trains”	1	Shiny Ipad	Playground spot	6	21
	5				
	9				
“ Las shiny princessas”	2	Rusty Ipad	Tennis table spot	6	
	4				
	10				
“ poder squashy”	3	Bumpy Ipad	Playground spot	7	
	7				
	8				
“ los that`s my train”	6	Rough Ipad	Playground spot	2	
	11				
	12				

Appendix Q: YLs` Choices made in Step 4 during Week 4

GROUP NAME	PARTICIPANT	IPAD	PLACE	NUMBER OF TIMES	SUM
“ Bumpy tractors”	3	Smooth IPad	Tennis table spot	8	29
	9				
	7				
“ pink bumpy princesses”	10	Bumpy IPad	Tennis table spot	9	
	1				
	8				
“ scratchy power”	12	Scratchy IPad	Playground spot	2	
	6				
	11				
“ fluffy uniform buddies”	4	Rough IPad	Playground spot	10	
	2				
	5				

Appendix R: Variety of Places and IPads provided as options to the YLs

Places	IPads
<p>Playground Spot: Scenario located in a corner of the school playground; such space, is composed by a child-size table, 3 chairs, 3 chocolates, a white box with a set of objects in it, and two more boxes where the items contained in the white box will be classified (green and red).</p>	<p>Fluffy IPad: Multimedia device coved with a case made out of Fluffy fabric.</p> <p>Velvety IPad: Multimedia device coved with a case made out of velvety fabric.</p> <p>Squashy IPad: Multimedia device coved with a case made out of squashy plastic</p> <p>Tufty IPad: Multimedia device coved with a case with a tuft on it.</p>
<p>Tennis table Spot: Scenario located in a corner of the school playground; such space, is composed by a tennis table, 3 candies, a white box with a set of objects in it, and two more boxes where the items contained in the white box will be classified (green and red).</p>	<p>Hairy IPad: Multimedia device coved with case with a wig.</p> <p>Fuzzy IPad: Multimedia device coved with a case made out of fuzzy fabric.</p> <p>Soft IPad: Multimedia device coved with a case made out of silk.</p>
<p>Teachers` lounge Spot: Scenario located right in a corner of the teachers `lounge; it is composed by a child-size table, 3 cushions, 3 marshmallows, a white box with a set of objects in it, and two more boxes where the items contained in the white box will be classified (green and red).</p>	<p>Shiny IPad: Multimedia device coved with a case made out golden shiny paper.</p> <p>Rusty IPad: Multimedia device coved with a case made out of paper that seems to be rusty.</p>
<p>Splash cart Spot: Scenario located right in a corner of the EFL classroom; it is composed by green cart with rollers, 3 cushions, 3 chocolates, a white box with a set of objects in it, and two more boxes where the items contained in the white box will be classified (green and red).</p>	<p>Bumpy IPad: Multimedia device coved with a case made out of a bumpy plastic texture.</p> <p>Rough IPad: Multimedia device coved with a case made out of a rough texture.</p>