

L2 Vocabulary Acquisition through Narratives in an EFL Public Elementary School

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Abstract

Teaching English as a Foreign Language (EFL) has exponentially grown in the past decades as it has become part of the curricula from kindergarten to higher education. In many countries, governments have conducted initiatives that resulted in the implementation of English classes in public education settings. The use of narratives in language teaching has been regarded as an effective way to teach vocabulary as stories provide a natural context for language input. However, there is a need to assess the effectiveness of narrative instruction. This study investigated the effect of using stories and pre-teaching vocabulary in a public elementary school in northwestern Mexico. A total of 167 students from third to sixth grade participated. A narrative intervention was conducted in the experimental and comparison groups. The experimental groups were pre-taught vocabulary in the stories through visuals and stories in the participants' native language (L1), Spanish. A vocabulary assessment was administered three times (pretest, posttest, and delayed posttest) to determine if there were statistically significant differences within and between groups. The tests scores were analyzed using Friedman and Mann Whitney U statistical tests. The results showed that narratives overall helped in developing vocabulary for EFL young learners. Furthermore, the experimental group obtained slightly higher scores at the delayed posttest showing that pre-teaching vocabulary and using the L1 may contribute to increasing vocabulary knowledge in the second language (L2). In EFL public education contexts, using effective teaching strategies promotes acquisition and retention that ultimately lead to communicative competence in the L2.

Keywords: EFL, SLA, young learners, narratives, vocabulary

Recently many governments around the world have implemented educational policies to incorporate teaching English in the elementary school (Copland, Garton, & Burns, 2014). In the past two decades, teaching English to young learners has had an impact on millions of English teachers, students, and parents in numerous countries (Emery & Rich, 2015; Rich, 2014).

In Mexico's English as a foreign language (EFL) context, developing vocabulary is one of the curricular components of the national program. The Common European Framework of Reference (CEFR) has been used to establish the language learning targets (Council of Europe, 2001). By sixth grade, students should be at level A2 (basic user). In other words, students should be able to talk about situations that are familiar to them, and offer basic descriptions of themselves, their context, and others. English instruction has been introduced in the educational system "for students to get the necessary knowledge to engage in social practices with spoken and oral language to interact with native and non-native English speakers by means of specific competencies with the language" (Secretaría de Educación Pública, 2011, p. 67). The national curriculum indicates that English will be taught in three sessions of 50 minutes each per week. English instruction begins in kindergarten and continues for nine years with the purpose of achieving a B1 proficiency level in the CEFR. That is, the goal is that after completing basic education, the students should be independent users of the language who can understand and express themselves at a basic level in topics that are familiar to them such as school, work, and social life (Council of Europe, 2001).

The purpose of this study is to investigate the effectiveness of using stories in EFL teaching and the impact of pre-teaching vocabulary as an instructional strategy, particularly at the beginning stages of the L2 acquisition process of young learners. The setting for the study was a public elementary school in northwestern Mexico. In this school, Spanish is the predominant language for communication among teachers, staff, and students. All the classes, except the English class, are completely conducted in Spanish. The students are rarely exposed to other languages other than Spanish. This linguistic context limits the amount of exposure to and practice of English.

The importance of this study is that it analyzed a teaching strategy that may help develop EFL students' storytelling with topics that are familiar to them. This study could provide a foundation for materials development, teacher training, improved outcomes, and further research of teaching and learning processes in an EFL context. Also, researching the use of stories in second or foreign language development strengthens its purposeful employment in the classroom. From the research methodological stance, this study contributes to advancing the field of applied linguistics with regards to the participants (young learners) and the research design (pre, post, delayed post-test). It is a quantitative study assessing the impact of an intervention over time as measured through tests (Martin & Bridgmon, 2012).

This study is part of a larger study conducted to investigate the effectiveness of a narrative intervention to promote speaking adapted to suit the context of an elementary public school in Mexico. The larger study looked at narrative retell skills, listening comprehension and vocabulary acquisition. The main research questions driving the study reported in this article are the following:

1. Is a narrative intervention effective in increasing English vocabulary acquisition of EFL elementary school students?

2. Does pre-teaching vocabulary increase vocabulary acquisition among EFL elementary school students?
3. What are the perceptions of the EFL elementary school students regarding the instruction of vocabulary in the narrative interventions received?

Literature Review

Narratives in Language Development

In educational contexts in general, “stories play a crucial role in human learning” (McDonald, 2009, p. 112). In teaching a second or foreign language, stories provide a meaningful context where grammar and vocabulary interact in a cohesive manner (Pinter, 2006). Stories help in the “development of vocabulary and grammar, and of oral and literacy skills” (Cameron, 2001, p. 179). Stories stimulate imagination and creativity in language learners whose attention is placed in understanding the meaning of the story in general (Wright, 1995).

There are different purposes for using stories in the EFL classroom. Stories have been used primarily as a teaching technique to present grammar and vocabulary in context, introduce a topic, and develop plays for non-native speakers learning English as a foreign language (Bland, 2014; Dujmović, 2006; Ellis & Brewster, 2014; Pinter, 2006; Srinivas, 2009; Vale & Feunteun, 1995). It is common to find stories in textbooks in order to provide context for English language learners when a specific grammatical point is being taught. Stories are also found in EFL teacher training courses because their use is regarded as a teaching strategy that aids in language development (mainly reading and listening comprehension) and classroom management (Phillips, 1993; Vale & Feunteun, 1995). Interestingly, despite having an important role in language teaching, Garton, Copland, and Burns (2011) conducted a survey of practices when teaching English to young learners around the world and found that 42% of the teachers reported frequently telling stories in class, while 17% of the teachers reported never using stories in class. Also, children telling stories was reported as one of the least frequently utilized activities. The researchers noted that despite being considered one of the major pedagogies, stories were not among the more commonly used strategies by teachers or students. This insight may form the basis for needing research to determine their effectiveness as an instructional technique to aid in vocabulary development.

In Gutierrez Arvizu (2017), the effectiveness of a narrative intervention with sixth graders in an EFL public school was investigated. The results showed that the experimental and comparison groups increased the length of time speaking English after a narrative intervention using the *Story Champs* curriculum where story grammar was taught explicitly, although the experimental group showed a greater improvement. *Story Champs* is a language curriculum that uses narratives with situations that children may easily identify to teach vocabulary and complex language structures (Spencer & Petersen, 2012).

L2 Vocabulary

Undoubtedly, vocabulary is a key component in second language acquisition and learning. In any model for communicative language competence vocabulary is regarded as one of the elements that is necessary in communication activities (Council of Europe, 2001). In EFL educational settings, the development of vocabulary has consistently been present in the curriculum, sometimes in the form of lists and other times embedded in conversations, reading, and projects. Pavičić Takać (2008) compiled a list of the most commonly used schemes to present new vocabulary: connecting an L2 item with its equivalent in L1, defining the meaning, presentation through context, directly connecting the meaning to real objects or phenomena,

and active involvement of learners in presentation. Vocabulary crucial to understanding the story might be pre-taught or taught during the lessons to ensure full comprehension of the story (Cameron, 2001). Also, Gutierrez Arvizu (2017) recommended pre-teaching vocabulary in the stories in order to ensure that the students would comprehend the content presented in the stories.

Acquiring vocabulary in a second language for beginners involves making connections between the word in the L2 and its equivalent in L1 (Paviéciac Takaéc, 2008). This could be an advantage particularly in the case of languages that share similarities in linguistic features. EFL teachers may use the L1 as a strategy to explain vocabulary (Alshehri, 2017).

Current research in vocabulary acquisition has overlooked young learners of English, specifically the age range of elementary school children. This is particularly relevant because great efforts are being made in countries where English has been part of the curricula since elementary school, and research should be conducted to inform decisions in policy making. Overall, it can be noted that the use of stories as a teaching strategy and vocabulary development is intrinsic to language learning; however, there is a need for research regarding these topics in teaching and learning in EFL contexts to make the best use of the resources at hand. Resources such as time and materials are limited in public elementary schools in the educational context previously described. Therefore, investigating the effectiveness of teaching strategies leads to possible curricular adaptations and improvements. Even more rarely, research to this point has reported findings showing the effects of intervention in the long term. Hence, the importance of conducting a study that analyzes the impact of a narrative intervention after its conclusion is significant.

Method

Participants

A total of 167 children between the ages of nine and 12 years participated in the study. They were enrolled in grades third to sixth in a Mexican elementary public school. Two intact groups from each grade were recruited and randomly assigned to one of the treatments (experimental or comparison). For the purpose of the statistical analyses, the participants were divided in experimental and comparison regardless of their school grade. There were 90 female and 77 male participants in the study. Table 1 shows the distribution of participants by treatment received (experimental or comparison) and gender in each of the grades (third, fourth, fifth, and sixth).

Table 1: Participants' distribution by grade, treatment, and gender ($N=167$)

Grade (approx. age)	Treatment				Gender				Total	
	Experimental		Comparison		Female		Male		N	%
	n	%	n	%	n	%	n	%		
Third (9 years old)	17	10.18	18	10.78	22	13.17	13	7.79	35	20.96
Fourth (10 years old)	17	10.18	18	10.78	18	10.78	17	10.18	35	20.96
Fifth (11 years old)	28	16.77	21	12.57	27	16.17	22	13.17	49	29.34
Sixth (12 years old)	23	13.77	25	14.97	23	13.77	25	14.97	48	28.74
Total	85	50.90	82	49.10	90	53.89	77	46.11	167	100

Concerning language spoken, all of the participants were native speakers of Spanish. Their overall proficiency level of English, as measured by a standardized English test administered prior to the intervention, was below A1 in the Common European Framework of Reference (Council of Europe, 2001).

Permission to participate in the study was obtained from the State's Department of Education, the school officials and class teachers through meetings and project presentations. The risks of participating in this study were the same as those encountered in daily life while attending school. No additional risks were taken.

Lessons

There were twelve lessons of approximately 15 to 20 minutes in length for each of the groups. These lessons were conducted in a period of three weeks during the time allotted for the participants to attend classes at their elementary school. There were four interventionists, one for each grade, in charge of teaching both groups (experimental and comparison).

Instructional Materials

The stories and visuals used in this study were adapted from the multi-tiered curriculum *Story Champs* (Spencer & Petersen, 2012). *Story Champs* is a language curriculum designed to teach specific vocabulary and complex language structures through narratives with situations familiar to children. The stories are a sequence of illustrations accompanied by icons of specific color that represent important aspects of the story: character, problem, problem resolution, feeling, action, and ending.

Based on the results from the work of Gutierrez Arvizu (2017), changes were made to the selection of stories and content. The stories were selected based on cultural relevance and relatability for elementary school students in the Mexican context. Also, character names were changed to facilitate the story retellings. In the following paragraphs, a description of the materials for each group is provided.

Experimental groups. In each lesson, two words were pre-taught using visuals and a story in the participants' L1 to provide context. A discussion relevant to the meaning of the new vocabulary was encouraged. Then the story in English was read to the participants as the interventionist would point to the images that illustrated each part of the story. A series of listening comprehension questions around the elements of the story was asked of the participants as a class to reconstruct the story using icons and gestures representing each element. After that, the participants would engage in a paired activity to retell the story.

Comparison groups. In each lesson, the participants listened to the same story in the experimental groups. They had a discussion of the story and a choral repetition of the story. The participants were asked comprehension questions from the story but the story grammar was not reviewed or practiced. The vocabulary was not discussed or practiced explicitly.

Assessments

Vocabulary test. A multiple-choice vocabulary test with 24 items was designed to measure learning and retention. There were three options for each item. The participants would read and listen to a word as they would be presented with three images. One of the images was the correct representation of the word. All of the words were part of the stories in the lessons. The test items were dichotomously scored. The test was administered three times: pre-test, post-test, and delayed post-test (four months after the post-test). The vocabulary test was designed

by the researcher for this specific study. It is not part of the *Story Champs* curriculum. It was reviewed by experts teaching young learners. It was piloted with a small group of students prior to the administration. A Cronbach's alpha coefficient of .76 indicated good reliability (Taber, 2018).

Young learners' perception survey. An eight item 5-point Likert-scale survey was administered along with the delayed post-test with the purpose of allowing the participants to express their views on the intervention they experienced (Pinter, 2014). The experimental and comparison groups answered survey questions tailored to the intervention that was provided (see Appendix A and Appendix B for the surveys administered). In other words, the experimental groups were asked about the use of visuals, native language, pre-teaching vocabulary, story in their native language whilst the comparison groups were asked if they would like the aforementioned strategies. The instruments used language that the participants would comprehend easily. Each item was translated into Spanish, the participants' native language. It is important to mention that the researcher developed the survey. It was adapted from Gutierrez Arvizu (2017) to suit the purposes of the present study. It was piloted with a small group of children in the same grade.

Procedures

First, two groups of each grade were recruited to take part in the study. The groups were randomly assigned to an experimental or comparison treatment. After that, the participants were pretested using the vocabulary test designed to measure previous knowledge of vocabulary in lessons. Once pretested, 12 lessons for each group were delivered over a period of 4 weeks. Immediately after that, the participants took a post-test to measure their learning of vocabulary in the lessons. After a wait period of four months without lessons, a delayed post-test was administered to measure vocabulary retention. All the collected data was deidentified for confidentiality purposes. It is important to mention that this study was conducted with the authorization of the school teachers, principal, and senior officer for the English National Program at the Secretariat of Education and Culture of the State of Sonora, Mexico. The participants were always treated with utmost respect and were safely guarded by the research team during the lessons and assessments.

Statistical Analyses

After data screening and preliminary tests for normality, homogeneity of variances, sphericity, and presence of outliers, it was determined that non-parametric analyses were required. In order to answer research question 1 regarding the effect of a narrative intervention to aid in the acquisition of English vocabulary in EFL elementary school students, a Friedman test was conducted to find differences across assessment times (pre-test, post-test, and delayed post-test) (Lund Research Ltd., 2013). The Friedman test is a nonparametric statistical test used to compare multiple paired samples that are not normally distributed. It is the equivalent to the repeated measures analysis of variance. Due to all the participants having received narrative intervention, they were taken as one sample. For research question 2 regarding the effect of pre-teaching vocabulary strategies to increase acquisition, three Mann Whitney U analyses were conducted to find differences between the experimental and comparison groups at each testing time (Lund Research Ltd., 2013). The Mann Whitney U test is a nonparametric statistical procedure that compares two groups that come from a non-normal distribution. It is the equivalent of the independent t-test. For research question 3, regarding the participants' perceptions of the intervention received, descriptive statistics were used to analyze the responses to the survey that was administered. The analyses were done using the responses to the Likert-scale items in the survey. The survey for each group had eight items with five points

for the participants' to indicate how much in agreement they were with the statements provided in each item. The responses were not coded for emerging themes.

Findings

Narrative Interventions to aid in L2 Vocabulary Acquisition

Research question 1 was presented as follows: Is a narrative intervention effective in increasing English vocabulary acquisition of EFL elementary school students? This question regarding the effectiveness of narrative instruction in aiding EFL young learners to acquire vocabulary was answered by conducting a Friedman test. The results showed that there was a statistically significant difference in vocabulary knowledge across testing times, $\chi^2(2) = 74.79, p = 0.000$. That is, the participants in the study increased their vocabulary from pre-test to post-test to delayed post-test. Table 2 shows the descriptive statistics of medians, means, and standard deviations at each assessment point. Vocabulary knowledge tended to increase across time.

Table 3: Medians, means, and standard deviations of three testing times ($N=167$)

Assessment Times	Vocabulary Scores
Pretest	
Median	14
Mean	13.60
Standard deviation	4.01
Posttest	
Median	16
Mean	16.07
Standard deviation	4.21
Delayed Posttest	
Median	17
Mean	16.57
Standard deviation	3.93

Stories as an instructional strategy have been regarded as effective since second or foreign language teaching methodology has been documented (Pinter, 2006; Wright, 1995). In EFL contexts, narratives have aided the teaching of young language learners by introducing vocabulary in a meaningful manner, thus making vocabulary acquisition easier and long lasting (Bland, 2014; Dujmović, 2006; Ellis & Brewster, 2014).

Effectiveness of Pre-teaching Vocabulary

Research question 2 was posed as follows: Does pre-teaching vocabulary increase vocabulary acquisition among EFL elementary school students? This question was intended to explore and analyse the differences between the experimental and comparison groups regarding the effectiveness of pre-teaching vocabulary through visuals, explicit instructions with definitions, and a story in the participants' native language as strategies to increase vocabulary knowledge. A series of comparisons between the groups at each assessment time was conducted to investigate if these strategies were effective. To accomplish the goal of the second research question, three Mann Whitney U tests were conducted. Table 3 presents descriptive statistics of medians, means, and standard deviations for each group.

Table 4: Medians, means, and standard deviations for three testing times ($N=167$)

Assessment Times	Experimental Group ($n=87$)	Comparison Group ($n=80$)
Pretest		
Median	14	13
Mean	13.78	12.41
Standard deviation	3.99	4.05
Posttest		
Median	16	16
Mean	16.46	15.65
Standard deviation	3.93	4.48
Delayed Posttest		
Median	18	16
Mean	17.23	15.86
Standard deviation	3.94	3.87

The results showed a non-statistically significant result for the experimental and comparison groups before the intervention ($U= 3273$, $Z= -.666$, $p= .506$). The effect size was $r= .051$, which is considered small. Therefore, the groups were considered comparable at pretest. After the intervention, the results showed a non-statistically significant result ($U= 3177$, $Z= -.974$, $p= .330$). The effect size ($r= .08$) was small. Four months after the intervention was conducted, a delayed posttest was administered to determine if the vocabulary in the stories was retained. The statistical test results indicated a significant difference between the experimental and comparisons groups ($U= 2733$, $Z= -2.401$, $p= .016$). The effect size ($r= .19$) was small. The experimental groups scored slightly higher than the comparison groups at this assessment point.

Graphically, Figure 1 presents a pattern of increased vocabulary knowledge for both groups. Upon further visual inspection and statistical analyses, specific information is revealed. At pre-test, neither group was statistically significant different. That is, they could be considered the same in a practical sense. At post-test, both groups had an increased vocabulary score as measured by the test administered once the narrative intervention was completed. At this point, the results of a statistical test did not show any significant differences between the experimental and comparison groups. However, a significant difference between the groups was found at delayed post-test. That is, the experimental group obtained a higher score at post-test than the comparison group.

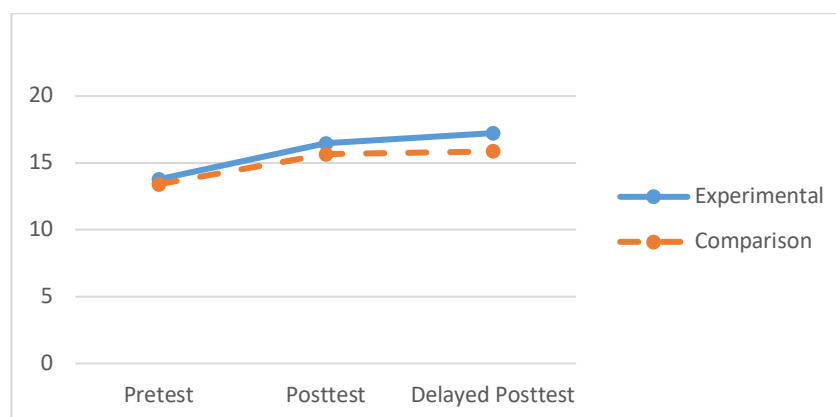


Figure 1: Means plot for scores and testing times

The findings of the delayed post-test suggest that using a variety of strategies to pre-teach vocabulary to young learners in an EFL context allows them to continue developing even after instruction has been concluded. Among the strategies used effectively in this intervention were the use of the native language, visuals, and meaningful context (Gutierrez Arvizu, 2017; Paviéciác Takaéc, 2008).

Young Learners' Perspective

Research question 3 was stated as follows: What are the perceptions of the EFL elementary school students in terms of the instruction of vocabulary in the narrative intervention received? The purpose of the third research question was to give a voice to the participants regarding their perspective on learning vocabulary in a narrative intervention. To accomplish this, a survey using a 5-point Likert-scale was conducted. The items in the survey for the experimental group reflected the actual teaching strategies used. The items in the survey for the comparison group were written as strategies they would like or prefer not to have. Table 4 shows the means and standard deviations per group on each of the items and topics of the survey.

Table 5: Means and standard deviations per group for items on survey ($N=167$)

Topic	Experimental Groups ($n=106$)		Comparison Groups ($n=105$)	
	Mean	Standard Deviation	Mean	Standard Deviation
1. Learning new words in English	4.41	2.73	4.03	1.16
2. Liking visuals for new words	4.15	1.12	4.16	1.15
3. Liking how new words were taught	4.23	1.09	4.02	1.20
4. Understanding words better with visuals	4.04	1.12	3.89	1.22
5. Having stories in native language	4.33	1.03	3.98	1.39
6. Knowing meaning of words in story	4.02	1.14	4.09	1.24
7. Knowing meaning of words in native language	4.26	1.06	4.34	1.13
8. Understanding story better if words were pre-taught	3.65	1.26	4.01	1.24

Overall, it can be observed that the participants in both groups awarded high scores to the topics in the items. The highest score in the experimental group was for learning new words in English ($m=4.41$, $SD=2.73$) closely followed by having stories in their L1 ($m=4.33$, $SD=1.03$) and knowing the meaning of vocabulary in their L1 ($m=4.26$, $SD=1.06$). For the comparison groups, this last topic was awarded the highest scores ($m=4.34$, $SD=1.13$) as a strategy they would like to have. They also expressed they would have liked having visuals for new vocabulary ($m=4.16$, $SD=1.15$) and knowing the meaning of words in the stories ($m=4.09$, $SD=1.24$).

In the comments section of the instrument, the participants expressed liking the lessons and the stories. A few comments included enjoying learning vocabulary and the visuals used. Participants in the experimental group also expressed a positive perception towards having learned the words in their native language, Spanish.

The perspective of young language learners should be considered as they are the ultimate consumers and beneficiaries of the instructional strategies teachers employ (Pinter, 2014). The participants' positive opinion on the use of stories and vocabulary teaching strategies in English provides a basis for possible curricular changes and adaptations (Gutierrez Arvizu, 2017).

Recommendations

Based on the results from the statistical analyses, it can be noted that narratives in general provide context for meaningful vocabulary learning in a foreign language. Therefore, vocabulary may be developed when seen in context with the support visuals, discussion, and the relationship between words in L1 and L2. Interestingly, the results also showed that the benefits of having teaching strategies for vocabulary development may be observed in the long term. After four months, the participants in the experimental group continued slightly increasing their vocabulary. It was at the delayed post-test assessment that a statistically significant difference was found.

In this study, the participants in the experimental groups were exposed to multiple modes of presenting vocabulary (Linse, 2005) such as visuals, definitions, discussions, and narratives in L2 and L1 to promote acquisition of lexical items. Despite the fact that the participants had a beginner level of proficiency in the language, they were able to understand the stories and learn and retain vocabulary used in the stories. Srinivas (2009) stressed the importance of introducing new and key words before using stories through visuals and realia when teaching English to young learners. Moreover, Linse (2005) and Nunan (2011) considered explicit instruction, pre-teaching vocabulary, and multiple exposure to the new lexical items as part of the principles for teaching vocabulary to young learners.

The interplay between materials, content, and teaching strategies to promote communicative competence comes to a realization in the learners' proficiency in the language. Particularly when teaching young learners, these elements should be engaging and varied (Emery & Rich, 2015). The participants in this study enjoyed the stories, materials, and activities. The young learners who participated in the study perceived this intervention as motivating to learn and practice English. When teachers face the task of choosing the stories to be used in class, they should take into account that stories should be engaging from the beginning, be appropriate, provide rich language experiences, and be enjoyable and comprehensible (Srinivas, 2009).

As the field of applied linguistics moves forward, the voice of young language learners should be heard. Pinter (2014) advocated for giving space for young learners to provide their own insights into their second or foreign language learning process. In their perception, the participants shed light into the importance of the L1 when used as a strategy for learning a new language. The L1 should be considered as a resource or strategy (Alshehri, 2017) that language teachers have that allows learners to make meaningful connections.

An observation from the researcher's stance is that an important piece in any curricular implementation to ensure that the guidelines are properly conducted is teacher training. In future studies, the effectiveness of this narrative intervention should be investigated longitudinally while teaching the lessons throughout a school year and delivered by English teachers. It is also suggested that the teachers incorporate lessons that match or aid in the content already established in their course syllabi.

One limitation of this study is that the data were collected in only one research site. This school was located in the center of Hermosillo, Sonora, Mexico surrounded by businesses and middle-class housing. It had all the conveniences of an urban school such as running water, electricity, and internet. Also, the school had a computer room and library. This implies that the findings and conclusions may not be the same if the intervention would be administered in schools with different characteristics regarding English proficiency of the students, amount of time for English classes prior to the study, and characteristics. It is suggested that further studies may be conducted to sustain the results.

Conclusion

Overall, the results of this research indicated that using stories and pre-teaching vocabulary are effective, particularly over time. The effect of teaching English through stories in EFL contexts allows elementary school students to develop vocabulary in this language. Furthermore, the effects of using instructional strategies such as pre-teaching vocabulary, using visuals, and telling a story in the students' native language, aided in the vocabulary acquisition process. These effects were observed across time, after the intervention was concluded. Adding to these results, the participants' perspective was mainly positive. The young learners of EFL expressed liking the interventions in general as they were exposed to a new method of instruction that allowed them to practice the English language and learn vocabulary.

Teaching English to young learners in foreign language contexts has exponentially grown in the last decades. This tendency will continue in the future as English is widely used in business, academia, science, and culture contexts to mention a few. It is of utmost importance that English language programs, particularly in public education, make the best possible use of the limited resources they have to advance the language learning process and achieve communicative competence. It is clear that this can be done through the implementation of teaching strategies that are effective as research evidence supports to develop the language in meaningful lessons that promote vocabulary acquisition, as well as all the skills. Narratives have been and will continue to be at the core of teaching instruction. It depends on how we as language teachers implement it that our students will benefit the most.

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