

VOCABULARY ABILITY WITHIN INTERACTIVE STORIES

Second Grader's Vocabulary Ability within Interactive Stories

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A research study presented as a requirement to obtain the degree of Major in Spanish and English

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VOCABULARY ABILITY WITHIN INTERACTIVE STORIES

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Thanks to the stars for their complex evolution throughout billions of years that led them to become the physical reality which I am part of.

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	RESUMEN ANALÍTICO EN EDUCACIÓN - RAE	
Código: FOR020GIB	Versión: 01	
Fecha de Aprobación: 10-10-2012	Página 1 de 5	

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2. Descripción
<p>Trabajo de grado que sigue los principios de la investigación cualitativa, el enfoque socio-crítico y los parámetros de la investigación acción y se propone establecer cómo las historias interactivas (Interactive Storytelling) dentro del enfoque basado en tareas (Task-Based Learning) influyen el desarrollo de la habilidad de vocabulario (Vocabulary Ability) de estudiantes de segundo grado del colegio IED Prado Veraniego. A partir de estos tres elementos se formula una propuesta pedagógica que pretende abordar las dificultades de los estudiantes con respecto a la habilidad de vocabulario y al mismo tiempo generar conocimiento con respecto a los temas que se abordan en ella. El análisis de datos muestra qué tipos de tareas son adecuadas para cada componente de la habilidad de vocabulario y cómo cada elemento de las historias interactivas influye en dicha habilidad.</p>

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RESUMEN ANALÍTICO EN EDUCACIÓN - RAE

Código: FOR020GIB

Versión: 01

Fecha de Aprobación: 10-10-2012

Página 2 de 5

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	RESUMEN ANALÍTICO EN EDUCACIÓN - RAE
Código: FOR020GIB	Versión: 01
Fecha de Aprobación: 10-10-2012	Página 3 de 5

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4. Contenidos

Como introducción del documento, se presenta la caracterización de la población, la descripción del diagnóstico, la delimitación del problema y la justificación del estudio. A partir de esta información se formula el siguiente objetivo general: establecer cómo las historias interactivas, dentro del enfoque basado en tareas, influyen en el desarrollo de la habilidad de vocabulario en estudiantes de segundo grado del IED Prado Veraniego.

Para sustentar teóricamente la investigación, se muestra el estado del arte y el marco conceptual. El estado del arte resume y analiza algunos estudios que tratan temas similares a los del presente estudio. En el marco conceptual, se referencian diversos autores para definir dos constructos: habilidad de vocabulario (Vocabulary Ability) e historias interactivas (Interactive Storytelling).

En cuanto al diseño investigativo, se define el tipo de investigación (enfoque cualitativo, paradigma socio-crítico y modalidad de investigación-acción), la metodología de análisis (inductivo), las categorías de análisis, el cronograma para la recolección de datos y los instrumentos de recolección de datos (memorias, encuestas y test)

Con respecto a la intervención pedagógica, se inicia con una descripción del enfoque basado en tareas (Ellis, 2003). La intervención está dividida en tres fases. La primera se enfoca en el desarrollo de conocimiento de vocabulario a

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	RESUMEN ANALÍTICO EN EDUCACIÓN - RAE	
Código: FOR020GIB	Versión: 01	
Fecha de Aprobación: 10-10-2012	Página 4 de 5	

través de juguetes (vasos rotatorios, teclados impresos y cajas). La segunda fase consiste en aproximar a los estudiantes a la lectura de historias. En la tercera fase, finalmente interactúan con las historias a través de la toma de decisiones que les permite manipular los personajes, los espacios y los eventos.

Después de la intervención pedagógica se procede al análisis de datos y se organizan los resultados en términos de cada categoría. Cada una de estas se refiere a uno de los tres componentes de la habilidad de vocabulario: Contexto del uso del vocabulario (Context of Vocabulary Use), Conocimiento de vocabulario (Vocabulary Knowledge) y Estrategias metacognitivas para el uso del vocabulario (Metacognitive Strategies for Vocabulary Use). En esta parte de la investigación se siguen los principios de triangulación, de inferencias de generalización y de análisis inductivo.

Finalmente, se presenta un resumen de los resultados, las conclusiones y las recomendaciones generales. El resumen de los resultados da cuenta de los hallazgos más importantes en el análisis de datos. Las conclusiones conciernen al cumplimiento de los objetivos de investigación y la respuesta a la pregunta de investigación. Las recomendaciones se dan en términos pedagógicos e investigativos.

5. Metodología

La presente investigación sigue el enfoque cualitativo, el paradigma socio-crítico y la modalidad de investigación-acción. La población inicial es un grupo de 32 estudiantes entre 7 y 8 años de grado segundo del colegio IED Prado Veraniego. Sin embargo, debido a que la investigación se desarrolla a finales de 2016 y a comienzos de 2017, en este último año la población varía en términos de edad, nivel y cantidad. Se entregan consentimientos informados y sólo se trabaja con la población que permanece en el grupo durante los dos periodos y que tienen autorización de sus padres para participar en la investigación, es decir, una muestra de 10 estudiantes.


El investigador asume el rol de observador participante y diseña una intervención pedagógica basada en historias interactivas en inglés. Esta intervención está dividida en tres fases, las dos primeras se culminan en 2016 y la última en 2017, después de la variación de la población.

En esta intervención, el investigador aplica tres instrumentos de recolección de datos: memorias, encuestas y test de vocabulario. Las memorias se escriben al final de cada lección debido a que el investigador no tiene tiempo suficiente para tomar notas durante la intervención. Las encuestas y los test se aplican al final de cada una de las tres fases. Los test son de dos tipos: discretos y comprensivos; y siguen los lineamientos de diseño propuestos por Read (2000) para la evaluación de vocabulario.

Finalmente, el tipo de análisis es inductivo, se basa en la organización de los datos a través de categorías emergentes. Se realizan inferencias de constructo e inferencias de generalización (Chapelle, 2006) para generar conclusiones válidas y confiables. La unidad de análisis es la habilidad de vocabulario (Vocabulary Ability), que se subdivide en tres componentes, los cuales se convierten en categorías de análisis: Contexto del uso del vocabulario (Context of Vocabulary Use), Conocimiento del vocabulario (Vocabulary Knowledge) y Estrategias metacognitivas para el uso del vocabulario (Metacognitive Strategies for Vocabulary Use).

6. Conclusiones

La investigación arroja información valiosa para relacionar los tres elementos centrales: historias interactivas, habilidad de vocabulario y el enfoque basado en tareas. En primer lugar, se utilizan tres tipos de tarea en la intervención pedagógica: *information-gap*, *reasoning-gap* y *opinion-gap*. El primer tipo es útil para desarrollar conocimiento de palabras aislados mientras que el segundo es más pertinente para fortalecer el uso del vocabulario en contexto. El caso de las tareas de tipo *opinion-gap* es evidente que influye el uso de la comunicación no verbal como estrategia metacognitiva del uso de vocabulario. En segundo lugar, con respecto a la relación entre la habilidad de vocabulario y las historias interactivas, se concluye que la herramienta es útil para trabajar el uso de

 UNIVERSIDAD PEDAGOGICA NACIONAL <small>Educación de Calidad</small>	FORMATO	
	RESUMEN ANALÍTICO EN EDUCACIÓN - RAE	
Código: FOR020GIB	Versión: 01	
Fecha de Aprobación: 10-10-2012	Página 5 de 5	

vocabulario en contexto y las estrategias metacognitivas, pero necesita actividades complementarias y un diseño estético complejo para ser capaz de generar aprendizaje de palabras aisladas. En tercer lugar, debido a las relaciones explicadas anteriormente, las actividades de *reasoning-gap* y *opinion-gap* sirven para trabajar la herramienta de la presente investigación, y las de *information-gap* funcionan como el complemento que necesita para abordar totalmente la habilidad de vocabulario.

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Table of Content

Chapter 1: Introduction.....	1
Contextualization.....	1
Institutional Context	1
Participants	2
Diagnosis	5
Delimitation of the Problem	7
Justification.....	8
Research Question.....	9
Objectives	10
General Objective	10
Specific Objectives	10
Chapter 2: Literature Review and State of the Art	11
State of the Art.....	11
Theoretical Framework	14
Vocabulary Ability	15
Interactive Storytelling	18
Chapter 3: Research Design.....	24
Type of Study	24
Data Analysis Methodology	25
Categories of Analysis.....	25
Participants and Sampling	26

Data Collection Procedures	27
Memoir	27
Survey	28
Vocabulary Test.....	28
Chapter 4: Pedagogical Intervention.....	29
Pedagogical Approach.....	29
Vision of Language	30
Vision of Learning.....	30
Stages of Intervention.....	31
Timeline.....	35
Lesson Planning.....	36
Chapter 5: Data Analysis.....	39
Data Collection	39
Data Analysis.....	40
The Context of Vocabulary Use	41
Vocabulary Knowledge	46
Metacognitive Strategies for Vocabulary Use.....	51
Chapter 6: Findings	55
Chapter 7: Conclusions.....	58
Chapter 8: General Recommendations	61
Bibliography	63

Index of Tables

Table 1: Summary of the Reviewed Studies for the State of the Art	11
Table 2: Categories of Analysis and Indicators of Vocabulary Ability	26
Table 3: Timetable of Data Collection.....	27
Table 4: Stages of the Pedagogical Intervention.....	31
Table 5: Description of the Lessons of Stage 1.....	32
Table 6: Description of the Lessons of Stage 2.....	34
Table 7: Description of the Lessons of Stage 3.....	35
Table 8: Timeline of the Pedagogical Intervention.....	36
Table 9: Sample of a Lesson plan - “Lesson 3-3: The Mountain”	37
Table 10: Relation between Vocabulary Ability and Interactive Stories.....	55

Index of Appendixes

Appendix A: Characterization Survey	66
Appendix B: Memoirs of Characterization	67
Appendix C: Description of the Toys Used in the Research.....	70
Appendix D: Consent Form	71
Appendix E: Sample of Memoir	73
Appendix F: Survey #1 – Vocabulary Knowledge	74
Appendix G: Survey #2 - Resources	75
Appendix H: Survey #3 – Vocabulary Ability.....	76
Appendix I :Discrete Vocabulary Test #1	77
Appendix J: Discrete Vocabulary Test #2.....	78
Appendix K: Comprehensive Vocabulary Test #1	79
Appendix L: Comprehensive Vocabulary Test #2.....	80
Appendix M: Interactive Stories	81

Abstract

This document describes an action research project that pointed towards establishing how the Interactive Storytelling within Task-based learning influences the development of Vocabulary Ability of second graders of IED Prado Veraniego. A pedagogical proposal based on these core elements was designed to approach the difficulties of the learners in terms of Vocabulary Ability. The data analysis highlights which kind of task fits better with each component of the Vocabulary Ability and explains how each element of the interactive stories influences that skill.

Key words: Vocabulary Ability, Interactive Storytelling, Task-based learning.

Chapter 1: Introduction

This chapter gives an overall idea of the study. It begins with a contextualization in which the researcher explains some general features of the participants, their needs and the school needs. The chapter continues with a delimitation of the problem establishing minutely the factors that hinder the participants to achieve their goals in terms of Foreign Language Learning. To finish, the researcher expounds the justification of the study, states the research question and presents the main and specific research objectives.

Contextualization

The researcher performs a participant observation with a group of second graders of the school Institución Educativa Distrital (henceforth IED) Prado Veraniego, at the north of Bogotá, during the second half of 2016. He assumes the role of teacher of English every Thursday, and he counts with the supervision and help of the head teacher of the group; as she is officially responsible of the learners, she attends every single class. The researcher focuses the three first lessons of his participant observation on identifying the main characteristics of the institutional context and the participants.

Institutional Context

The researcher finds six main features of the institutional context: none of the head teachers of the school speaks English, a lack of continuity of the teachers of English, a lack of a curriculum of English, English teachers tend to be inexperienced because they are pre-service teachers, the school generates the possibility of innovation in English classes and the learners get permanently involved with educative research taking into account that each pre-service teacher holds a research project in the school. These six features turn the school into a unique setting in

terms of Foreign Language Learning and force the pre-service teachers that get involved with the school to adapt themselves to these school dynamics.

Besides school dynamics, the researcher keeps in mind the Institutional Educative Project (henceforth PEI) of the school, its mission and its vision. The PEI is called “La comunicación con calidad hacia el desarrollo humano” (IED Prado Veraniego, 2016, p. 9). Its core elements are communication, values and coexistence and it follows the Socio Cognitive pedagogical model. School’s vision is to position itself at local, district and national level as an institution that prepares people committed to their human development, to their education and to their values, who can lead positive social change processes in order to make harmonic coexistence possible and to build a fair and caring country. School’s mission is to generate and to strengthen cognitive, social and practical processes with the aim of forming, through communication, competent human beings with values and healthy social coexistence.

In this regard, the policies and the institution set the target needs of the participants. First of all, according to the National Ministry of Education (henceforth MEN), second graders must have an A1 (CEFR) proficiency level and reach an A2.1 level in fourth and fifth grade (MEN, 2006). In second place, the PEI requires the learners to strengthen communicative skills, values and proper social coexistence through the Socio Cognitive pedagogical model, which is based on the idea that knowledge and learning are social constructions that evolve with experience, and whose purpose is to solve daily problems through cooperative work, critical analysis and commitment (IED Prado Veraniego, 2016).

Participants

In relation to the participants’ features, the data comes from the two instruments that the researcher uses during the three first lessons: a survey (See Appendix A) and memoirs (See Appendix B). The memoirs summarize and analyze the behaviors and comments of the learners

towards the activities the researcher carries out in the classroom – these activities are based on the use of toys for learning English that the researcher designs himself: rotatory cups, printed keyboards, boxes and signs (See Appendix C). With these pieces of data collection instruments, and the color-coding technique, the researcher characterizes the population in four dimensions: cognitive, cultural, socio-affective and linguistic.

With respect to the cognitive dimension, it is interesting that the learners are focused when they use the toys, but when the researcher asks them to do activities on the notebook, they start to talk to each other, they get distracted, they walk inside the classroom, and many of them do not finish the activities.

- 39 Others get distracted and do not do the task. Three
40 run in the classroom and play with “totes” (See definition below).

[Memoir #3, August 25th, 2016]

Also, the memoirs show that most of them like games inside the classroom and that they prefer toys rather than the notebook. They have some troubles using the toys at the beginning, but with practice they manage them correctly and faster.

- 21 I pick up all the cups and most of them ask if they
22 can take the plastic cups home. Then I asked if they
23 have liked the materials and all of them said: “yes”.

[Memoir #1, August 11th, 2016]

- 8 ... They cannot tie the cord the
9 first times, but after four or five letters they can.

[Memoir #2, August 18th, 2016]

Pertaining to cultural dimension, the survey shows that the learners enjoy TV shows and videogames, and that most of them have a cellphone in their house. That means that ICT are part of their context. Some topics of conversation are TV shows, games, and soccer. Also, they have a common practice in which they bend a sheet of paper to build a shape they call *tote*, which sounds as a small-scale explosion when they move it fast against the air.

- 40 Some Ss play with “totes”: a paper toy that sounds
41 as an explosion when they move it fast.

[Memoir #2, August 18th, 2016]

Additionally, the school dynamics permeate learner’s understanding of some concepts. In first place, they have notions of recycling because they pick up all the wrappers of the snacks at the end of every single class. In second place, the concept of peace is displayed in the murals of the courtyard and in the walls of the classrooms, and in the PEI speech. Finally, the learners see the head teacher as an authority while the researcher is more a stranger. Thus, the head teacher helps to keep the learners quiet and sit when they are noisy or walk around the classroom.

- 1 Before the class the head teacher of 4th grade takes
2 me to the backyard and shows me some murals on
3 peace that school’s students have been painting.

[Memoir #1, August 11th, 2016]

- 31 The head teacher calls the attention of the Ss and
32 they keep silence.

[Memoir #2, August 18th, 2016]

Regarding the socio-affective dimension, they have conflicts inside the classroom.

Several learners do not like to work in groups: they refuse to work with certain classmates or to sit next to certain peers. Some of them share the materials but the others have discussions. They take the belongings of their peers, other push their classmates, and others insult them. They are aware of the concept of “bullying” but some learners bully classmates. These behaviors do not fit with the principles of communication, values and coexistence of the PEI.

- 15 ... Some refuse to work with certain
16 classmates or to sit next to certain peers. They
17 work individually.

[Memoir #3, August 25th, 2016]

Lastly, about the linguistic dimension, the researcher asks the learners to use the four kinds of toy to check whether they have achieved the Standards of MEN or not. With the results

of the activities, the researcher realizes that the learners have an A0 (CEFR) level of proficiency in English as Foreign Language (Henceforth EFL). The activities with the four toys show that the participants learn simple systems of rules and that they could be motivated to learn English. They have difficulties in the four skills. These activities compose the diagnosis and the results are in the next section.

Diagnosis

As the researcher starts his participant observation without knowing the participants, he uses two criteria to design the diagnosis: Standards and the typical ages of second graders. In first place, the diagnosis consists of a series of tasks based on the indicators for the first cycle that MEN (2006) proposes. Secondly, the main resources are the toys mentioned before (See Appendix C) as second graders are between seven and eight years old. During the three first lessons, the researcher carries out activities with these toys and takes notes of the results.

The listening diagnosis main activity is matching the drawings of two cups after listening a sentence. One cup has four animals and the other four places. The researcher gives instructions and poses confirmation questions in this activity. The participants remain in silence as a reaction to any of them, even when the researcher expresses through non-verbal communication. This occurs with all the questions and instructions the researcher gives in the first three lessons. About the cups activity, after practicing the vocabulary, the learners match the drawings accurately, although they forget the vocabulary at the end of every class.

- 16 I hand two plastic cups to each learner: one with
- 17 the four animals and one with the four places
- 18 The learners rotate the cups after listening a
- 19 sentence. At the end of the practice, we review the
- 20 vocabulary and some learners have forgotten it.

[Memoir #1, August 11th, 2016]

The speaking activities show that the only utterances the learners produce in English are greetings. They do produce neither questions nor descriptions in English. Although they ask questions in Spanish to each other, when they have cards with the words Yes, No, Like or Hate, they answer in English. After practicing the words Like and Hate, they express their likes and dislikes, not only using speech but also non-verbal communication with the thumbs.

- 31 The learners start to make their own questions to
- 32 each other and answer with the cards, and they
- 33 again ask if they can take the cards home.

[Memoir #1, August 11th, 2016]

The reading diagnosis includes instructions, images, flashcards and charts. The written instructions have pictures over some key words, and they understand the message because of the pictures, not because of the text. They do not know the written forms of many words and therefore, they cannot read in English. When the learners see an image, they tell the word in Spanish, and when they see a word, they keep silence.

- 2 ...I show the 8 pictures of the last class
- 3 (animals and places) and ask them to tell the word.
- 4 They tell the words in Spanish.
- 41 I show images and flashcards of the vocabulary and
- 42 ask them to tell the word, but the Ss keep silence.

[Memoir #2, August 18th, 2016]

In terms of the charts, the activity consists in arranging 15 images in the same order than a chart written on the board with a word on each cell. The learners put the images inside the boxes. They do the task in pairs after practicing the vocabulary, and they even compete with other pairs to see who of them finishes the activity first. Nevertheless, at the end of the lesson, they forget the vocabulary and the pictures. They understand familiar written words, but they only know a small number of words.

The writing diagnosis main tools are the notebook and the printed keyboard. While the learners enjoy transcribing words in the keyboard, they complain about working on the notebook. Thus, they get distracted when they work on the notebook. They can only transcribe but not write questions or personal information in English. In terms of written communication, after learning vocabulary, the participants type on the keyboard to express likes or dislikes.

- 17 I teach Like and Hate. I make questions to the Ss
- 18 and they type their answer on the printed keyboard.
- 19 At first they all do the activity. Then, some write
- 20 words in Spanish and show them to the others.

[Memoir #2, August 18th, 2016]

Bearing in mind the results of the diagnosis, it is evident that the participants have the potential to use the language in tasks dealing with the four language skills but they have problems concerning vocabulary. They have not developed a basic English lexicon that allows them to accomplish MEN's Standards. They forget the vocabulary at the end of the class. They do not use strategies to learn the vocabulary. In other words, they do not have vocabulary knowledge and metacognitive strategies for vocabulary use.

Delimitation of the Problem

Based on the results of the diagnosis, the observations and the surveys, it is evident that the problem of the participants has to do with vocabulary. Participant's knowledge of the function, position and written and spoken forms of the words is minimum. Vocabulary knowledge is a critical tool for those who learn a second or foreign language because successful communication is impossible without it (Mofareh Alqahtani, 2015). Consequently, their lack of vocabulary knowledge makes them unable to actually use the foreign language.

Moreover, learners forget the vocabulary easily. They tend to use language switching to ask for help, to express the meaning of a word, and to pose questions. They require to use

metacognitive strategies for vocabulary learning because more proficient language learners tend to exploit more strategies than less proficient language learners (Mahdavi, 2014). Participants' metacognitive strategies focus on the use of mother tongue. This is one of the potential causes of their troubles to remember the vocabulary after finishing the activities, and of their struggle to enrich their vocabulary knowledge.

In short, the two major weaknesses of the learners are their vocabulary knowledge, as they have not acquired the basic target vocabulary established by MEN, and their metacognitive strategies for vocabulary use, as the only one they have is language switching. These two weaknesses affect directly their use vocabulary in context. Thus, for the present project, it is pertinent to approach theoretically the problem with the construct Vocabulary Ability, built by Read (2000), as it embraces the three elements of vocabulary that require more attention in the context of this research: Vocabulary in context, Vocabulary knowledge and Metacognitive Strategies for vocabulary use.

Justification

Taking into consideration that vocabulary is essential to progress in the four language skills, and that MEN (2006) requires second graders to learn words of several semantic fields (classroom stationery, instructions, places, habits, feelings, family, personal information, animals, questions, weather, basic verbs and greetings), it is fundamental to approach Vocabulary Ability in the language classroom. To do so, the researcher uses Interactive Storytelling and Task-based learning. He analyzes previous studies related to both constructs and determines that those are the best options for the participants.

With respect to storytelling, two reasons lead the researcher to select this construct. First, a great quantity of studies deals with this topic in the EFL classroom and reflects its positive influence in vocabulary learning. Secondly, stories appear repeatedly in the Standards: students

of the first cycle are expected to follow the sequence of a simple story, to understand the general idea of a story, to predict the events of a story based on the title, and so on (MEN, 2006). Thus, this tool must be part of the curriculum of English of second grade.

In this sense, in pursuance of an investigation that ends up with new knowledge for the field of language pedagogy in the country, the researcher resolves to use a variation of this construct with few current studies in Colombia: Interactive Storytelling. In this way, the study avoids repeating the same ideas of prior projects and becomes an authentic and innovative one. Including this specific kind of storytelling in the EFL classroom is a novelty in terms of pedagogy and research.

With reference to Task-based learning, the researcher chooses it as the basis of lesson planning because it fits with the PEI of the school. This approach enhances interaction (Ellis, 2003). As the characterization of the socio-affective dimension of the learners shows, the learners have several fights and discussions. They do not practice the three core elements of the PEI: communication, values and coexistence. In this regard, Task-based learning seems as a proper way of approaching this issue.

In short, this project emerges from the needs of the students, the school and the policies in terms of English learning. Also, the prior studies on Vocabulary Ability, Interactive Storytelling and Task-based learning demonstrate the value of those three constructs for the current investigation. Subsequently, the results of this research aim at being worthy for the field of foreign language pedagogy.

Research Question

The research question of the study is: how does the use of interactive storytelling in Task-based learning affect the development of the vocabulary ability of second graders of IED Prado Veraniego?

Objectives**General Objective**

To establish how the Interactive Storytelling within Task-based learning influences the development of Vocabulary Ability of second graders of IED Prado Veraniego.

Specific Objectives

1. To determine the influence of Task-based learning in the components of the Vocabulary Ability of the participants.
2. To analyze the Vocabulary Ability of the participants when approaching to Interactive Storytelling.
3. To identify the effect of Task-based learning in the elements of the Interactive Storytelling.

Chapter 2: Literature Review and State of the Art

This chapter is divided into two sections: State of the Art and Theoretical Framework. The former depicts studies about a similar problem or resource to the ones of the research. The latter explains two constructs: Vocabulary Ability and Interactive Storytelling.

State of the Art

This State of the Art reviews eight studies. They are the result of a face-to-face search on the Universidad Pedagógica Nacional's database and a virtual search in the online repositories of several national and foreign universities. The chosen studies accomplish two criteria: they are published after 2006 and they have certain relation to Interactive Storytelling or Vocabulary Ability. Some studies do not approach exactly those constructs but comparable ones such as traditional storytelling or vocabulary knowledge. Table 1 shows the titles of the studies, their author or authors, their year of publication and their scope.

Table 1

Summary of the Reviewed Studies for the State of the Art

<u>Title</u>	<u>Author(s) (Year)</u>	<u>Scope</u>
Storytelling as a way to explore student's values	Gutierrez, Rodríguez & Torres (2007)	UPN
Storytelling as a meaningful resource that provides real settings for learning vocabulary in context	Barbosa Yate (2015)	UPN
Vocabulary Ability Development in Prekindergarteners	Díaz & Orjuela (2010)	Bogotá
English Vocabulary Learning through Interactive Reading Using Short Stories in Ninth Graders	Rodríguez & Tunjo (2015)	Bogotá
Facilitating vocabulary learning through metacognitive strategy training and learning journals	Trujillo, Álvarez, Zamudio & Morales (2015)	National

Teaching English through Stories: A Meaningful and Fun Way for Children to Learn the Language	Porras (2010)	National
Desarrollo de habilidades básicas de lectura y escucha en estudiantes de segundo grado a través de Storytelling	López (2013)	National
State of the Art in Interactive Storytelling Technology: An Approach Based on Petri Nets	Hussein & El-Sattar. (2012).	International

The first study, by Gutierrez et al. (2007), aims at determining the influence of storytelling in student's behaviors. The study shows that through the implementation of storytelling, learners can describe and make judgements about the behaviors of story's characters, but not to ponder on their own behaviors. The participants are like the ones of the current research in the sense that conflicts are part of both contexts. The study is worthy because it illustrates how the traditional storytelling does not affect meaningfully the behaviors and attitudes of the learners and invites researchers to develop new strategies of approaching values through storytelling.

In second place, Barbosa Yate (2015) carries out the investigation whose goal is to explain how storytelling affects the use of vocabulary in context, specifically in oral production. The author concludes that storytelling becomes a meaningful resource to teach vocabulary in context only if the teacher manages time and routines appropriately. Also, the role of the teacher is crucial when the learners are beginners because they need guidance. As the researcher of the present project assumes the role of teacher, he considers the suggestions offered by the author in order to plan better lessons and implement an optimal pedagogical intervention.

To continue with the scope of universities of Bogotá, Díaz and Orjuela (2010) execute a project in which they implement Task-Continuity-Chain to foster Vocabulary Ability of a group of prekindergarteners of the Gimnasio Femenino in Bogotá. The results highlight the necessity of continuity in the lessons when working with young learners and the benefits of Task-based

learning for Vocabulary Ability development of autonomy and permanent input, storage and retrieval of vocabulary. It is one of the few documents at district level dealing with the construct Vocabulary Ability. In the current study, these conclusions support the use of Task-based learning and produce valuable insights in terms of lesson planning.

Additionally, Rodríguez and Tunjo (2015) hold a study that intends to approach two problems at the same time: lack of vocabulary knowledge and weak reading comprehension skills. In the results, the authors state that the learners are able to create meaning when reading thanks to contextual clues and questions to the teachers and that interactive reading allows connections with prior knowledge and personal background. Those seem to be valuable insights on vocabulary learning. Furthermore, they prove the link between stories and Vocabulary Knowledge – one of the three components of Vocabulary Ability.

Concerning studies at national level, Trujillo et al. (2015) points towards analyzing the effect of training in the use of metacognitive strategies through journals in vocabulary learning of high-school students at Bogotá, Orito and Tocaima. The research suggests that metacognitive strategies increase the participation of the learners in their vocabulary learning. Besides, learners acquire metacognitive strategies through permanent training. This information is valuable for the present project because it highlights the importance of continuous preparation in terms of metacognitive strategies for vocabulary use.

Also at national level, the project of Porras (2010) is aligned with using story reading and storytelling for teaching English in a fun and meaningful way. The results of the study indicate that stories increase motivation and participation of the learners. Reading or telling stories affect positively the acquisition of new vocabulary and the comprehension processes. This investigation establishes a relation between storytelling and vocabulary knowledge. Hence, it is worthy in terms of one of the components of the construct Vocabulary Ability.

Furthermore, López (2013) pursues to identify the benefits of storytelling in basic reading and listening skills of second graders. The benefits the author identifies are: an increment of vocabulary, better performance in terms of listening and reading activities and the enhancement of cooperative learning. She suggests reviewing the vocabulary permanently and to dedicate a proper time for reading and representing the story. These considerations are appreciated in terms of the proposal of an adequate pedagogical intervention.

Regarding studies in the international scope, Hussein and El-Sattar (2012) explicates the use of a mathematical algorithm called Petri Nets in the design of Interactive Storytelling, particularly in computer games and storytelling applications. The authors state that the main advantage of this algorithm is that it allows the simultaneous evolution of the story and the virtual world. The importance of this document for the current one is that it shows how Interactive Storytelling tends to connect with digital media and other forms of interactivity are ignored.

In short, this State of the Art evidences remarkable contributions for the two main topics of the present project. With respect to Interactive storytelling, it tends to be linked to digital media. It is a common object of study in numerous fields but it is a novelty in the scope of language learning, which turns the current study into innovative. Apropos Vocabulary Ability, its three components tend to be studied isolated and not as a whole construct. Also, several researchers approach vocabulary acquisition with storytelling and they offer relevant suggestions pertaining to lesson planning.

Theoretical Framework

This section explains the theoretical support of two constructs: Vocabulary Ability, which is the study's unit of analysis, and Interactive Storytelling – the resource to address participants' problem. The first construct follows mainly the insights of Read (2000) on Vocabulary Ability and it is complemented by the ideas of Nagy (1995) and Chapelle (2006). The second construct

starts from the discernments of Burwen (2013) on Interactive Storytelling and the thoughts of different authors about its elements (Van Damme, 1991; Lethbridge & Mildorf, 2004; Riedl & Stern, 2006; Abbot, 2008; Garret, 2011; Linssen, 2012; Sazali, Rose & Osman, 2012; Bianchi, 2014; Hellweger & Wang, 2015).

Vocabulary Ability

First of all, before Communicative Language Teaching (Henceforth CLT), researchers on the topic of vocabulary tend to use the construct Vocabulary Knowledge, which defines vocabulary as a list of lexical items. Due to the heyday of CLT, the construct Vocabulary Ability emerges and generates new insights on vocabulary acquisition. According to Read (2000), Vocabulary Ability “involves more than just knowing a lot of lexical items; learners must have ready access to that knowledge and be able to draw on it effectively in performing language use tasks” (p. 17). This construct is stronger and more complete than Vocabulary Knowledge.

With this in mind, the researcher uses the construct Vocabulary Ability and complements it with the ideas of Chapelle (2006). She states assessment as the basis of any construct related to vocabulary acquisition. In furtherance of trustworthy conclusions, researchers need a single theoretical framework and several methods of measurement. The current study uses Vocabulary Ability as the framework and both discrete and comprehensive vocabulary tests (Read, 2000) as different methods of measurement. The former are selective and context-independent tests while the latter are context-dependent and embedded as part of the assessment of a larger skill.

Simultaneously, this construct encompasses three components: the context of vocabulary use, vocabulary knowledge and metacognitive strategies for vocabulary use (Read, 2000). As other authors have discussed them separately, their conclusions are valuable in the construction of Vocabulary Ability as a whole. The voices of other authors complement each component of

the construct and contextualize them to the specific features of the participants. Therefore, each constituent of Vocabulary Ability responds to the characteristics of the participants.

The Context of Vocabulary Use

With reference to the first component of Vocabulary Ability, it is necessary to define first what context is. In some cases, context is merely the set of words that surround a specific term in an utterance. But as Nagy (1995) states: “the notion of context cannot be restricted to the textual neighborhood of a word (p. 16). Images, videos and tasks can be part of context. The communicative situation in which the vocabulary is used is also part of the context because it modifies words’ sense. Therefore, context refers to any group of elements that influence the meaning of a word in a specific utterance.

In terms of vocabulary acquisition, context receives paramount attention because of two main reasons: “what a word means often depends on the context in which it is used, and people pick up much of their vocabulary knowledge from context, apart from explicit instruction” (Nagy, 1995, p. 2). In authentic language use, words appear in context and not as isolated items. Thus, CLT enhances the use of vocabulary in context. Context influences the number of lexical items that an individual learns or acquires and the degree of knowledge of those items.

Moreover, when designing a vocabulary test, teachers and researchers can put the words isolated or in context. This decision depends on the purpose of the test: the first option is the most common in research and the second option appears more frequently on teaching. Teachers and researchers can only make a choice starting from the problem and the participants. Also, they keep in mind that, as Read (2000) states “the key question concerning context is not so much how target words are presented but whether the test-takers are required to draw on contextual information in responding the test task” (161). Those are the issues that guarantee the construction of an adequate vocabulary test.

Vocabulary Knowledge

On the second component of Vocabulary Ability, Vocabulary Knowledge gathers four dimensions: Size, Knowledge of words characteristics, Lexicon organization and Fundamental vocabulary processes (Read, 2000). The first dimension refers to the number of words a person knows. The second one has to do with the awareness of the written and spoken forms of the words. The third one is the way lexical items are stored in the brain. The last one associates with the mental processes that lead to automaticity of words' recall and recognition.

Bearing in mind that the concept of Vocabulary knowledge is extremely wide and difficult to measure, it is indispensable to reduce this component and to adapt it to the conditions of the participants. Chapelle (2006) points out that inferences that aim at measuring all the elements of a whole theoretical framework are overwhelming and lead studies to fail. A reduced and contextualized construct can be observed and measured. Chapelle affirms that researchers can accomplish their studies only "if the construct definition is defined narrowly as something that can actually be assessed by one or multiple assessments" (p. 50).

Likewise, the current study only uses the two first dimensions of Vocabulary Knowledge: Size and Knowledge of words characteristics. Here, size refers to the number of words of the target vocabulary established by MEN (2006) that the learners know. The knowledge of words characteristics is linked to recognition and recall. The former is the process in which the learners understand a word's meaning and the latter occurs when the individuals elicit the target word because of a previous input (Read, 2000). With this reduced and contextualized construct, the researcher knows what to assess, how to establish inferences and how to generate pertinent conclusions to enrich the framework of Vocabulary Ability.

Metacognitive Strategies for Vocabulary Use

In relation to the third component of Vocabulary Ability, metacognitive strategies have to do with receptive and productive vocabulary. Read (2000) condenses them in four reception strategies and four production strategies. The former are ignoring words, using the dictionary, asking for the meaning of the word and trying to guess the meaning of a word. The latter consist on paraphrasing, language switching, referring to a term through categories and putting questions. Learners employ both to manage their vocabulary knowledge use in communication.

Taking this into account, Metacognitive Strategies relate to the idea of Strategic Knowledge. Nagy (1995) highlights three kinds of knowledge that contribute to context-based inferences: linguistic, world and strategic knowledge. In words of Nagy: “Strategic knowledge is usually defined as involving conscious control over cognitive resources” (p. 15). The eight strategies mentioned above are conscious processes that influence the vocabulary acquisition process of learners of a foreign language. In the present project, the learners are expected to use some of those strategies when approaching to Interactive Storytelling, the second construct of this theoretical framework.

Interactive Storytelling

To continue with the second construct, it is necessary to approach the idea of interactivity. The definition of interactivity is the basis of the concept Interactive Storytelling. Regarding stories, interactivity means having at least a small degree of control over them (Linssen, 2010), and this control can be digital or non-digital. As shown in the State of the Art, interactive stories tend to be videogames or applications. For this reason, the expression Interactive Storytelling tends to evoke digital media but it is not inherently associated with digitalization. In the present research, an interactive story is a story in which the reader manipulates, in certain degree, through digital or non-digital means, story’s events, characters and settings.

Having clear a basic notion of Interactive Storytelling, it is necessary to explain its elements. The dissertations of Burwen (2013) are pertinent for that purpose. This author suggests four elements of Interactive Storytelling: story, aesthetics, technology and user-experience. Story identifies with the sequence of events. Aesthetics is correlated to the sensorial perceptions of the interactive story. Technology embraces the physical means the author uses to create the story. User-experience refers to the interaction between the reader and the story. As several authors have discussed the four elements as isolated issues, their ideas are used in this construct to support the explanations of Burwen (2013).

Story

About the first element, the story includes the events, the characters and the settings of a narrative. According to Lethbridge & Mildorf (2004): “the story consists of events (things that happen) and so-called existents, the characters that make things happen or have things happen to them and the setting, meaning the place where things happen” (p. 42). Other authors, such as Abbot (2008) reduce the story to the sequence of events of a narrative. But the first definition is more complete than the second one, and fits better with the current project.

In second place, the term story can be linked with narrative and with discourse. Abbot (2008) establishes the difference between the three of them. The author affirms that narrative is composed of story and discourse. Story refers to what is told in a narrative, and discourse to how the narrative is told. Thus, Interactive Storytelling is a kind of narrative, and its discourse is related to the elements Technology and Aesthetics.

Additionally, Mateas and Stern (2000, quoted in Riedl & Stern, 2006) propose the concepts *Strong Autonomy* and *Strong Story*. The former involves basically a virtual environment with autonomous agents that interact with the users, and latter is based on decision-making processes. This distinction works only in digital stories. In non-digital stories, the key

parameter to define Strong Autonomy and Strong Story is the degree of control over the story instead of the virtual agents. Thus, Strong Autonomy brings up the parts of the story in which the learners can create sequences of events, while Strong Story denotes the parts of the story in which the learners make a decision in the crossroads proposed by the creator.

In the pedagogical intervention, the researcher manages the Strong Story Approach due to the proficiency level of the learners. As they are beginners, it is difficult for them to use English to express fragments of the stories they create. The researcher creates standard events for the learners and a set of alternate endings based on the possible choices of the kids. In this sense, they all have a narrative with similar vocabulary but each of them build a different sequence of events with their decisions.

Aesthetics

Burwen (2013) says that aesthetics refers to how the story looks or how the story sounds. But he does not deepen into this concept as Van Damme (1991) who reviews several definitions of aesthetics and finds that many of them are linked to philosophy of the beautiful or to *philosophy of art*. Those are the two most common ways of defining aesthetics, but different approaches to the term shrink or enlarge those definitions. Some authors focus on visual arts exclusively, others extend the term to more sensorial fields, several researchers analyze the concept of beauty in different cultures, and ugliness is a permanent debate topic on this field.

In relation to the aesthetics of a story, Bianchi (2014) affirms that “the aesthetic pleasure we derive from reading, telling, viewing stories is linked to the intrinsic rewards generated by both diversive and specific exploration” (p. 15). Moreover, she says that the recent studies have revealed that the higher peak of aesthetic pleasure is produced by a balance between the known and the unknown when exploring a piece of art. As a story approaches the reader, the listener or the viewer to their background knowledge and to the new experiences contained in the story

itself, the latter may provide aesthetic pleasure if the balance between the two kinds of stimulus are adequate, and thus, with stories, each person has a different and unique aesthetic experience.

Moreover, Van Damme (1991) do not dear to propose a definition. Nonetheless, he states that “aesthetics, as an empirical study, can no longer be regarded as pertaining to the study of the visual perception of the beauty of a material object” (p. 177). He proposes, first, to widen the visual perception to more sensorial experiences; secondly, to include categories such as ugly or comic instead of limiting the aesthetic analysis to the beautiful; and finally, to extend the focus on merely static material objects to a broader range of items including objects and events occurring in time and space. Therefore, in Interactive Storytelling, Aesthetics refers to the judgements the readers make based on their sensorial interaction with the story.

In the current study, Aesthetics relates to two main resources of the pedagogical intervention: images and toys. Toys form both tactile and visual inputs. Images are present in an iconic language that the researcher creates to represent each target word, in the worksheets of the interactive stories that contain images to show the sequences of events, and in the Vocabulary Tests. Both resources generate different opinions and manifestations of aesthetic pleasure.

Technology

With respect to the third element of Interactive Storytelling, Sazali et al. (2012) review several definitions of technology and they find three main issues about this term. First, technology relates to solving problems, secondly, technology refers to products that solve those problems, and thirdly, technology refers to the knowledge that the human being needs to create and manipulate those products. As an element of the Interactive Storytelling, technology allows to create it and to publish it (Burwen, 2013). Therefore, it refers to the construction of the physical means through which the user interacts with the story.

In the present project technology is associated with the creator more than with the user. The development and design processes depend on the researcher more than on the learners because he is the one who creates the materials that allow the participants to interact with the story. Also, it is worthy to remember that Interactive Storytelling can be digital or non-digital. “Even in their classical forms, narratives, because of their complexity and variety, have an open-endedness that is left to the reader to explore and interact with” (Bianchi, 2014, p. 18). Therefore, technology is not inherently linked with software as a means to design, or to screens as a mean to manipulate the story, those are just options that the creator can use.

User Experience

User Experience (Henceforth UX), as other concepts, has several definitions. Hellweger and Wang (2015) review numerous explanations of UX and they find three core elements: user, product and interaction. UX embraces, since a holistic perspective, all the characteristics of the interaction between the product and the user – in the present study, the users are the participants and the product is the interactive story. The interaction involves the tasks designed by the researcher and the way the learners use the stories on their own.

On the other hand, this element of Interactive Storytelling tends to be confused with the concepts usability and user interface. The former has to do with the possibility that any object has of being use. The latter refers to the features of the product that the creator designs for the users to interact with the product in a specific manner. User interface, in the case of Interactive Storytelling in the EFL classroom, relates to the activities that a teacher plans with that resource. But the real interaction can differ from teachers’ plans, and that reality is UX. “User experience is not about the inner workings of a product or service. User experience is about how it works on the outside, where a person comes into contact with it” (Garrett, 2011, p. 6).

For the present investigation, user experience associates to the three kinds of activity that the researcher implements in the pedagogical intervention: information-gap activities, reasoning-gap activities and opinion-gap activities (Prabhu, 1987). Each one generates a different manner of interacting with the stories and, therefore, a different user experience. The first one creates an experience focused on finding missing data. The second one allows the learners to be part of more complex cognitive processes. The third one involves the personal thoughts of each kid.

Chapter 3: Research Design

This chapter details the research methodology. It indicates the type of study, an explanation of the data analysis methodology, the categories and subcategories of analysis that support the study, and the data collection instruments and procedures. Also, the researcher briefly characterizes the participants and the sample.

Type of Study

The investigation follows the Qualitative Research Approach. Qualitative data analysis “relies more on the views of participants in the study and less on the direction identified in the literature” (Creswell, 2012, p.17). It uses data collection instruments such as memoirs, surveys and interviews. In this approach, the phenomenon to be studied appears after the researcher explores the context. In the current project, the researcher holds a participant observation for identifying that problem.

At the same time, the research is based on the Socio-Critical Paradigm. Educational Research can describe, interpret or transform a context. When educational research focuses on the Socio-Critical Paradigm, it aims at transformation after a critical analysis of the participants (Rodriguez Sosa, 2003). In other words, although the research objective of the study is related to the production of knowledge for the field of language pedagogy, it also points towards a positive change in the Vocabulary Ability of the participants.

Referring to the research methodology, the present project refers to action-research. As Creswell (2012) states: “Action research is an informal process of research in which educators engage in a study of their own practices” (p. 592). Teacher-researchers assume the role of participant observers in order to get different perspectives of the phenomenon. This methodology

is used when the students have a specific educational problem to be solved, which is associated with Vocabulary Ability in the current research.

Besides, this methodology is cyclic and it has four key steps that repeat during the study: planning, acting, observing and reflecting (Burns, 1999). Planning refers to the design of the lessons. Acting is the implementation of those lesson plans. Observing has to do with the data collection through observational techniques (i.e. memoirs). Reflecting relates to the analysis of the data obtained during the observation and the pedagogical intervention. The study is divided into three stages and each of them includes the four steps.

Data Analysis Methodology

In Action Research the analysis is inductive, it means that all the data obtained from the instruments is arranged in categories and the researcher meditates upon them. Taylor (2002) says that these categories work under three guidelines with the purpose of giving reliability and validity to the analysis. First, the categories relate to the objectives and the constructs of the research. Secondly, categories encompass all the data. Thirdly, the categories are mutually exclusive. For the present project, the categories are a priori and not emergent.

Furthermore, the Data Analysis focuses on Construct and Generalization Inferences. According to Chapelle (2006): “inference in assessment refers to the logical connection that the researcher draws between observed performance and what the performance means” (p. 50). In Construct Inference, the meaning of the performance emerges from the construct. Generalization Inferences find patterns in the performance of the participants in several similar tasks. In this study, those tasks include the activities with Interactive Storytelling and Vocabulary Tests.

Categories of Analysis

Taking into consideration the main objective of the study, the unit of analysis is Vocabulary Ability. The Theoretical Framework shows that this unit has three components:

Context of Vocabulary Use, Vocabulary Knowledge and Metacognitive Strategies for Vocabulary Use. Those three components are the three categories of analysis. To adapt them to the activities with Interactive Storytelling, each category is subdivided in two or three subcategories with a respective indicator. Having clear that the unit of analysis is Vocabulary Ability, Table 2 indicates the categories, the subcategories and the indicators.

Table 2

Categories of Analysis and Indicators of Vocabulary Ability

Categories of Analysis	Subcategories	Indicators
The Context of Vocabulary Use	Use of Images as Contextual Clues	▪ The Ss use the images of the interactive story to guess the meaning of a word
	Use of Vocabulary in Decision Making	▪ The Ss use the target vocabulary to express their decisions in the sequence of events of the interactive story
	Use of Vocabulary in Aesthetic Judgements	▪ The Ss use the target vocabulary to express opinions about their sensorial experiences with the interactive story
Vocabulary Knowledge	Recognition of Target Vocabulary	▪ The Ss draw pictures related to the words they read.
	Recall of Target Vocabulary	▪ The Ss write words related to the pictures they see.
Metacognitive Strategies for Vocabulary Use	Strategies for Productive Vocabulary	▪ The Ss use non-verbal communication to express the meaning of a word
	Strategies for Receptive Vocabulary	▪ The Ss use the glossaries to understand the words of the story

Participants and Sampling

The participants of the present study are second graders of IED Prado Veraniego with an A0 (CEFR) level of English. The researcher works with a group of kids between 7 and 8 years old who study at the school IED Prado Veraniego. Due to analytic ethics, the researcher hands a consent form (See Appendix D) to the parents of the students to ask permission for applying data collection instruments to their kids. Only 10 parents sign the consent form. Thus, despite the researcher implements the pedagogical intervention with the whole group, he analyzes the instruments applied only to the 10 learners with permission to participate in the research project.

Data Collection Procedures

The researcher uses three qualitative data collection instruments: memoirs, surveys and vocabulary tests. The pedagogical intervention is divided in three cycles. During the three cycles, the researcher takes notes in the memoirs after finishing each lesson. Also, at the end of the second and the third cycle, the researcher applies one or two surveys and administers a Discrete Vocabulary Tests and a Comprehensive Vocabulary Test. Table 3 expounds the timetable for data collection with each instrument.

Table 3

Timetable of Data Collection

<u>Stage</u>	<u>Instrument</u>	<u>Categories</u>	<u>Date</u>
Stage 1	Memoirs	The three categories of Vocabulary Ability	August to September, 2016
	Survey	-	-
	Vocabulary Tests	-	-
Stage 2	Memoir	The three categories of Vocabulary Ability	September to October, 2016
	Survey	<ul style="list-style-type: none"> ▪ Vocabulary Knowledge ▪ Metacognitive Strategies for Vocabulary Use 	October 27th, 2016
	Vocabulary Tests	<ul style="list-style-type: none"> ▪ Vocabulary Knowledge ▪ Context of Vocabulary Use 	October 27th, 2016
Stage 3	Memoirs	The three categories of Vocabulary Ability	February to March, 2017
	Survey	<ul style="list-style-type: none"> ▪ Context of Vocabulary Use ▪ Metacognitive Strategies for Vocabulary Use 	March 31st, 2017
	Vocabulary Tests	<ul style="list-style-type: none"> ▪ Vocabulary Knowledge ▪ Context of Vocabulary Use 	March 31st, 2017

Memoir

“The memoir is impersonal as a document and often written in fewer sittings than the intimate journal. It tries to aspire to being more objective and does not concentrate on personal

feelings” (Burns, 1999, p. 89). In the current study, the researcher assumes the role of teacher and does not have time to write field notes during the lessons. Thus, he uses the memoir after the lessons finish. The researcher registers notes referring the performance of the learners in the activities he carries out. These notes focus on the three components of Vocabulary Ability, although the researcher highlights instrumental issues that he considers important for lesson planning (See Appendix E).

Survey

Surveys “involve predetermined questions presented in written form” (Burns, 1999, p. 129). They can include three types of response items: yes/no items, scale items and open-ended items. Surveys do not consume too much time and they can be administered to large populations. In the current research project, the surveys aim at producing data concerning the perceptions of the learners on their progress in the development of Vocabulary Ability. This instrument also produces data regarding their opinions about the tools and resources with the objective of improving the pedagogical practice (See Appendixes F, G and H).

Vocabulary Test

In the current study, the researcher administers discrete (See Appendixes I and J) and comprehensive vocabulary tests (See Appendixes K and L). The former offer data for the category Vocabulary Knowledge and the latter for the category Context of Vocabulary Use. In discrete tests, the participants recall and recognize vocabulary. As they are beginners, “it may be sufficient for learners to show that they understand L2 words by being able to match them with an equivalent word in their own language or with an L2 synonym” (Read, 2000, p. 17). But the exercises do not reduce to mere translations. In comprehensive tests, the learners use vocabulary through interaction with stories.

Chapter 4: Pedagogical Intervention

This chapter portrays the main characteristics of the pedagogical intervention. It starts with a description of the pedagogical approach the researcher works with. Based on this approach, the chapter illustrates the vision of language, the vision of learning, the roles of the teacher and the students, the kinds of activities and the methodology of assessment. It also contains a presentation of the three stages of the intervention, the timetable with the order of the lessons and the explanation of the lesson planning model.

Pedagogical Approach

For the present study, the pedagogical approach is Task-based learning, in which the lessons are sequences of tasks that all lead to a final product. Ellis (2003) affirms that a task is “a workplan that requires learners to process language pragmatically to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed” (p.16). It aims at creating learning environments with authentic language use and meaning-focus activities.

With respect to this kind of activities, Prabhu (1987) explores different taxonomies and proposes three categories. Firstly, information-gap activities, which focus on the transmission of information between the learners. Secondly, reasoning-gap activities, that include inference, deduction and identification of patterns. Thirdly, opinion gap activities, in which the students express their personal attitudes and feelings. All of them are included in the lesson plans of the present proposal.

Additionally, Prabhu (1987) highlights the importance of having a pre-task before each task. In the former, the teacher performs a whole class activity in which he displays all the

guidance and control. He becomes a model for the learners to understand what they are supposed to do. In the latter one, the students empower of their learning process through the three kinds of meaning-focused activities explained above. The teacher often adds a review of the topics after each task or at the end of the lesson.

This means that the teacher assumes the roles of guide, motivator and monitor. The teacher guides the learners when doing the tasks with instructions, explanations and examples. He also enhances them permanently to achieve the lesson goals. He monitors and assess their learning process. In this specific case, assessment focuses on the three components of the unit of analysis. Thus, although other issues are important, the core of evaluation is Vocabulary Ability.

Vision of Language

As Task-based learning approach is associated with CLT, it follows a functional vision of language. According to Tudor (2001), in this perspective “language is first and foremost a means of achieving a certain number of pragmatic goals” (p. 61). The pedagogical intervention of the present project follows this vision. But it also perceives language as a system taking into consideration the level of the students, the EFL context and the inclusion of Vocabulary Knowledge and Discrete Tests in the proposal.

Vision of Learning

Referring to the vision of learning, the pedagogical intervention employs the principles of experiential learning. As Tudor (2001) states, experiential learning manages five principles: “message focus, holistic practice, the use of authentic materials, the use of communication strategies, and the use of collaborative modes of learning” (p. 79). In the present project, the experiences come from the Interactive Storytelling and the way the learners interact with them: toys, images and worksheets.

Stages of Intervention

The pedagogical intervention is divided into three stages: Vocabulary Toys, Interactive Stories and Vocabulary Testing. Each stage corresponds to one cycle of Action Research. In other words, during each stage, the researcher plans, acts, observes and reflects. The reflection of one stage affects the lesson planning in the next one. This section of the document shows the planning process that the researcher does in each cycle and how the meditations during every stage affect this process. Table 4 displays the objectives, activities and indicators of each stage.

Table 4

Stages of the Pedagogical Intervention

Stage	Objectives	Activities	Indicators
Vocabulary Toys	To acquire vocabulary knowledge about the target words. It includes recall and recognition of isolated words.	The learners play the toys (cups, boxes, keyboards and sings) to learn the target words.	<ul style="list-style-type: none"> ▪ The Ss draw pictures related to the words they read. ▪ The Ss write words related to the pictures they see.
Interactive Stories	<ul style="list-style-type: none"> ▪ To use vocabulary in context when interacting with the stories. ▪ To use metacognitive strategies for productive vocabulary. ▪ To use metacognitive strategies for receptive vocabulary. 	The learners review the vocabulary. They interact with the stories. They do not merely read them; they make decisions to modify the settings, the characters, and the sequence of events.	<ul style="list-style-type: none"> ▪ The Ss use the images of the interactive story to guess the meaning of a word ▪ The Ss use the target vocabulary to express their decisions in the sequence of events of the interactive story ▪ The Ss use the target vocabulary to express opinions about their sensorial experiences with the interactive story ▪ The Ss use non-verbal communication to express the meaning of a word ▪ The Ss use the glossaries to understand the words of the story
Vocabulary Testing	To review the knowledge and skills acquired during the last year.	The learners take the two kinds of vocabulary tests: comprehensive and discrete.	<ul style="list-style-type: none"> ▪ The Ss draw pictures related to the words they read. ▪ The Ss write words related to the pictures they see. ▪ The Ss use the images of the interactive story to guess the meaning of a word ▪ The Ss use the target vocabulary to express their decisions in the sequence of events of the interactive story ▪ The Ss use the target vocabulary to express opinions about their sensorial experiences with the interactive story

To begin with, the first stage, Vocabulary Toys, points towards the acquisition of vocabulary knowledge. The activities in this stage present isolated words. The assessment focuses on checking the recognition and recall of the target vocabulary during the tasks with toys. Recognition refers to using the toys in a certain way after listening or reading a word in English. Recall relates to elicit a word through the tasks with the toys. The tasks include the same toys that the researcher uses during the diagnosis: printed keyboards, rotatory cups, signs and boxes (see Appendix C). Table 5 describes the lessons of this stage.

Table 5

Description of the Lessons of Stage 1

Lesson	Objectives	Main Activities	Resources
Lesson 1-1: The Cups	To recognize animals and places in English in rotatory cups	The Ss play with <u>rotatory cups</u> to practice vocab: animals (bee, dog, butterfly and dove) and places (park, school, mountain and street).	Cups with animals and places.
Lesson 1-2: The Keyboard	To express likes and dislikes with the printed keyboard.	The Ss answer questions by typing the words “like” and “hate” in the <u>printed keyboards</u> .	Printed keyboards, flashcards and pictures.
Lesson 1-3: The Boxes	To recognize objects and feelings in English in the boxes.	The Ss play with <u>boxes</u> to practice vocab: objects (glue, pencil, box, keyboard) and feelings (happy, sad, angry, tired).	Boxes, flashcards and pictures.
Lesson 1-4: The Papers	To recognize the target vocabulary in printed resources	The Ss use <u>printed resources</u> (labyrinths, worksheets and word searches) to review the vocabulary.	Labyrinths, word searches and worksheets.
Lesson 1-5: The Toys	To recall the target vocabulary when playing with the four toys	The Ss play with <u>the three toys</u> (rotatory cups, printed keyboards and boxes) to review the vocabulary.	Rotatory cups, printed keyboard and boxes.

During this stage, the learners work properly with the toys only during the first lessons and the students become reluctant to those tasks. When the learners meet a toy, it seems to be an attractive innovation. They do the activities and use the toys in the tasks proposed by the

researcher. But when they use that toy again in another class, they do not appear attracted to its pedagogical purpose. They play with this toy without using it for learning English. These participants' responses lead the researcher to modify the activities and tools in the second stage.

Bearing this in mind, the researcher stops using toys as frequently as in the first stage. He uses them occasionally to review vocabulary at the beginning of the lessons. The core tools are the glossary and three worksheets with interactive stories. Both tools are related to the objectives of the second stage. The glossary aims at enhancing the use of metacognitive strategies for receptive vocabulary. Worksheets with the interactive stories relate to the use of vocabulary in context to understand the meaning of the story, to make questions and to express opinions.

With respect to the glossary, it contains the same target vocabulary of the first stage and some new words. All the words of the glossary appear in the interactive stories. It is a glossary with icons and words in English. The glossary is subdivided in four categories: actions, characters, objects and places. The students paste it in their notebooks and practice how to use it in the first and the second lessons of this stage. The participants approach to the pieces of text of the interactive stories during these two lessons and try to understand the words with the glossary.

Apropos the interactive stories (See Appendix M), they all have the same structure. Each worksheet has nine pictures with arrows that highlight their order. This sequences of images have two crossroads that enhance the learners make two decision about the events of each story. Depending on the choices of the learners, the story changes. The researcher has previously designed four alternate endings for each story, and after the learners make their decisions, he hands the corresponding ending to each student. In this way, each participant has a different experience with the story. Table 6 presents the lessons of the second stage.

Table 6

Description of the Lessons of Stage 2

Lesson	Objectives	Main Activities	Resources
Lesson 2-1: Glossary A	To learn how to manage the glossaries when reading a story.	The Ss use the <u>glossary</u> to write sentences represented with icons of characters and actions.	Pictures and glossary
Lesson 2-2: Glossary B	To learn how to manage the glossaries when reading a story.	The Ss use the <u>glossary</u> to write sentences represented with icons of characters, actions, objects and places.	Pictures and glossary.
Lesson 2-3: The Mountain	To use the target vocabulary in decisions and opinions.	The Ss play with the <u>Interactive Story</u> : Dog and Cat in the Mountain. They control the settings, actions and characters.	Pictures, cups and a worksheet with interactive story 1.
Lesson 2-4: The Airport	To use the target vocabulary in decisions, and opinions.	The Ss play with the <u>Interactive Story</u> : Butterfly and Spider in the Airport. They control the settings, actions and characters.	Pictures, cups and a worksheet with interactive story 2.
Lesson 2-5: The Beach	To use the target vocabulary in decisions, and opinions.	The Ss play with the <u>Interactive Story</u> : Bee and Mouse in the Beach. They control the settings, actions and characters.	Pictures, cups and a worksheet with interactive story 3.

The observations during the two first stages lead the researcher to plan carefully the way plan the third stage of the intervention. This planning process is complemented by how the participants answer two surveys at the end of the second stage. One survey (See Appendix F) is associated to the vocabulary the participants learn in the first and second stage. The other one (See Appendix G) has to do with the tools and resources the researcher employs in the lessons by that time. The observations and the survey drive the researcher to plan classes focused on reviewing recall of recognition through icons, on practicing the use of the glossaries, and on reminding the events and dynamics of the interactive story telling.

At the end of this stage, the researcher applies a Discrete Test (See Appendix J) to assess Vocabulary Knowledge and a Comprehensive Test (See Appendix L) to assess the use of vocabulary in context. The former focuses on recognition through drawing and recall through labelling pictures. In the latter, the participants read the fragments of a story, check the

comprehension of all the words in each sentence, and match each fragment with a picture. All these activities are like the tasks they performed during the whole pedagogical intervention.

Table 7 introduces the lessons of the third stage.

Table 7

Description of the Lessons of Stage 3

Lesson	Objectives	Main Activities	Resources
Lesson 3-1: The Icons	To recognize and recall the target vocabulary.	The Ss review the vocabulary of the <u>glossaries</u> with <u>flashcards</u> , <u>pictures</u> , <u>cups</u> and games.	Rotatory cups and images with the target vocabulary.
Lesson 3-2: The Strategies	To use non-verbal communication when recalling words.	The Ss do different tasks in which they use non-verbal communication to express the meaning of a word.	Rotatory cups and images with the target vocabulary
Lesson 3-3: The Knowledge	To recognize and recall the target vocabulary.	The Ss review the activities related to recognition and recall with <u>icons</u> and <u>glossaries</u> .	Glossaries and pictures.
Lesson 3-4: The Context	To use images as contextual clues. To express opinions about the stories.	The Ss review the three interactive stories, their alternate endings, the vocabulary and give opinions about them.	Images of the interactive stories, worksheets.
Lesson 3-5: The End	To recognize and recall the target vocabulary. To use images as contextual clues.	The Ss take a <u>discrete</u> and a <u>comprehensive test</u> and answer a final survey.	Comprehensive and discrete test and final survey.

Timeline

The researcher carries out the first and second stages of the pedagogical intervention during the second half of 2016 and the third stage at the beginning of 2017. The time of implementation adapts to the schedule of the school and to the deadline for submitting the present document. A field trip in September, a week of recess in October and the vacations at the end of the year affect the structure of the timeline. All the stages have five lessons each.

Simultaneously, the researcher develops the characterization and diagnosis during the first lessons of the first stage. Table 8 displays the dates and a brief description of each lesson.

Table 8

Timeline of the Pedagogical Intervention

Stage	Lesson	Date
Stage 1 Vocabulary Toys	Lesson 1-1: The Cups	August 11 th , 2016
	Lesson 1-2: The Keyboard	August 18 th , 2016
	Lesson 1-3: The Boxes	August 25 th , 2016
	Lesson 1-4: The Papers	September 1 st , 2016
	Lesson 1-5: The Toys	September 8 th , 2016
Stage 2 Interactive Stories	Lesson 2-1: Glossary A	September 15 th , 2016
	Lesson 2-2: Glossary B	September 29 th , 2016
	Lesson 2-3: The Mountain	October 6 th , 2016
	Lesson 2-4: The Airport	October 20 th , 2016
	Lesson 2-5: The Beach	October 27 th , 2016
Stage 3 Vocabulary Testing	Lesson 3-1: The Memory	February 16 th , 2017
	Lesson 3-2: The Strategies	February 23 rd , 2017
	Lesson 3-3: The Knowledge	March 2 nd , 2017
	Lesson 3-4: The Context	March 9 th , 2017
	Lesson 3-5: The End	March 16 th , 2017

Lesson Planning

Basically, the lessons have all the same structure. They start with a recall of prior knowledge through images, flashcards, questions or toys. Then, it continues with the three main tasks, which embody the taxonomy proposed by Prabhu (1987): information-gap, reasoning-gap and opinion-gap. As the proposal is built on Task-based learning, each task has a corresponding pre-task in which the teacher exemplifies the procedures or all the learners practice together. At the end of the lesson the teacher gives feedback to the learners. Table 9 illustrates a sample of a lesson plan.

Table 9

Sample of a Lesson plan - "Lesson 3-3: The Mountain"

Objectives of the lesson			
To use the target vocabulary in decisions and opinions.			
Procedures of the lesson			
<u>Moment</u>	<u>Description of the Activities</u>	<u>Grouping</u>	<u>Time</u>
Recall of prior knowledge	Review with Images: The teacher shows images to the learners in the TV, and the learners tell the name of the picture. The images are related to the Interactive Story <i>Dog and Cat in the Mountain</i> .	Whole class	10 min
	Bracelets: The teacher hands a bracelet to each student and practice questions and mimics. He suggests to use it all the lesson.	Individual	10 min
Information-gap task	Writing Sentences (Pre-task): The teacher shows several slides with images that mix the target vocabulary. The teacher writes the corresponding sentence of each image and then asks the learners to tell the correct sentence.	Whole class	15 min
	Writing the Interactive Story (Task): The teacher hands the worksheet with the Interactive Story <i>Dog and Cat in the Mountain</i> . It has different images representing an event of the story. Each image has three pictures that represent three words of a sentence. The learners write the sentence of each image.	Individual	15 min
Reasoning-gap task	Teacher's Interactive Story (Pre-task): The teacher shows how he organizes the story by selecting the events he wants to occur. Then, he explains to the learners how to do it in their worksheets.	Whole class	10 min
	Controlling the Interactive Story (Task): The learners organize the Interactive Story in the worksheet.	Individual	10 min
	Transcribing the Interactive Story: The learners transcribe the sentences of the events they selected as part of the story.	Individual	15 min

Opinion-gap task	Happy-Sad Poster (Pre-task): The teacher uses a happy-sad poster to express his opinion on aspects of the Interactive Story.	Whole class	10 min
	Happy-Sad Cards (Task): The learners use happy-sad cards to express their opinion about aspects of the Interactive Story.	Whole class	10 min
Feedback	Recall Game: The teacher shows slides with one word and three pictures each. The learners choose the correct picture.	Whole class	10 min
	Final Comments: The teacher makes comments about the good attitudes and performance of the students during the lesson. Then, he highlights the aspects to improve in the next lesson. He asks to the learners to tell a moral of the story they create.	Whole class	5 min

Resources

- 15 Slides with images of target vocabulary
- 33 Bracelet with questions
- 33 Printed glossaries
- 10 slides with images to write sentences
- 33 worksheets with the Interactive Story *Dog and Cat in the Mountain*
- 1 happy-sad poster
- 33 happy-sad cards
- 15 Slides with words and 3 pictures
- Tape, markers, eraser, USB stick

Assessment

<u>Activity</u>	<u>Indicators</u>
Bracelets	<ul style="list-style-type: none"> ▪ The Ss use non-verbal communication to express the meaning of a word ▪ The Ss make questions in English to understand a word
Writing the Interactive Story	<ul style="list-style-type: none"> ▪ The Ss use the images of the interactive story to guess the meaning of a word ▪ The Ss use the glossaries to understand the words of the story
Controlling the Interactive Story	The Ss use the target vocabulary to express their decisions in the sequence of events of the interactive
Happy-Sad Cards	The Ss use the target vocabulary to express opinions about their sensorial experiences with the interactive story

Chapter 5: Data Analysis

This chapter displays the analysis of the collected data. It expounds the data collection process, its achievements and limitations. It continues with a general description of the steps the researcher follows during the data analysis process. Finally, it details the findings about each subcategory and indicator.

Data Collection

To begin with, the researcher carries out the data collection process during his pedagogical intervention which starts in August 2016 and finishes in March 2017. He uses three different instruments during this period for the sake of a triangulation in the data analysis process and to give validity and reliability to the results of the research. Those instruments are memoirs, surveys and vocabulary tests. They offer data about the performance of the learners in several tasks and about the perceptions of the participants on two issues: their foreign language learning process and the tools the researcher uses in each lesson.

During data collection, the main achievement has to do with the pertinence of the instruments and the main limitation with the size of the sample. The instruments are pertinent because they offer different perspectives of the same aspects: the memoirs offer the point of view of the researcher as participant observer, the surveys offer the perceptions of the learners, and the vocabulary tests offer a standardized form of assessment. The size of the sample is a problem because only 10 of the 33 learners of the group get the authorization of the parents to participate in the research. This sample may not be considered representative, but due to research ethics it is impossible to use data from the remaining 23 learners. Therefore, the researcher analyzes data with the tests and surveys of the 10 participants who have permission.

Data Analysis

After the data collection process, the researcher begins the data analysis. This data analysis aims at determining whether the research objectives are accomplished or not. To do so, he adopts three principles: the triangulation, the generalization inferences and the inductive analysis. The first one relates to the systematization of data coming from three different sources. The second one states that it is necessary to analyze the performance of the participants in similar activities to find general patterns. The third one requires the use of categories.

Those three principles are visible in this data analysis. It includes triangulation because the data comes from three different instruments: memoirs, surveys and vocabulary tests; and each instrument offers a different perspective. It displays generalization inferences because the researcher implements alike tasks during the pedagogical intervention. It also includes the three categories of analysis: Context of Vocabulary Use, Vocabulary Knowledge and Metacognitive Strategies for Vocabulary Use. These three categories build the theoretical framework that support the data analysis. Above, Table 2 shows the categories and subcategories.

Considering these principles, the researcher starts by using the color-coding technique in the memoirs to array the data. He highlights the data of the memoirs with a different color for each category: red for Context of Vocabulary Use, yellow for Vocabulary Knowledge and Purple for Metacognitive Strategies for Vocabulary Use (see Appendix E). With the data organized, the researcher begins to compare the memoir with the surveys and the tests. In this way, he establishes inferences and find patterns associated to each category and to write generalizations.

Below, the researcher starts the analysis of each category. All of them are explained with the same structure. At the beginning, the researcher includes a brief description of the category and lists the subcategories. Then, he approaches individually each of the subcategories by introducing their corresponding indicators and activities. When he refers to the participants, he

uses a different color for each learner. All the activities that are pertinent for the analysis use interactive stories as the main resource and can be classified as reasoning-gap tasks, information-gap tasks and opinion-gap tasks. Consequently, the researcher presents the inferences, patterns and generalization about each subcategory, which are the result of triangulating the data of the three data collection instruments.

The Context of Vocabulary Use

The first category is *Context of Vocabulary Use*. In the pedagogical intervention, context is given as images and as two kinds communicative situations: expressing decisions and expressing opinions. This kind of contexts generate three subcategories: *Use of Images as Contextual Clues*, *Use of Vocabulary in Decision Making* and *Use of Vocabulary in Aesthetic Judgements*. Each of them is analyzed in different activities in the class and in alike exercises in the Comprehensive Vocabulary Tests.

Use of Images as Contextual Clues

The indicator of this subcategory is: *The Ss use the images of the interactive story to guess the meaning of a word*. The activity related to this indicator consists in manipulating the events of the interactive story and writing the resulting story in the notebook. For this writing exercise, the learners select a list of sentences that the teacher has pasted previously on the board or show in slides. This activity is a reasoning-gap task carried out in the second and the third stages of the pedagogical intervention. The triangulation shows that the images of the interactive stories enhance the learners to guess the meaning of the words on the board.

According to the memoirs, when the participants organize the images, and begin to write the corresponding sentences on the notebook, they try to guess the words before writing. They watch the images and the sentences alternately before writing. Only if they neither remember nor guess the words, they decide to ask for help to the teacher or to watch the glossary. But that

initial try of guessing the correct words reflects how they use images as contextual clues and how that kind of reasoning-gap task with interactive stories leads them to do so. The following excerpt of the memoirs illustrate the activity related to this indicator.

- 5 I show slides with pictures of the three interactive
- 6 stories and ask the learners to tell the three content
- 7 words that they would use to write a sentence about
- 8 that story. They use the glossary as help.
- 9 The learners identify the characters easily and tell
- 10 the names of the animals aloud.

[Memoir #14, March 9th, 2017]

On the other hand, the third survey includes a question related to the use of images as contextual clues in which they express the utility they perceive in the images. Most of the learners affirm that images are convenient to understand words in English. They perceive the images as helpful complement to get the meaning of the fragments of the stories. This shows that pictures improve the understanding of whole sentences.

1. ¿Para qué sirvieron las **imágenes** de la clase?

- Para decorar el cuaderno.
- Para entender palabras en inglés.
- Para entender las historias.
- Para nada.

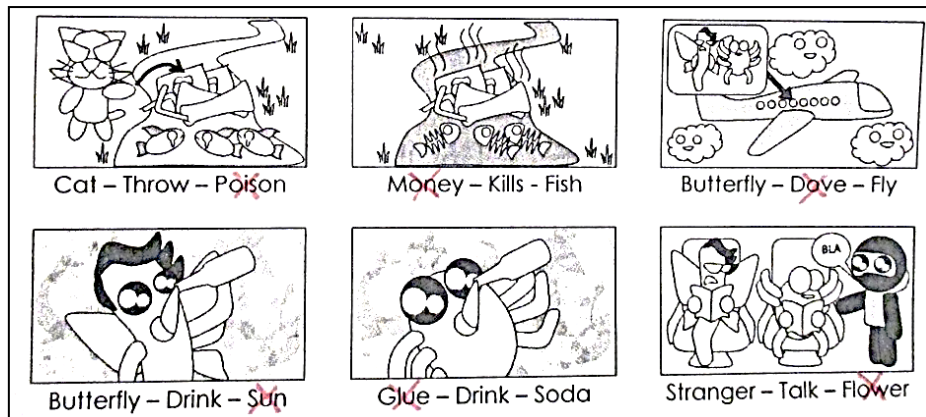
[Excerpt of Survey #3, Student Yellow]

1. ¿Para qué sirvieron las **imágenes** de la clase?

- Para decorar el cuaderno.
- Para entender palabras en inglés.
- Para entender las historias.
- Para nada.

[Excerpt of Survey #3, Student Red]

Concerning the results of the comprehensive Vocabulary Test, it is evident that images work as contextual clues for beginners. While advanced learners have a lexical repertoire that help them to use words as contextual clues, it is difficult for beginners to use words as contextual clues. But images help them to understand the meaning of words and the meaning of whole sentences. In the comprehensive vocabulary tests, the learners are asked to choose the word that is not related to each the image, and they tend to answer correctly. But when they try to guess the meaning of the words only using other words as contextual clues, they fail.



[Excerpt of Comprehensive Vocabulary Test #2, Student Orange]

In terms of the theoretical framework, it is evident that the visual representations of the interactive stories are proper contextual clues for beginners. Nagy (1995) points out that context can be anything that gives information beyond merely the words. While for advanced learners it is possible to have communicative situations, intonation and gestures as contextual input, for beginners, images offer more clues to the students. In this sense, to enhance the participants to guess the meaning of words through images it is important to plan reasoning-gap tasks.

Use of Vocabulary in Decision Making

The indicator of this subcategory is: *The Ss use the target vocabulary to express their decisions in the sequence of events of the interactive story.* In the activity related to this indicator, the learners tell to the rest of the class the decisions they make in relation to the events of the interactive story with the expressions *this one* and *that one*. This activity is a reasoning-gap task. The interpretation of the data reflects that the learners enjoy making decisions on the stories, but they do not express them through English.

Bearing this in mind, the memoirs show that learners tend to speak in Spanish and to point images when expressing decisions. Even though the activities focus on only two basic expressions, the participants prefer to use their mother tongue or the non-verbal communication instead of producing words in English in a communicative context in which they express

decisions. The next fragment of the memoirs narrates a situation in which the participants suggest modifications to the story or express the path they want in Spanish.

- 18 The learners say in Spanish that they want a
- 19 different ending for the story, they vote and the
- 20 spider and the stranger get married.

[Memoir #9, October 20th, 2016]

Simultaneously, in the first Comprehensive Vocabulary Test, the students tell how to arrange the story with arrows and numbers instead of words. While they solve the test, the researcher tries to talk to each of them and pose questions linked to the organization of the stories' events. They do neither understand nor answer to the question. They know the dynamics of Interactive Storytelling and the control they have on it, but, they avoid the foreign language.

At the same time, the third survey asks the participants if they know how to use the expressions *this one* and *that one*. Most of them answer that they ignore both. Learners' perspective about their progress in language learning agrees with the data obtained from the other two instruments. They all suggest that Interactive Stories enhance decision making but do not enhance the use of English to manifest those decisions.

3. ¿Sabes cómo utilizar "this one" y "that one"?

 - Las dos
 - Solo "this one"
 - Solo "that one"
 - Ninguna

[Excerpt of Survey #3, Student Brown]

In conclusion, the structured decision-making of a strong story model of the Interactive Storytelling (Riedl & Stern, 2006), provides an enjoyable experience in the English classroom. This feature motivates learners to participate in, to enjoy and to reflect on the stories. But it does not inherently reinforce the speech of the students. Decision-making requires complementary activities to approach the Context of Vocabulary Use component of Vocabulary Ability.

Use of Vocabulary in Aesthetic Judgements

The indicator of this subcategory is: *The Ss use the target vocabulary to express opinions about their sensorial experiences with the interactive story.* The activity related to this indicator consists in using cards with adjectives to describe the images of the interactive stories, which means that Aesthetic Judgement focuses on the visual sensory field. This activity is an opinion-gap task carried out during the three stages of the intervention. The analysis concludes that most of the learners accomplish this indicator and that interactive stories is a proper tool to develop opinion-gap tasks.

The memoirs indicate that the most common ways to express opinions are the words *like* and *hate*, which are the words that the students use in the first activity with the cards. In the pedagogical intervention, the learners use these two expressions when experiencing different sensorial stimuli. During the first stage, they express that about the images in the four toys. In the second stage, they talk about the images in the worksheets with the interactive stories. In the third stage, they give their opinion on images and other materials, as shown in the next excerpt.

17 The learners wear the bracelets and express they
18 like them. Some of them speak in Spanish but the
19 others say “like” and thumb up.

[Memoir #12, February 23th, 2017]

Following the ideas of Bianchi (2014) about curiosity, it is possible to say that the toys generate such a big curiosity in learners that they decide to use English to go beyond the initial indicator and give opinions also about the toys. The researcher perceives the importance of these resources in the class and includes five question in the second survey related to the toys. The first four questions have to do with each individual toy, and the fifth question is about the favorite toy of the kids. The next excerpt of this survey shows the answer of the student *Green*, which locates the rotatory cups as the preferred toys. Most of the learners think the same way.

5. ¿Cuál fue tu **JUGUETE FAVORITO**?
- a.) Los vasos
 - b.) El teclado
 - c.) Las cajas
 - d.) Las tarjetas

[Excerpt of Survey #3, Student Green]

Returning to the topic of the two expressions that the participants use to express opinion, the third survey asks the learners if they know both terms. Some of them recognize the two words, like the student *Brown*, and the others only remember *like*, like the student *Yellow*. Those words seem to be very valuable for the kids in order to participate in authentic communicative situations.

4. ¿Sabes cómo utilizar "like" y "hate"?
- Las dos
 - Sólo "like"
 - Sólo "hate"
 - Ninguna

[Excerpt of Survey #3, Student Yellow]

4. ¿Sabes cómo utilizar "like" y "hate"?
- Las dos
 - Sólo "like"
 - Sólo "hate"
 - Ninguna

[Excerpt of Survey #3, Student Brown]

In brief, it is relevant to find an explanation to the value of the words *like* and *hate* over the other words the participants practice with cards (*funny, boring, sad, happy, good, bad*). It seems that learners' idea of giving opinion relates to the Aesthetic pleasure produced by the images and the toys, and the easiest way to express that pleasure is with the words *like* and *hate*. They do not relate opinion to the features of a tool but to the reaction it produces on them. Participant focus Aesthetic judgements on themselves and not on the tool.

Vocabulary Knowledge

The second category is *Vocabulary Knowledge*. In the analysis of this category, the focus is the form and the meaning of the isolated words the students learn. These two features of Vocabulary Knowledge generate two subcategories: *Recognition of Target Vocabulary* and *recall of Target Vocabulary*. The subcategories are associated to similar tasks in which the researcher

observes the performance of the participants. Also, the analysis of these subcategory uses Discrete Vocabulary Tests.

Recognition of Target Vocabulary

The indicator of this subcategory is: *The Ss draw pictures related to the words they read.*

The activity linked to this indicator consists in drawing icons related to a list of words. The learners draw in the notebook, in worksheets and in the Discrete Vocabulary Tests. This activity is an information-gap task in which the words are presented isolated and out of context. It works with the terms that appear in the interactive stories. The results prove that learners recognize the words when they read them and associate them with pictures, and that most of the learners do not learn all the target vocabulary, only a part.

In first place, the memoirs show that the learners recognize the words when they read them on the board or in the worksheets. They tend to tell aloud the translation of the words in Spanish as way of expressing their vocabulary knowledge. They use their mother tongue to complement their performance in the drawing activities. The pieces of memoir above present an example of how the participants use the mother tongue while they draw.

- 22 Some of them decide to
- 23 check the glossary, others try to remember on their
- 24 own, and others write in Spanish.

[Memoir #13, March 2nd, 2017]

- 21 I show the poster “hands” and they shake their
- 22 hands and one of them says “mimics” in Spanish.

[Memoir #12, February 23th, 2017]

In second place, these fragments also show that the learners do not know all the words appearing in the interactive stories. To complement this information, the third survey contains a question concerning the amount of words the participants pick up during the intervention. Many students, such as the student *Brown* answer that they learn almost all the words they practice in

the lessons. This answer reflects that they are aware they do not know all the target vocabulary.

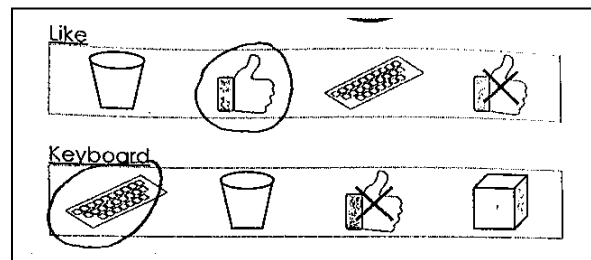
The answer of the student *Brown* appears below.

5. ¿Cuántas palabras aprendiste en la clase de inglés?

- Todas las que vimos.
- Casi todas las que vimos.
- Algunas de las que vimos.
- Ninguna de las que vimos.

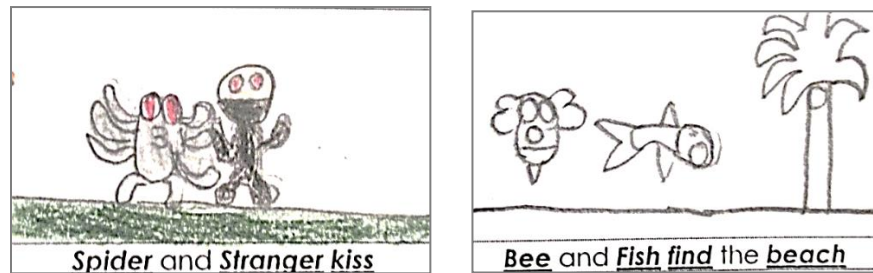
[Excerpt of Survey #3, Student Brown]

In third place, the Discrete Vocabulary Tests illustrate that some participants learn to recognize high number of words of the target vocabulary through icons. The excerpt of the first test has a multiple-choice exercise with a sample of the icons the researcher designs for some words (cup, like, keyboard, hate and box). The learners use the iconic language, to recognize the pictures in several materials in the classroom. For example, the student *Purple* circles correctly the words *like* and *keyboard* in this activity. These repetitive images are very useful for the participants to learn isolated words.



[Excerpt of Discrete Vocabulary Test #1, Student Purple]

Regarding the use of icons in word recognition, it seems to generate a problem in drawing activities: working with an iconic language designed by the researcher himself may produce a barrier to creativity. Some learners try to imitate the icons of the researcher instead of creating their own drawings. For instance, the next excerpt of the Discrete Vocabulary Test #2 of the student *Orange* shows a spider, a stranger and a bee very comparable to the icons the researcher designs for those three words.



[Excerpts of Discrete Vocabulary Test #2, Student Orange]

In short, the drawing activities result in adequate tasks to assess the recognition of vocabulary and to enhance the learning process of vocabulary knowledge. With an iconic language to represent the target vocabulary, drawing activities work like translation exercises, which, according to Read (2000), are a proper way of assessing vocabulary in beginners. The difference is that instead of translating a word from English into Spanish, the students establish a connection between English and a sort of iconic language designed by the researcher (taking into consideration that he is the one who creates standard images for each word). The main possible hindrance of this kind of activities seems to be the fence to creativity.

Recall of Target Vocabulary

The indicator of this subcategory is: *The Ss write words related to the pictures they see.* In the activity for this indicator, the learners have a chart with numerous icons and they write the corresponding word associated to each icon. Here, the researcher works with the iconic language mentioned in the analysis of the prior subcategory. The triangulation highlights the kind of words the participants recall effortlessly: the students recall the characters of the story and the objects more easily than places and actions.

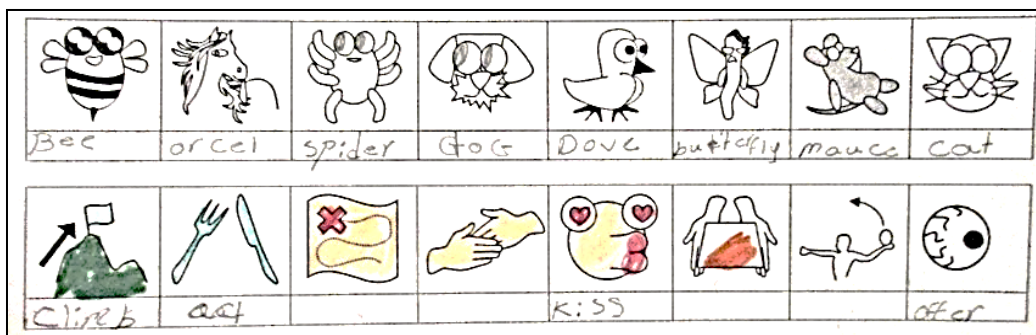
To start, all interactive stories of the pedagogical intervention have nine images representing different events and every image has a sentence with three content words. Each image has three icons on its side to represent those content words. Learners try to remember and write those three words under every image. Memoirs show that during this writing process,

learners recall the animals, the stranger and the objects immediately, but they use the glossary to check most of the actions and the places. The following excerpt of memoirs confirm the difficulties of the students in this activity.

- 11 They check the glossary to search a word related to
- 12 the action of the image, and then they answer, but
- 13 they do not remember the words on their own.

[Memoir #14, March 9th, 2017]

Concurrently, the second Discrete Vocabulary Test corroborates the data of the memoirs. In the test, the learners have a chart with four lines of icons and write the corresponding word under each icon. Most of the learners complete the line of characters and the line of objects, but the lines of places and actions are fulfilled by few students. In this excerpt of the second Discrete Vocabulary Test, the student *Blue* writes the eight animals and only four verbs. Most of the animals are properly written, and the two that are misspelled are alike to the correct words. On the contrary, only three of the four written verbs are correct.



[Excerpt of Discrete Vocabulary Test #2, Student Blue]

To offer an explanation to this issue, it is possible to say that the icons the researcher creates for the verbs and the places are too abstract somehow. As Agustín and Barreras (2007) state: “words whose meaning is abstract, such as love, justice or hope, have no concrete referents and this makes children’s understanding of the word difficult.” It is evident that abstraction generates difficulties in children’s learning of a foreign language. In the case of the present research, while the icons that represent characters and the objects have a direct reference to

reality, the icons of the actions and places can be considered more abstract than the former, generate troubles in the *translation* between the iconic language and English.

On the other hand, the answers to the question *How many words did you learn in the English class?* that appears in the third survey backs up the data of the memoirs and the tests. As mentioned in the analysis of the previous subcategory, the participants know that they do not learn all the words. They are aware that they do not achieve completely the objectives of the class in terms of vocabulary knowledge. This suggests an awareness of their unfamiliarity with actions and places.

Summarizing, the participants of the present research recall animals and objects in English, but they have problems when recalling actions and places. This outcome is produced by the design of the iconic language the researcher uses in the pedagogical intervention. Apparently, the icons of actions and places are too abstract for the students. Two statements come out of this complication. First, the learners who remember actions and places have a stronger ability of abstraction than their classmates. Secondly, when using iconic language, the reinforcement of the abstraction ability of the learners is fundamental to facilitate the recalling of vocabulary.

Metacognitive Strategies for Vocabulary Use

The third category is *Metacognitive Strategies for Vocabulary Use*. Here, the researcher identifies the features of the tactics that learners use to complement their comprehension and production of English words when approaching the Interactive Stories. Taking in consideration these two processes (comprehension and production), the two subcategories here are: *Strategies for productive Vocabulary* and *Strategies for Receptive Vocabulary*.

Strategies for Productive Vocabulary

The indicator of this subcategory is: *The Ss use non-verbal communication to express the meaning of a word*. This indicator is observed in two kinds of activities. In the first one, which

is an information-gap activity, the participants review with mimics the vocabulary of the interactive stories at the beginning of the lessons. In the second one, that is an opinion-gap activity, the kids express their thoughts about the aesthetics, the events and the technology of interactive stories with words and mimics. The analysis shows that non-verbal communication helps beginners to build Vocabulary Knowledge, but it is seldom used as a strategy of productive vocabulary.

Pertaining these results, the memoirs narrate several situations in which the learners use mimics. In these situations, the students remember accurately most of the movements and the gestures they practice during the pedagogical intervention. Every time they review vocabulary in class, they react with a mimic after the researcher tells them a word. When the researcher carries out an opinion-gap task, the learners use properly the mimics to express opinions. What is interesting here is the fact that the students use two mimics in different moments of the lesson without any instruction: they thumb up when they say *like* and they thumb down while they say *hate*. The following excerpt of the memoirs describe this issue.

30 We practice the mimics of “like” and “hate”. They
31 all remember to thumb up for “like” and to thumb
32 down for “hate”.

[Memoir #13, March 2nd, 2017]

Moreover, the surveys show that the participants know how to use at least one of the two words to express opinion (*like* and *hate*) and all the mimics they learn in class. First, in the analysis of the subcategory *Use of Vocabulary in Aesthetic Judgements*, the excerpts of the survey of students *Yellow* and *Brown* already confirm the knowledge of the words *like* and *hate*. Secondly, in the following fragment of the survey of the student *Brown*, the answer to the questions *How many mimics did you learn in class?* is that the student learns all the mimics. This answer is very common among the participants.

2. ¿Cuántas mímicas aprendiste en clase?
- Todas las que vimos.
 - Casi todas las que vimos.
 - Algunas de las que vimos.
 - Ninguna de las que vimos.

[Excerpt of Survey #3, Student Brown]

In this sense, gestures, movements and mimics help the population of the present study to increase their Vocabulary Knowledge. With respect to gestures, Gullberg (1998) states that “oral and gestural output modes, speech and gestures, are regarded as equivalent and dependent on the same underlying representations and cognitive processes” (p. 218). The mimics complement the iconic language when learning isolated words. But mimics hardly ever work as a strategy of productive vocabulary in the current research. Beyond reviewing words, the only moment in which the learners use mimics in authentic communicative situations is when they use the words *like* and *hate*.

Strategies for Receptive Vocabulary

The indicator of this subcategory is: *The Ss use the glossaries to understand the words of the story*. In this case, the researcher does not design a specific activity to assess the use of the glossaries. Instead, he observes the lessons and determines which activities enhance the learners to use this resource. The examination of the instruments points out that the learners use the glossary as a strategy for receptive vocabulary in information-gap tasks, especially when recalling vocabulary.

In first place, some previous fragments of the memoirs show that learners get used to checking glossaries when they ignore a word. In the activities of recalling vocabulary, in which the participants write isolated words under icons, the kids tend to check actions and places, the kind of words they learn with a bigger effort. The other two situations in which they use the glossary are while solving Discrete Vocabulary Tests and during the review of the vocabulary at

the beginning of each lesson. The next fragment of the memoir shows a situation in which some students check the glossary during a review.

- 26 I hand a glossary to each Ss. I show an image and
 27 ask the learners to look for it on the glossary and
 28 pronounce the words. Most of the learners find the
 29 word quickly on the glossary.

[Memoir #11, February 16th, 2017]

Based on this example, it is possible to say that the learners perceive the glossary not as a strategy to understand the Interactive Storytelling, but as a helpful tool in information-gap activities. Despite that fact, learners see the glossary as a relevant part of their learning process as the second and the third survey reflect. Both have questions about this topic. One is about the frequency of use of the tool in the class, and the other one is about their opinions about the glossary. Below, the answers of the student *Yellow* highlight the value of glossaries.

7. ¿Usas los **GLOSARIOS** para hacer las actividades?

- a.) Siempre
 b.) Muchas veces
 c.) Pocas veces
 d.) Nunca

[Excerpt of Survey #2, Student Yellow]

6. ¿Qué piensas del glosario?

- Me ayudó mucho en la clase.
 Lo utilicé varias veces.
 Lo utilicé muy pocas veces.
 Nunca lo utilicé.

[Excerpt of Survey #3, Student Yellow]

To conclude the analysis of this indicator, it is interesting that the learners avoid the use of glossaries in reasoning-gap tasks or when working with the interactive stories. It seems that this tool is more necessary for information-gap tasks than for reasoning-gap tasks. In the case of the Vocabulary Tests, the learners tend to use the glossary only in the Discrete Tests. Following the ideas of Nagy (1995) about consciousness, it is possible to say that information-gap tasks generate in the learners an awareness of the complexity of some words. Thus, Interactive Storytelling only enhances the use of this metacognitive strategy when the vocabulary of the texts is too complex for the students.

Chapter 6: Findings

This chapter summarizes the results of the data analysis in terms of the categories. It starts with a chart that explains how each element of the Interactive Storytelling affects the Vocabulary Ability. Then, the chapter presents the findings about the three categories of analysis.

First, Table 10 arranges the discoveries of the research. The first column shows the three components of Vocabulary Ability, which are the categories of analysis. The second column has the indicators associated to each category. The third column correlates every indicator to some pedagogical resources. The fourth column classifies the resources as elements of the Interactive Storytelling. The fifth column illustrates the kind of task that fits better with each indicator. The kind of tasks is considered the UX component of IS.

Table 10

Relation between Vocabulary Ability and Interactive Stories

<u>Category</u>	<u>Indicator</u>	<u>Resource</u>	<u>Element of IS</u>	<u>Kind of task (UX)</u>
Context of Vocabulary Use	Use of images as contextual clues	Images Worksheets	Aesthetics Technology	Reasoning-gap
	Decision making	The three stories	Story	
	Expressing opinions	Rotatory cups	Technology	Opinion-gap
Vocabulary Knowledge	Recognition of vocabulary	Iconic language Rotatory cups	Aesthetics	Information-gap
	Recall of vocabulary		Technology	
Metacognitive Strategies for Vocabulary Use	Use of the glossary			Opinion-gap
	Non-verbal communication			

In terms of the first category, *Context of Vocabulary Use*, this is the only category in which the sequence of events of each story and the reasoning-gap activities are pertinent for the

learning process. In first place, the story enhances decision making, but not the use of English to express those decisions. The activities of the pedagogical intervention need improvement to develop the skills to use vocabulary in this context. In this sense, interactive stories set the framework for choices but not for the use of the foreign language. In second place, reasoning-gap activities demand the use of vocabulary in a communicative context and the use of images as contextual clues. These tasks seem to be adequate for carrying out authentic communicative situations.

Concerning the second category, *Vocabulary Knowledge*, it is relevant to approach two elements: the iconic language and the rotatory cups. The iconic language represents with icons the words of all the stories and is part of the Aesthetic element of IS. This element enhances both recall and recognition of target vocabulary because it works as a sort of *translation* between standard images and English words. Its main weakness is the barrier to student's creativity it generates. Also, when the icons are too abstract, children may experience difficulties to learn the words. The rotatory cups are toys for practicing vocabulary and are considered Technology. The two elements are used within information-gap activities. It drives to state a difference between the adequate activities for the two first categories. While reasoning-gap activities fit with Context of Vocabulary use. Information-gap activities fit with *Vocabulary Knowledge*.

With respect to the third category, *Metacognitive Strategies for Vocabulary Use*, the data reflects that the participants use the glossaries only in information-gap tasks and the non-verbal communication exclusively in the opinion-gap tasks. Glossaries with iconic language are an ideal strategy to strengthen recall and recognition of vocabulary for beginners. That is why the kids check this tool exclusively in information-gap tasks. Gestures, movements, and mimics are helpful in the vocabulary reviews and during the readings of the stories, but the students only use them as a strategy of productive vocabulary in the opinion-gap tasks.

In short, the data analysis confirms that the Interactive Storytelling within Task-based approach is an adequate tool to address the development and improvement of Vocabulary Ability. Each element of the tool affects a different component of this skill. The story enhances decision making. The Aesthetics influence the use of images as contextual clues, the recognition and recall of vocabulary and the use of glossary as a strategy of receptive vocabulary. The Technology complements the Aesthetics and stimulate the expression of opinions. The UX, understood as the kind of task affects strongly the components of the skill. Information-gap tasks reinforce vocabulary knowledge, Reasoning-gap tasks strengthen Context of Vocabulary Use and Opinion-gap tasks allow the use of non-verbal communication.

Chapter 7: Conclusions

As conclusion of the present project, this chapter offers an answer to the research question through an explanation of how each specific research objective is accomplished. The specific objectives consist in identifying the relation between the three constructs that appear in the research question, which is: how does the use of Interactive Storytelling in Task-based learning affect the development of the Vocabulary ability of second graders of IED Prado Veraniego? The chapter includes a balance of the researcher's learning process as a pre-service teacher carrying out his first study.

To begin with the balance of specific objectives, the first one has to do with the influence of Task-based learning in Vocabulary Ability. Here, it is possible to affirm that the three kinds of task that the researcher uses in the pedagogical intervention (information-gap, reasoning-gap and opinion-gap activities) reinforce one component of Vocabulary Ability: *Metacognitive Strategies of Vocabulary Use*. Second graders manage questions, mimics and glossaries permanently in the English class. Thus, both receptive and productive vocabulary strategies are inherent to any task.

However, in the matter of the other two components of Vocabulary Ability (*Vocabulary Knowledge* and *Context of Vocabulary Use*), each kind of task affects a different one. Information-gap activities are proper for developing *Vocabulary Knowledge* and get the learners used to recalling and recognizing isolated words. Reasoning-gap and opinion-gap activities fit better with the *Context of Vocabulary Use* as in this kind of tasks learners have an authentic interaction through English.

Pertaining the second objective, which focuses on analyzing the Vocabulary Ability of the participants when approaching to Interactive Storytelling, it is evident that the learners are able to

understand and manipulate the interactive stories during the pedagogical intervention, to make decisions, give opinions, use images as contextual clues and handle receptive and productive vocabulary strategies. But most of the students do not learn all the target vocabulary. Interactive Storytelling seems to be a proper tool to enhance the development of strategies for vocabulary use and the use of vocabulary in context, but it is not an adequate way of working on the vocabulary knowledge and requires complementary tools and activities in this last component.

With respect to the third objective, to identify the effect of Task-based learning in the elements of the Interactive Storytelling, the study shows that the three kinds of task are suitable for the tool. The manipulation of events, which is an inherent characteristic of Interactive Storytelling can be classified as a reasoning-gap activity. The opinions about the elements of the tool (story, aesthetics, technology and user-experience) can be expressed by the learners in opinion-gap activities, which conform a mechanism of evaluation of the tool and allow the researcher to perform pertinent modifications. Information-gap activities are not useful to work directly the Interactive Stories, but they can complement the other two kinds of task.

Summarizing, reasoning-gap and opinion-gap activities with Interactive Storytelling enhance the development of two components of the second graders of IED Prado Veraniego's Vocabulary Ability: *Metacognitive Strategies for Vocabulary use and Context of Vocabulary Use*. The other component of Vocabulary Ability, *Vocabulary Knowledge*, which include the recalling and recognition of isolated words, is not a core component in tasks with Interactive Storytelling. Therefore, within a Task-based learning approach it is necessary to include information-gap activities as a complement in order to work on *Vocabulary Knowledge*.

This balance of specific objectives sets the ending of the researcher's first investigation experience. In this project, while the participants are part of a foreign language course, the researcher himself is involved in a formative process as teacher-researcher which culminates in

the acquisition of several skills and knowledge. In this project, his learning process work at three different levels: classroom management, pedagogical issues and research abilities. Below, he contemplates these three aspects.

In first place, the fact of being in front of more than 30 children forces the researcher to develop class management strategies and skills. Since the very beginning of the participant observation, the weaknesses of the researcher himself when managing big groups are noticeable. With the help of the mentor teacher, he faces this difficulty during the whole pedagogical intervention and finally learns how to manage the group, how to catch participant's attention, how to deal with time organization and how to solve some of the typical conflicts inside this specific classroom.

In second place, the researcher develops the empirical skills of teaching. He learns to plan lessons, to adapt his classes to the curriculum proposed by an institution, to design classroom materials, to manage voice and non-verbal communication, to use properly the board and to use a language that is accurate for the population. From his perspective, all these skills are commendable and necessary in his work life. The experience of designing, applying and evaluating a pedagogical intervention complements his pedagogical knowledge.

In third place, finishing the present project generates a broader cast of mind about what research implies. Despite the formative process of the researcher includes previous courses related to pedagogical investigation, this first authentic practice is more substantial than any of those courses. The researcher learns about academic writing, the importance of building measurable constructs, the research ethics and formalisms, the process of instruments' selection and the preciseness that data analysis demands.

Chapter 8: General Recommendations

This chapter aims at giving useful pieces of advice and recommendations to any researcher who is interested in developing a similar study to the present one. It considers the limitation of the researcher in terms of pedagogy and of investigation to prevent comparable difficulties. The suggestions are also based on the relation of the researcher with the group, the institution and the university.

First, the state of the art shows that both Interactive Storytelling and Vocabulary Ability are constructs with a large research gap in terms of education. Both have strong theoretical frameworks but few educational research projects dealing with them, at least in Colombia. Interactive Storytelling tends to be a topic in the field of technology and programming but not in research projects associated to pedagogy. The components of Vocabulary Ability tend to be studied isolated and not as one construct. In this regard, the research on both topics is innovative and worthy for the scope of language pedagogy.

With respect to possible lines of research, the scope is wide. It is pertinent to work Interactive Storytelling in skills different to Vocabulary Ability such as listening, speaking, reading, writing or intercultural competence. It is necessary to increase the knowledge about the individual elements of Interactive Storytelling (story, aesthetics, technology and user experience) in the context of education. It is relevant to develop projects about the Vocabulary Ability in different levels of English, in different ages and in different contexts.

In the matter of lesson planning, when approaching Vocabulary Ability through Task-based learning, teachers require to select the kind of tasks starting from the component of Vocabulary Ability they want to focus on. As mentioned in the results and in the conclusions,

reasoning-gap and opinion-gap activities strengthen *Context of Vocabulary Use*, while information-gap activities are suitable for working *Vocabulary Knowledge* in the classroom. These considerations facilitate the design of the lessons, the statement of the learning objectives and makes visible the relation between the pedagogical approach and the skills.

Apropos material design, researchers must be practical to face limitations such as time, a reduced budget or lack of advanced design abilities. In the present project, the researcher has the three of them. The construction of the toys the researcher uses in the first stage of the pedagogical intervention is time consuming, expensive and requires certain handcrafting skills, and at the end, only one of the toys (the rotatory cups) works properly as a classroom tool. It is not practical. After that, the researcher decides to work with slides, worksheets and rotatory cups. The material design becomes faster, cheaper and easier.

Concerning the intervention in the group, researchers are expected to consider two imperative issues when using Interactive Storytelling: the flexibility in the target vocabulary and a clear definition of the control the learners have on the story. Flexibility is important because the vocabulary vary depending on the decisions of the learners in the story. As the learners manipulate the story, the vocabulary cannot be fixed by the teacher. On the other hand, the definition of control is crucial because the tasks and the user experience are based on that definition. To choose the proper description of control, researchers must analyze the level of English of the students, their ages and their skills.

Pertaining interaction with the school, the biggest limitation is the contact with the parents. In the present project, the researcher is unable to use the data of all the students of the course because many parents refuse to sign or even to read the consent forms. To avoid this predicament, researchers need to know the schedule of the school and to be able to participate in parents' meetings. If possible, researchers can try to access other communication channels.

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Appendix A

Characterization Survey



¡Hola! Soy el búho de la sabiduría y quiero ayudarte a aprender inglés. Para eso necesito que respondas con **honestidad** algunas preguntas. Lo primero que debes hacer es **ingresar tus datos** en las casillas de abajo.

Curso:

Género:

Edad:

En esta primera parte, debes **escribir** tus respuestas en las **casillas** del lado derecho. ¡Es muy fácil!



1. ¿Cuáles son tus dos materias favoritas?
2. ¿Qué es lo más difícil en la clase de inglés?
3. ¿Con quién vives en tu casa?
4. ¿Qué haces en el recreo?
5. Menciona **dos** programas de TV que te gusten

1.	<input type="text"/>
2.	<input type="text"/>
6. Menciona **dos** juegos que te gusten

1.	<input type="text"/>
2.	<input type="text"/>



Las siguientes preguntas tienen varias opciones de respuesta, debes escoger **sólo una** de las respuestas y **rellenar el círculo** de esa opción.

7. ¿Te gusta el inglés?	<input type="radio"/> mucho	<input type="radio"/> poco	<input type="radio"/> nada
8. ¿Te gusta la clase de inglés?	<input type="radio"/> mucho	<input type="radio"/> poco	<input type="radio"/> nada
9. ¿Cómo te sientes en tu casa?	<input type="radio"/> bien	<input type="radio"/> normal	<input type="radio"/> mal
10. ¿Haces las tareas de inglés?	<input type="radio"/> siempre	<input type="radio"/> a veces	<input type="radio"/> nunca
11. ¿Qué tipo de actividades prefieres?	<input type="radio"/> individuales	<input type="radio"/> en parejas	<input type="radio"/> en grupo

En esta parte debes **rellenar los círculos** de todas las respuestas que consideres correctas. No tiene que ser sólo una, **pueden ser varias**.



12. Rellena los círculos de las habilidades que tú consideras **más fáciles** de aprender en inglés.

<input type="radio"/> Escuchar inglés	<input type="radio"/> Leer inglés	<input type="radio"/> Hablar en inglés	<input type="radio"/> Escribir en inglés
---------------------------------------	-----------------------------------	--	--
13. Rellena los círculos de las actividades que tú prefieres y quieres hacer en la clase de inglés.

<input type="radio"/> Oír grabaciones	<input type="radio"/> Videos	<input type="radio"/> Juegos	<input type="radio"/> Cuestionarios
<input type="radio"/> Oír música	<input type="radio"/> Carteleras	<input type="radio"/> Competencias	<input type="radio"/> Hablar inglés
<input type="radio"/> Dictados	<input type="radio"/> Dibujar	<input type="radio"/> Pasar al frente	<input type="radio"/> Cantar

Appendix B

Memoirs of Characterization

The researcher takes notes in memoirs during the three first lessons of his participant observation. He uses color-coding to arrange data in four categories: Cognitive Dimension, Cultural Dimension, Socio-Affective Dimension and Linguistic Dimension.

<i>School:</i>	IED Prado Veraniego	<i>Grade:</i>	203
<i>Student-Teacher:</i>	Oscar Felipe Calderón Llanos	<i>Date</i>	August 11 th , 2016
<i>Tutor:</i>	Nelson Mellizo Guaqueta	<i>Mentor Teacher:</i>	Praxedes Montañez

Line	Facts	Comments
1	Before the class the head teacher of 4 th grade takes	<p>According to the PEI of the school, the students must learn how to coexist. Coexistence is an important issue for the school.</p> <p>This information is valuable to test the vocabulary of the students. However, they ignore most of the words.</p> <p>They are used to this routine.</p> <p>The notebook is an important tool for the students. It seems that if they write many things in the notebook, they consider they have work a lot. It seems that they need to practice the same vocabulary in several classes. Otherwise they will forget it.</p> <p>The Ss display an interest in the toy. This tool can be useful in other lessons.</p> <p>They write at different speeds. Some of them finish too early and they have to wait their classmates.</p> <p>They do not understand the instruction in English. I use the mother tongue.</p> <p>They do not understand the questions in English. I use the mother tongue.</p> <p>The learners seem to enjoy activities of coloring and drawing.</p> <p>Not all the learners have glue, color pencils and</p>
2	me to the backyard and shows me some murals on	
3	peace that school's students have been painting.	
4	I talk with the head teacher of 2 nd grade. She shows	
5	me two notebooks of two different Ss and lists me	
6	the topics they had been working this year:	
7	members of the family, colors, animals, numbers	
8	(1-20), places, classroom stationary and body parts.	
9	The Ss get in the classroom and the mentor teacher	
10	introduces me as the new teacher of English. Ss say	
11	"Good Afternoon, teacher Oscar" and sing "Hello,	
12	teacher! Hello, teacher! how are you?"	
13	I draw four animals and four places on the board	
14	and write their names below. The Ss to repeat the	
15	eight words and write on the notebook.	
16	I hand two plastic cups to each learner: one with	
17	the four animals and one with the four places	
18	The learners rotate the cups after listening a	
19	sentence. At the end of the practice, we review the	
20	vocabulary and some learners have forgotten it.	
21	I pick up all the cups and most of them ask if they	
22	can take the plastic cups home. Then I asked if they	
23	have liked the materials and all of them said: "yes".	
24	I write 8 sentences using the 8 words and the	
25	learners transcribe them in the notebook.	
26	I hand two cards to each learner: one with "yes"	
27	and one with "no". I explain them that I need to	
28	know them better in order to plan better classes for	
29	them. I tell them that they have to answer yes/no	
30	questions with the cards. Then, I put the questions.	
31	The learners start to make their own questions to	
32	each other and answer with the cards, and they	
33	again ask if they can take the cards home.	
34	In the last activity, I give them a piece of paper	
35	with 8 characters. I asked the learners to color	
36	those characters according to the sentences that	
37	they have transcribed.	
38	Some of the learners ask in Spanish for materials to	

39	the mentor teacher, to their classmates or to me.	sharpeners. It is important to consider this factor during lesson planning.
40	Some Ss play with “totes”: a paper toy that sounds	
41	as an explosion when they move it fast.	
42	A student of a superior grade arrives with the	
43	snacks for the learners, they put their classroom	
44	materials in their backpacks, they eat, and one of	The idea of recycling is important in the school. Also, the learners finish the class approximately when the snacks arrive.
45	them picked up the plastic for recycling	

<i>School:</i>	IED Prado Veraniego	<i>Grade:</i>	203
<i>Student-Teacher:</i>	Oscar Felipe Calderón Llanos	<i>Date</i>	August 18 th , 2016
<i>Tutor:</i>	Nelson Mellizo Guaqueta	<i>Mentor Teacher:</i>	Praxedes Montañez

Line	Facts	Comments
1	I say “good afternoon” and Ss say “good afternoon,	The learners remember that routine.
2	teacher” I show the 8 pictures of the last class	
3	(animals and places) and ask them to tell the word.	The learners are supposed to know this vocabulary but they do not remember all the words.
4	They tell the words in Spanish.	
5	I show the printed keyboard to the Ss and I explain	They have not developed all the skills necessary to manage this toy. The learners require practicing the use of the keyboards.
6	how its parts: the cord and the keys.	
7	I tell a letter and they tie the cord around the	
8	corresponding letter. They cannot tie the cord the	
9	first times, but after four or five letters they can.	
10	The learners remain in silence in this activity.	
11	Then, the Ss practice tying two letters on the	
12	printed keyboard. Some Ss ask for help.	
13	I draw eight pictures and write eight words (objects	
14	and feelings) on the board. I ask Ss to transcribe	
15	them on the keyboard. They do it and they say that	After some tries, most of the learners get used to the toys. It is a good form of practicing writing, and it is helpful in class management as most of the learners end at the same time.
16	the keyboard is cool.	
17	I teach Like and Hate. I make questions to the Ss	The students perceive the keyboard as a toy that can be used in different ways. They are creative and they enjoy playing. However, this is not the initial purpose of the toy.
18	and they type their answer on the printed keyboard.	
19	At first they all do the activity. Then, some write	
20	words in Spanish and show them to the others.	
21	Some take the keyboard by its cord and spin it in	
22	the air. And some pretend the keyboard is a phone.	
23	I pick up all the keyboards and all the Ss ask if they	
24	can take the keyboard home.	
25	I hand a paper craft circle to each S and ask them to	This talk seems to show some of the interests of the learners.
26	draw eight circles on the notebook. They talk to	
27	each other about TV shows, games, and soccer.	They have several conflicts, and it is necessary to intervene.
28	Two Ss fight. Some walk inside the classroom.	
29	Three of them play with “totes”, two of them break	They are interested in the toys of the teacher but also in the toys they make with paper.
30	the circles, and one refuses to work on the activity.	
31	The head teacher calls the attention of the Ss and	They do not like writing in the notebook. They complain constantly.
32	they keep silence.	
33	I ask the learners to draw the eight pictures inside	
34	the circles and to write the words. All of them draw	
35	the pictures but some of them do not write.	
36	The Ss paste a small printed keyboard under each	
37	circle and color the letters of the corresponding	
38	word. They talk and get distracted and the head	
39	teacher calls the attention of the Ss again.	
40	A student says that a peer has taken her sharpener.	
41	I show images and flashcards of the vocabulary and	After one hour of class, they seem to be tired of the activities. The toys are catchy at the beginning, but after a repeated use, the learners get bored of them.
42	ask them to tell the word, but the Ss keep silence.	
		They hardly ever try to speak in English. It seems

43	The snacks arrive and the Ss put their classroom	that they do not have enough vocabulary knowledge to transmit an idea in English.
44	materials in their backpacks, they eat, and one of	
45	them picked up the plastic for recycling.	
<i>School:</i> IED Prado Veraniego		<i>Grade:</i> 203
<i>Student-Teacher:</i> Oscar Felipe Calderón Llanos		<i>Date:</i> August 25 th , 2016
<i>Tutor:</i> Nelson Mellizo Guaqueta		<i>Mentor Teacher:</i> Praxedes Montañez




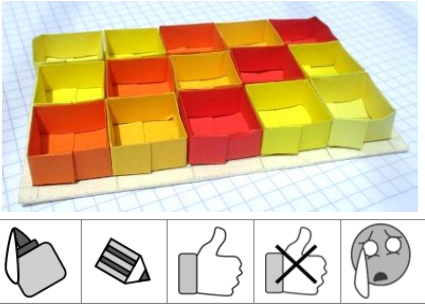
Line	Facts	Comments
1	I say “good afternoon” and Ss say “good afternoon,	The learners are used this routine.
2	teacher” I show the 8 pictures of the last class	
3	(animals and places) and ask them to tell the word.	They again talk in Spanish because, apparently, they do not remember the words in English. They need to improve their vocabulary knowledge.
4	They tell the words in Spanish.	
5	I hand a paper craft circle to each S and ask them to	
6	draw eight circles on the notebook. Some Ss break	They do not respect the value of materials. They do not have a problem with breaking them.
7	the circles, others write on the circles and others do	
8	the activity. I draw the four animals and the four	They enjoy activities related to drawing.
9	places of the first class on the board. I ask the	
10	learners to draw the eight pictures inside the circles	
11	and to write the words. They do it.	They feel curiosity about the toy. It is catchy as the toys of the other two lessons.
12	I show the Ss a box with 15 subdivisions.	
13	They talk about the color of the materials.	They have conflicts permanently in the classroom. This conflicts interfere with the development of the activities.
14	The Ss organize themselves in pairs and I hand a	
15	box to each pair. Some refuse to work with certain	
16	classmates or to sit next to certain peers. They	Pair-work and group-work are hardly ever successful in this course. It is necessary to create strategies to manage this situation.
17	work individually.	
18	I write a 3x5 box on the board with a word on each	
19	cell. Then, I hand each pair a bag with 30 pictures.	They do not remember the words.
20	I ask the Ss to read the 15 words of the chart and	
21	put the pictures on the board in the correct order.	The materials are too weak for this population. The students are too active and curious.
22	Some Ss throw the papers to the floor. Others do	
23	not share the material. They work alone.	
24	Two learners say they do not know how to read.	They keep avoiding English, and it is possible that they do not have the strategies or the vocabulary to express their ideas in the foreign language.
25	They do not check the words on the notebook.	
26	Two Ss finish the activity properly, the others have	At the end of the class, they seem to be too tired. This is a possible reason to explain their behaviors in the second half of the lesson.
27	several mistakes.	
28	The Ss do not know how to take the papers out of	
29	the boxes. Some of them break the box.	I show images and flashcards of the vocabulary and ask them to tell the word, but the Ss keep silence.
30	I write other two charts on the board with the titles.	
31	“Box 2” and “Box 3”. I ask the Ss to do box 2.	The snacks arrive and the Ss, they eat, and one of them picked up the plastic for recycling.
32	Most of the Ss make questions to me in Spanish.	
33	Two pairs compete to finish the task first. After	I show images and flashcards of the vocabulary and ask them to tell the word, but the Ss keep silence.
34	doing Box 3, they do the task without asking.	
35	They repeat the task with Box 4, 5 and 6.	The snacks arrive and the Ss, they eat, and one of them picked up the plastic for recycling.
36	I pick up the boxes. They ask if they can take them	
37	home. I hand them a 3x10 printed chart with 30	I show images and flashcards of the vocabulary and ask them to tell the word, but the Ss keep silence.
38	words. Some Ss paste the pictures on the chart.	
39	Others get distracted and do not do the task. Three	The snacks arrive and the Ss, they eat, and one of them picked up the plastic for recycling.
40	run in the classroom and play with “totes”.	
41	The head teacher calls the attention of the Ss again.	I show images and flashcards of the vocabulary and ask them to tell the word, but the Ss keep silence.
42	I show images and flashcards of the vocabulary and	
43	ask them to tell the word, but the Ss keep silence.	The snacks arrive and the Ss, they eat, and one of them picked up the plastic for recycling.
44	The snacks arrive and the Ss, they eat, and one of	
45	them picked up the plastic for recycling.	

Color Coding: Cognitive Dimension (CO), Cultural Dimension (CU), Socio-Affective Dimension (SA), Linguistic Dimension (LI)

Appendix C


Description of the Toys Used in the Research

The researcher uses four toys in the research: rotatory cups, signs, printed keyboards and boxes. Below, the researcher includes a photography and a description of each toy.

<u>Image of the toy</u>	<u>Description</u>
	<p><u>Rotatory cups:</u> This toy consists in pairs of plastic cups with drawings on them. One cup goes inside the other. When the learners rotate them, drawings mix. In the activities, they use them to represent sentences with different vocabulary: animals, clothing, places, people, feelings, objects and fruits.</p>
	<p><u>Signs:</u> The learners raise a sign to answer questions and then pronounce the word that appears on it.</p>
	<p><u>Printed Keyboard:</u> The printed keyboard is pasted over a piece of cardboard. It has a chord and a pin over each letter. The learners are expected to tie the chord around the pins in the correct order for writing or typing a word.</p>
	<p><u>Boxes:</u> These boxes had 15 sections of 2cm x 2cm. The mechanics of the toy consist in putting pictures (as the ones of the image) inside the sections of the box in a specific order after reading a chart with words related to the pictures.</p>

Appendix D

Consent Form

 UNIVERSIDAD PEDAGÓGICA NACIONAL <small>Formación de Maestría</small>	FORMATO CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN INVESTIGACIONES - ADULTO RESPONSABLE DE NIÑOS Y ADOLESCENTES
Código: FOR025INV	Versión: 01
Fecha de Aprobación: 02-06-2016	Página 1 de 2

Vicerrectoría de Gestión Universitaria
Subdirección de Gestión de Proyectos – Centro de Investigaciones CIUP
Comité de Ética en la Investigación

En el marco de la Constitución Política Nacional de Colombia, la Ley 1098 de 2006 – Código de la Infancia y la Adolescencia, la Resolución 0546 de 2015 de la Universidad Pedagógica Nacional y demás normatividad aplicable vigente, considerando las características de la investigación, se requiere que usted lea detenidamente y si está de acuerdo con su contenido, exprese su consentimiento firmando el siguiente documento:

PARTE UNO: INFORMACIÓN GENERAL DEL PROYECTO

Facultad, Departamento o Unidad Académica	Facultad de Humanidades, Departamento de Lenguas
Título del proyecto de investigación	“La habilidad de vocabulario de estudiantes de segundo en historias interactivas”
Descripción breve y clara de la investigación	El investigador ha diseñado varias historias para niños en inglés. La idea de la investigación es determinar cómo estas historias influyen en el aprendizaje del inglés, en la motivación de los estudiantes, y en la disciplina.
Descripción de los posibles riesgos de participar en la investigación	No hay riesgos.
Descripción de los posibles beneficios de participar en la investigación.	Es posible que los estudiantes se interesen en las historias y su proceso de aprendizaje del inglés tenga mejores resultados.
Datos generales del investigador principal	Nombre(s) y Apellido(s): Oscar Felipe Calderón Llanos
	N° de Identificación: 1031135746 Teléfono: 2794594
	Correo electrónico: oscallanos91@hotmail.com
	Dirección: Calle 48X sur # 5K-17

PARTE DOS: CONSENTIMIENTO INFORMADO

Yo _____ mayor de edad, identificado con Cédula de Ciudadanía N° _____ de _____, con domicilio en la ciudad de _____ Dirección: _____ Teléfono y N° de celular: _____ Correo electrónico: _____


Como adulto responsable del niño(s) y/o adolescente (s) con:
 Nombre(s) y Apellidos: _____ Tipo de Identificación _____ N° _____

Autorizo expresamente su participación en este proyecto y

Declaro que:

1. He sido invitado(a) a participar en el estudio o investigación de manera voluntaria.
2. He leído y entendido este formato de consentimiento informado o el mismo se me ha leído y explicado.
3. Todas mis preguntas han sido contestadas claramente y he tenido el tiempo suficiente para pensar acerca de mi decisión de participar.

Documento Oficial. Universidad Pedagógica Nacional

 <small>UNIVERSIDAD PEDAGÓGICA NACIONAL</small> <small>Formación de la excelencia</small>	FORMATO
CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN INVESTIGACIONES - ADULTO RESPONSABLE DE NIÑOS Y ADOLESCENTES	
Código: FOR025INV	Versión: 01
Fecha de Aprobación: 02-06-2016	Página 2 de 2

4. He sido informado y conozco de forma detallada los posibles riesgos y beneficios derivados de mi participación en el proyecto.
5. No tengo ninguna duda sobre mi participación, por lo que estoy de acuerdo en hacer parte de esta investigación.
6. Puedo dejar de participar en cualquier momento sin que esto tenga consecuencias.
7. Conozco el mecanismo mediante el cual los investigadores garantizan la custodia y confidencialidad de mis datos, los cuales no serán publicados ni revelados a menos que autorice por escrito lo contrario.
8. Autorizo expresamente a los investigadores para que utilicen la información y las grabaciones de audio, video o imágenes que se generen en el marco del proyecto.
9. Sobre esta investigación me asisten los derechos de acceso, rectificación y oposición que podré ejercer mediante solicitud ante el investigador responsable, en la dirección de contacto que figura en este documento.

Como adulto responsable del menor o adolescente autorizo expresamente a la Universidad Pedagógica Nacional utilizar sus datos y las grabaciones de audio, video o imágenes que se generen, que reconozco haber conocido previamente a su publicación en:

En constancia, el presente documento ha sido leído y entendido por mí, en su integridad de manera libre y espontánea. Firma el adulto responsable del niño o adolescente,

Nombre del adulto responsable del niño o adolescente: _____
 N° Identificación: _____ Fecha: _____

Firma del Testigo:

Nombre del testigo: _____
 N° de identificación: _____
 Teléfono: _____

Declaración del Investigador: Yo certifico que le he explicado al adulto responsable del niño o adolescente la naturaleza y el objeto de la presente investigación y los posibles riesgos y beneficios que puedan surgir de la misma. Adicionalmente, le he absuelto ampliamente las dudas que ha planteado y le he explicado con precisión el contenido del presente formato de consentimiento informado. Dejo constancia que en todo momento el respeto de los derechos el menor o el adolescente será prioridad y se acogerá con celo lo establecido en el Código de la Infancia y la Adolescencia, especialmente en relación con las responsabilidades de los medios de comunicación, indicadas en el Artículo 47.

En constancia firma el investigador responsable del proyecto,

Nombre del Investigador responsable: _____
 N° Identificación: _____
 Fecha: _____

La Universidad Pedagógica Nacional agradece sus aportes y su decidida participación

Documento Oficial. Universidad Pedagógica Nacional

Appendix E

Sample of Memoir

Memoirs show facts of a lesson and the comments on them. The researcher produces 16 memoirs – one per lesson. He uses color-coding to organize the information in the categories.

<i>School:</i>	IED Prado Veraniego	<i>Grade:</i>	Third grade
<i>Student-Teacher:</i>	Oscar Felipe Calderón Llanos	<i>Date</i>	March 9 th , 2017
<i>Tutor:</i>	Nelson Mellizo Guaqueta	<i>Mentor Teacher:</i>	Gloria González

Line	Facts	Comments
1	I say “good afternoon” and Ss say “good afternoon, teacher”	They use the vocabulary in the communicative context of greetings.
2		
3	I show the poster “story” and they shake their	They use non-verbal communication to express they know the meaning of the word.
4	hands and one of them says “mímica” in Spanish.	
5	I show slides with pictures of the three interactive	
6	stories and ask the learners to tell the three content	
7	words that they would use to write a sentence about	They are used to check the glossary when they
8	that story. They use the glossary as help.	need it, without instruction.
9	The learners identify the characters easily and tell	They all remember the characters of the story.
10	the names of the animals aloud.	Actions and places seem to be too difficult to
11	They check the glossary to search a word related to	remember. Maybe the images are not appropriate.
12	the action of the image, and then they answer, but	
13	they do not remember the words on their own.	
14	They identify the words of the places: “airplane”,	
15	“mountain”, “river” and “beach”.	
16	They identify some words of the objects but not all	
17	of them.	
18	They talk about the stories and about the decisions	They enjoy decision making in the interactive
19	they make on them with their classmates. Then	stories. However, they avoid using English to
20	about the alternate endings of the stories.	express that decision. They permanently use
21	I show slides of the story with three words below. I	Spanish in this kind of activities.
22	ask the learners to find the incorrect word. I ask	
23	first to random learners, then to lines and then to	
24	the whole class. The learners use the glossary to	Again, the learners use the glossary as a
25	choose the incorrect word.	Metacognitive Strategy of Vocabulary Use.
26	Then, I ask the learners about their opinions	
27	concerning the images. They say “like” and “hate”	They give their opinion with these two words.
28	and thumb up and down depending on the image.	They remember the mimics correctly.
29	I show the poster “hands” and they shake their	Again, they speak in their mother tongue.
30	hands and one of them says “mímica” in Spanish.	
31	The learners practice the mimic of 8 words.	The mimics help the learners to strengthen their
32	The learners write the sentences in English	vocabulary knowledge.
33	The learners practice the pronunciation of the	
34	sentences in English while doing the mimics they	They remember correctly the mimics but the
35	have learnt before in the lesson.	pronunciation needs improvement.
36	I say “goodbye” and the Ss say “goodbye, teacher”.	

Color Coding: Context of Vocabulary Use (CV), Vocabulary Knowledge (VK), Metacognitive Strategies for Vocabulary Use (MSV).

Appendix F

Survey #1 – Vocabulary Knowledge

Survey #1 is administered in October 20th, 2016. The questions are related to the vocabulary studied during the first and the second stage of the pedagogical intervention.

Survey #1	
Designed by Oscar Calderón	
Nombre: <input type="text"/>	Grupo: <input type="text"/>
Marca con una X la respuesta correcta	
<p>1. ¿Cuántos LUGARES en inglés aprendiste en clase?</p> <p>a.) Ninguno b.) 1 c.) 2 d.) 3 o más</p>	<p>4. ¿Cuántos SENTIMIENTOS en inglés aprendiste en clase?</p> <p>a.) Ninguno b.) 1 c.) 2 d.) 3 o más</p>
<p>2. ¿Cuántos ANIMALES en inglés aprendiste en clase?</p> <p>a.) Ninguno b.) 1 c.) 2 d.) 3 o más</p>	<p>5. ¿Cuántas FRUTAS en inglés aprendiste en clase?</p> <p>a.) Ninguno b.) 1 c.) 2 d.) 3 o más</p>
<p>3. ¿Cuántos OBJETOS en inglés aprendiste en clase?</p> <p>a.) Ninguno b.) 1 c.) 2 d.) 3 o más</p>	<p>6. ¿Cuántos VERBOS en inglés aprendiste en clase?</p> <p>a.) Ninguno b.) 1 c.) 2 d.) 3 o más</p>
Responde la siguiente pregunta	
<input type="text" value="¿Qué vocabulario quieres aprender en inglés?"/>	

Appendix G

Survey #2 - Resources

Survey #2 is administered in October 27th, 2016. The questions are related to the tools and resources used during the first and the second stage of the pedagogical intervention.

Survey #2	
Designed by Oscar Calderón	
Nombre: <input type="text"/>	Grupo: <input type="text"/>
Marca con una X la respuesta correcta	
<p>1. ¿Qué piensas de los VASOS de la clase inglés?</p> <p>a.) Me gustaron mucho b.) Me gustaron un poco c.) No me gustaron nada</p>	<p>5. ¿Cuál fue tu JUGUETE FAVORITO?</p> <p>a.) Los vasos b.) El teclado c.) Las cajas d.) Las tarjetas</p>
<p>2. ¿Qué piensas de los TECLADOS de la clase de inglés?</p> <p>a.) Me gustaron mucho b.) Me gustaron un poco c.) No me gustaron nada</p>	<p>6. ¿Qué piensas de las HISTORIAS de la clase de inglés?</p> <p>a.) Me gustaron mucho b.) Me gustaron un poco c.) No me gustaron nada</p>
<p>3. ¿Qué piensas de las CAJAS de la clase de inglés?</p> <p>a.) Me gustaron mucho b.) Me gustaron un poco c.) No me gustaron nada</p>	<p>7. ¿Usas los GLOSARIOS para hacer las actividades?</p> <p>a.) Siempre b.) Muchas veces c.) Pocas veces d.) Nunca</p>
<p>4. ¿Qué piensas de las TARJETAS de la clase de inglés?</p> <p>a.) Me gustaron mucho b.) Me gustaron un poco c.) No me gustaron nada</p>	<p>8. ¿Las IMÁGENES te ayudan a entender las historias?</p> <p>a.) Siempre b.) Muchas veces c.) Pocas veces d.) Nunca</p>
Responde la siguiente pregunta	
<p>¿Qué NO te gustó de las clases de inglés?</p>	

Appendix H

Survey #3 – Vocabulary Ability

Survey #3 is administered in March, 16th 2017. The questions are related to each indicator of the pedagogical intervention.

Survey #3	
Designed by Oscar Calderón	
NAME:	GROUP:
Marca con una X la respuesta correcta en cada pregunta.	
1. ¿Para qué sirvieron las imágenes de la clase?	5. ¿ Cuántas palabras aprendiste en la clase de inglés?
<input type="radio"/> Para decorar el cuaderno. <input type="radio"/> Para entender palabras en inglés. <input type="radio"/> Para entender las historias. <input type="radio"/> Para nada.	<input type="radio"/> Todas las que vimos. <input type="radio"/> Casi todas las que vimos. <input type="radio"/> Algunas de las que vimos. <input type="radio"/> Ninguna de las que vimos.
2. ¿Cuántas mímicas aprendiste en clase?	6. ¿Qué piensas del glosario ?
<input type="radio"/> Todas las que vimos. <input type="radio"/> Casi todas las que vimos. <input type="radio"/> Algunas de las que vimos. <input type="radio"/> Ninguna de las que vimos.	<input type="radio"/> Me ayudó mucho en la clase. <input type="radio"/> Lo utilicé varias veces. <input type="radio"/> Lo utilicé muy pocas veces. <input type="radio"/> Nunca lo utilicé.
3. ¿Sabes cómo utilizar " this one " y " that one "?	7. ¿En qué idioma hacías las preguntas en la clase?
<input type="radio"/> Las dos <input type="radio"/> Solo "this one" <input type="radio"/> Solo "that one" <input type="radio"/> Ninguna	<input type="radio"/> En español. <input type="radio"/> En inglés. <input type="radio"/> En ambos idiomas. <input type="radio"/> No hacía preguntas.
4. ¿Sabes cómo utilizar " like " y " hate "?	
<input type="radio"/> Las dos <input type="radio"/> Sólo "like" <input type="radio"/> Sólo "hate" <input type="radio"/> Ninguna	

Appendix I


Discrete Vocabulary Test #1


Discrete Test #1 offers data in relation to the category Vocabulary Knowledge. The learners work with isolated words that they learnt in the pedagogical intervention.


Discrete Vocabulary Test #1
Designed by Oscar Calderón


Name: _____ Group: _____


1. Encierra con un **CIRCULO** el dibujo que representa la palabra.


Alien


Like


Keyboard


Cup





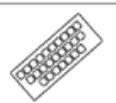










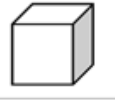





Hate


Box


2. Relaciona la palabra en inglés y su significado en español con una **LÍNEA**

Dove -	● Extraterrestre
Butterfly -	- Calle
School -	- Montaña
Street -	- Lápiz
● Alien	- Escuela
Sad -	- Mariposa
Pencil -	- Cansado
Glue -	- Abeja
Tired -	- Paloma
Mountain -	- Pegamento
Bee -	- Triste

3. Debajo de cada dibujo **ESCRIBE** la palabra que lo representa en inglés.

 Alien			
			
			
			
			

















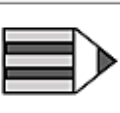
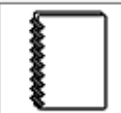
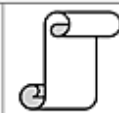

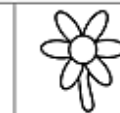

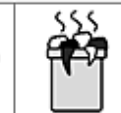





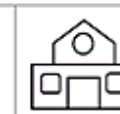


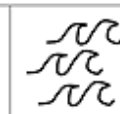
4. **ESCRIBE** las siguientes palabras en **INGLÉS**

Extraterrestre	Alien
Perro:	
Abeja	
Mariposa:	
Paloma:	
Escuela:	
Parque:	
Montaña	
Calle:	

Appendix J

Discrete Vocabulary Test #2

Discrete Test #2 offers data in relation to the category Vocabulary Knowledge. Learners recall and recognize the target vocabulary through iconic language and drawing activities.

Discrete Vocabulary Test #2							
Designed by Oscar Calderón							
NAME:				GROUP:			
1. Write the correct word under the pictures.							
							
							
							
							
2. Draw images or icons related to the sentences.							
<u>Dog</u> and <u>Cat</u> eat in the <u>school</u>			<u>Dove</u> and <u>Butterfly</u> see the <u>sun</u>			<u>Spider</u> and <u>Stranger</u> kiss	
<u>Mouse</u> throws the <u>paper</u>			<u>Horse</u> drinks <u>soda</u> in the <u>park</u>.			<u>Bee</u> and <u>Fish</u> find the <u>beach</u>	

Appendix K

Comprehensive Vocabulary Test #1

Comprehensive Test #1 offers data in relation to the category Context of Vocabulary Use.

Learners work with fragments of a story containing the words they learnt in the lessons.

Comprehensive Vocabulary Test #1
 Designed by Oscar Calderón

Name: _____ Group: _____

Marca con una X el dibujo que **NO TIENE NADA QUE VER** con la oración

1. Alien Visits Dog.	2. Alien and Dog Walk to Park.	3. Bee Sells Ice-cream in Park.	4. Dog Buy Two Orange Ice-creams.
5. Thief Takes the Ice-Creams.	6. Thief Walks to Mountain.	7. Butterfly and Dove fly to Mountain.	8. Butterfly Hits Thief.
9. Dove Poops Thief.	10. Butterfly Takes Ice-creams to Dog.	11. Dog and Alien Eat Ice-cream.	

Teniendo en cuenta las 11 oraciones, escribe el **NÚMERO** correcto en cada imagen.

Appendix L

Comprehensive Vocabulary Test #2

Comprehensive Test #2 offers data in relation to the category Context of Vocabulary Use.

Learners select the incorrect word associated to a set of images of the interactive stories.

Comprehensive Vocabulary Test #2
 Designed by Oscar Calderón

NAME: _____ GROUP: _____

Mark with an X the incorrect word.

 Cat - Eat - Dog	 Dog - Fly - Climb	 Horse - Find - Flower	 Cat - Kiss - Flower
 Dog - Kill - Fish	 Cat - Find - Pencil	 Cat - Eat - Throw	 Bee - Throw - Garbage
 Cat - Throw - Poison	 Money - Kills - Fish	 Butterfly - Dove - Fly	 Stranger - Hit - Soda
 Butterfly - Drink - Sun	 Glue - Drink - Soda	 Stranger - Talk - Flower	 Mouse - Want - Kiss
 Spider - Kiss - Stranger	 Butterfly - Kiss - Stranger	 Stranger - Swim - Gun	 Cat - Cannot - Swim
 Dog - See - Bee	 Mouse - Cry - Bee	 Mouse - Drink - Bee	 Coconut - Eat - Mouse
 Bee - See - Notebook	 Bee - Laugh - Stranger	 Cloud - Help - Mouse	 Mouse - Bee - Offer

Appendix M

Interactive Stories

Interactive Story #1 – Dog and Cat in the Mountain
Designed by Oscar Calderón

Name: _____ Group: _____

DOG

CAT

FOOD

Interactive Story #2 – Butterfly and Spider in the Plane
Designed by Oscar Calderón

Name: _____ Group: _____

The storyboard is organized into three main sections, each starting with a panel that branches into two side-by-side panels:

- Section 1:** The top panel shows an airplane flying through clouds. Below it, a panel shows a butterfly and a spider reading books, with a man in a balaclava standing next to them. This panel branches into two side-by-side panels showing close-ups of the butterfly and spider looking through binoculars.
- Section 2:** A panel shows the butterfly and spider reading books, with a speech bubble saying "BLA" coming from the spider. This panel branches into two side-by-side panels showing close-ups of the butterfly and spider looking at each other.
- Section 3:** A panel shows the butterfly and spider reading books, with the spider holding a heart. This panel branches into two side-by-side panels showing close-ups of the butterfly and spider looking at each other. The final panel at the bottom shows the butterfly and spider reading books, with the spider holding a gun.

Interactive Story #3 – Bee and Mouse in the Beach
 Designed by Oscar Calderón

Name: _____ Group: _____

The story panels are as follows:

- Panel 1: A bee and a mouse are on a beach. The bee is holding a coin.
- Panel 2: The bee and mouse are on a beach. The bee is holding a coin. Labels: BEE, MOUSE.
- Panel 3: The bee and mouse are on a beach. The bee is holding a coin.
- Panel 4: The bee and mouse are on a beach. The bee is holding a coin.
- Panel 5: The bee and mouse are on a beach. The bee is holding a coin.
- Panel 6: The bee and mouse are on a beach. The bee is holding a coin.
- Panel 7: The bee and mouse are on a beach. The bee is holding a coin.
- Panel 8: The bee and mouse are on a beach. The bee is holding a coin.
- Panel 9: The bee and mouse are on a beach. The bee is holding a coin.
- Panel 10: The bee and mouse are on a beach. The bee is holding a coin.
- Panel 11: The bee and mouse are on a beach. The bee is holding a coin.