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**The Use of Story Songs to Increase the Vocabulary Size of First-Grade
Students in a Private School in Ecuador**

**Trabajo de Integración
Curricular previo a la
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Resumen

Un vocabulario sólido es crucial para el aprendizaje de una segunda lengua debido a que es un facilitador para el desarrollo de las habilidades productivas (escribir y hablar) y receptivas (leer y escuchar). El objetivo de esta investigación fue evaluar el impacto del uso de canciones de cuentos en la adquisición de vocabulario en inglés con estudiantes de primer grado de un colegio particular de Cuenca, Ecuador. Además, se utilizó el enfoque cuantitativo, ya que los datos fueron recolectados a través de instrumentos para cuantificar los resultados, analizar y determinar su impacto. La efectividad del uso de canciones de cuentos en el aprendizaje de una segunda lengua y el desarrollo del vocabulario se determinó a través de un diseño pre-experimental aplicado a un grupo de estudiantes que fueron expuestos al tratamiento y evaluados antes y después de su aplicación. Los resultados del estudio permiten concluir que el uso de canciones de cuentos incrementó significativamente el vocabulario de los estudiantes e influyó en sus dimensiones de pronunciación y significado.

Palabras clave: canciones de cuentos, vocabulario, preexperimental, actividades

Abstract

A strong vocabulary size is crucial for learning a second language because it is a facilitator for the development of productive (writing and speaking) and reception (reading and listening) skills. The objective of this research was to evaluate the impact

of the use of story songs in the acquisition of English vocabulary with first grade students from a private school in Cuenca, Ecuador. In addition, the quantitative approach was used, since the data was collected through instruments to quantify the results, analyze and determine their impact. The effectiveness of the use of story songs in the learning of a second language and the development of vocabulary was determined through a pre-experimental design applied to a group of students who were exposed to the treatment and evaluated before and after its application. The results of the study allow us to conclude that the use of story songs increased students' vocabulary significantly and influenced their dimensions of pronunciation and meaning.

Keywords: vocabulary, story songs, pre-experimental, activities.

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CHAPTER I

1. Introduction

1.1.Context

Ecuadorian students have shown low proficiency in English language performance. According to Castillo (2021), Ecuador needs to improve its English proficiency in all levels of education. The results published by EF Education First (EF) in 2023 rank Ecuador as one of the countries (18 out of 21 in Latin America) with the lowest level (A1). This highlights a significant problem since English is recognized as essential for opportunities in various contexts, not just education. Based on the Ministry of Education (2016), the English curriculum aims to prepare Ecuadorians for a globalized world, offering more opportunities locally and abroad. Therefore, Ecuadorians need to be skilled in communicating with others to take advantage of more opportunities. According to the British Council of Educational Intelligence (2015) Learners and teachers have not been able to boost their language proficiency in Ecuador because they need appropriate training and materials.

Another factor affecting the English proficiency level is teachers' training in the language as well as in teaching strategies. This issue influences students, especially young learners, since teachers must teach well in their first contact with the language and help them practice and improve. Nowadays, teachers have a vast amount of effective teaching techniques and resources to improve their practice, as well as methodological guidelines from the Ministry of Education (2016). The EFL curriculum

for elementary education in Ecuador states that young learners have to learn meaningful vocabulary and everyday words such as family members, shapes, animals, parts of the body, colors, numbers, and school objects in the first year of schooling. It recommends that visual aids can support this because learning is focused on meaning.

1.2.Diagnosis of the situation

Teaching techniques have long been a controversial topic. Mahta (2019) argued that teachers need to understand when traditional methods work best for learners and when it's appropriate to try innovative approaches. Finding the right balance between traditional and modern methods can be challenging. The traditional method is teacher-centered, where the teacher holds authority and superiority, often putting down learners for their mistakes. In this approach, students rarely have the opportunity to give their opinions or participate in class. Alessa and Hussein (2023) suggested that traditional techniques rely heavily on memorization and repetition, which do not develop problem-solving, decision-making skills, or critical thinking. As a result, the knowledge gained is not significant or useful in other contexts. This approach can make learners feel ashamed to speak in front of the class and discourage their efforts to learn a second language. Traditional methods also typically use standardized tests for assessment.

In contrast, modern teaching methods are student-centered. Here, the teacher's role is to organize content that facilitates learning and provide useful materials to support students' practice. These methods encourage learners to become active participants in the lesson. Alessa and Hussein (2023) note that modern learning encourages students to be more collaborative and productive, making the knowledge

gained more significant and useful in different contexts. Additionally, this approach can motivate learners as they feel comfortable, encouraged, and curious to learn more about any topic. Therefore, the methods or techniques used by the teacher must be suitable for the students.

This study was conducted in a private school with 21 young learners from first grade in Ecuador, where young learners had difficulty remembering English vocabulary. This factor was noticed after one month of observations. The teacher applied the traditional method and did not make appropriate use of the digital resources provided by the institution. Moreover, the teacher was not a certified English teacher and made some mistakes in trying to create a good environment for practicing English even when they had at least three hours per week. The tutor could not teach all of the topics according to the curriculum, such as members of the family, parts of the body, numbers, colors, shapes, objects about home, and animals. Based on this issue, I propose using a different technique to teach vocabulary to young learners called "Story Songs." This technique involves using fairy tales set to music, allowing students to acquire vocabulary and practice pronunciation. Additionally, the pictures in the videos help them recognize the meanings of the words.

1.3.Importance of the Study

Vocabulary plays a crucial role in language acquisition. None of the four skills—reading, writing, listening, and speaking—can be developed without a strong vocabulary, as it contributes to overall language proficiency. According to Jamalipour and Farahani (2012), vocabulary is the main tool for language users to express their

feelings, opinions, and ideas. It is the first aspect to be developed before progressing to other skills. Moreover, it is the primary means of communicating with people from different cultures. Staehr (2008) states that a learner's receptive vocabulary size is strongly associated with their writing and reading abilities and moderately with their listening and speaking skills. Reading, being the strongest skill, supports the comprehension of various texts and enhances writing in different styles.

Today, many technological tools help in acquiring new vocabulary, with music being one of the most effective. People have shown positive attitudes towards learning new words through music because it makes them feel comfortable. Some researchers have demonstrated that listening to music activates the brain's emotional areas (Trimble and Hesdorffer, 2017). As a result, people feel motivated and encouraged to continue learning the language they are exposed to. Music is directly related to emotions and can influence and change moods. It has a significant impact on early childhood, as children are more sensitive to sounds in different languages. Fernald (1992) mentions that music is recognized by children through its higher frequency, longer pauses, slower pace of speaking, repetitive intonation, and a range of pitch variations (p. 198).

Through music, children can acquire new vocabulary quickly because they are exposed to various phonemes, tones, and rhythms. Music can be especially influential through story songs. With illustrations, young learners can grasp the meaning of words without translating them into their mother tongue. Krashen clarifies that extralinguistic support, such as photos, actions, or pictures, aids in understanding the meaning of unknown words. Thus, this research will benefit teachers in a foreign language since its

implementation would have a good impact and progress in the process of learning a second language for young learners, promoting the use of digital resources.

1.4.Hypothesis

Alternative Hypothesis:

The use of story-songs will increase the vocabulary size of first-grade learners from a private school in Cuenca, Ecuador.

Null Hypothesis:

The use of story-songs will not increase the vocabulary size in first-grade learners from a private school in Azuay, Ecuador.

1.5.Research question

Following the previous background, the question is:

Main Question:

Does the use of Story-songs support the acquisition of new vocabulary words of first-grade learners in a private school in Ecuador?

1.6.General Objective

To evaluate the impact of Story-songs on the English vocabulary acquisition of first-grade students from a private school in Ecuador.

1.7. Specific Objectives

- To identify the vocabulary knowledge of first-grade students in a private school using a pretest.

- To design and implement the treatment, which consists of a set of activities based on the story-songs to help learners acquire vocabulary words

- To evaluate the vocabulary knowledge of first-grade students after the treatment through the application of a post-test.

CHAPTER II

2. Literature Review

To better approach this study's elements, this literature review has been structured into three parts. First, a presentation of previous studies conducted under similar conditions and aims in an EFL context, with kindergarten students and with the same treatment and research design. Second, a description of the theory of language acquisition from the Innatist Perspective presented by Chomsky: Universal Grammar (UG) is presented; as well as the discussion of the Critical Period and its conditions. Additionally, Stephen Krashen's Input Hypothesis and Natural Order Hypothesis from his Second Language Acquisition (SLA) theory, including their implications for the lexical model of language teaching. Next, the characteristics and usage of music in education will be explored as well as how it facilitates language acquisition. And finally, evidence on the effectiveness of the Story Songs method for academic purposes will be presented.

2.1. Previous studies

In the first study, Larios et al. (2012) examine "Songs, Stories, and Vocabulary Acquisition with Preschool Learners of English as a Foreign Language." This pre-experimental study aimed to determine the effects of listening to stories, songs, and a combination of both on EFL vocabulary growth. The participants were 22 preschool children aged two to three years old in a state school in Spain, who had four months of exposure to English.

The study found the following results based on three conditions:

1. **Story Condition:** Positively impacted learners, as they demonstrated a deeper understanding of word meanings.
2. **Song Condition:** Negatively impacted young learners, who struggled to comprehend some words. This might be due to the inappropriate choice of words for their age group, as previous studies showed positive results in teenagers.
3. **Combination Condition:** Showed good results but was still less effective than the story condition, possibly due to the cognitive overload for young learners and insufficient exposure.

Wakary et al. (2023) conducted a study titled "The Effectiveness of Using Songs in Improving Students' Vocabulary Mastery." This quantitative research employed an experimental design with participants from a second-grade class at SMP Anugrah Tondano. They used pre- and post-tests, consisting of essays and fill-in-the-blank lyrics,

to gather data. The results showed that the post-test mean score (86) was significantly higher than the pre-test mean score (41), indicating that using songs was successful in enhancing vocabulary mastery.

Similar results were shown by Liando et al. (2023) who aimed to answer the question "Does Song Effectively Improve EFL Students' Listening Skills? (A Pre-Experimental Study at Junior High School Level). The objective of this study was to assess the efficacy of utilizing songs as a means to enhance listening proficiency. The study employed a quantitative methodology and included 25 ninth-grade students, who were assessed using pre- and post-tests. The findings indicated that the utilization of songs resulted in a notable enhancement of students' listening abilities, as seen by the significant rise in average scores from the initial assessment (57.8) to the subsequent evaluation (81.6). The study concluded that songs enhanced vocabulary recognition, increased interest and motivation, and improved contextual vocabulary usage. However, effectiveness varied depending on the learners' level and teaching methods.

These three studies support the aim of this research by demonstrating the benefits of music and stories in learning and acquiring a second language. All studies employed pre- and post-tests, which were useful for data collection and showed significant differences between the tests. Notably, these studies used a quantitative approach with one group of learners, but results may vary depending on external factors influencing the learning process.

Arcos (2023) conducted a study named "Children's Songs and Vocabulary Learning," aiming to investigate how children's songs influence vocabulary learning in

sixth-year students at Unidad Educativa "Blaise Pascal." This quantitative study used pre- and post-tests with a population of 21 students. The Cambridge Test (Key for Schools) assessed vocabulary levels, focusing on specific listening parts. The initial mean score before the test was 6.7, whereas the mean score after the test was 8.7, suggesting a beneficial impact following the treatment. The study concluded that using multimedia resources in English classes effectively supports learning through enjoyable activities.

Viracocha et al. (2023) investigated "The Effectiveness of English Songs to Teach Vocabulary," "The goal is to assess the efficacy of English songs in vocabulary instruction. The study comprised a total of 30 participants, including an English teacher from the Language Center of the Technical University of Cotopaxi-Latacunga. Data collection included interviews and surveys to gather teacher and student perspectives. The results were positive, showing that songs support vocabulary and pronunciation learning and help develop other essential English skills. The teacher emphasized the importance of choosing engaging activities that capture students' attention.

Vallejo (2021) conducted research titled "Short Stories and the Acquisition of Vocabulary," aiming to analyze the influence of using short stories on vocabulary acquisition in fifth-semester students of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato. This study used both quantitative and qualitative approaches, including pre-tests to determine learners' current knowledge. The learners then read short stories guided by the researcher, followed by post-tests,

which showed positive results in vocabulary acquisition. The study concluded that understanding short stories is crucial for acquiring new vocabulary.

Overall, these studies demonstrate the success of using stories and songs in vocabulary acquisition. They are particularly relevant as they were conducted in the Ecuadorian context, where English is a foreign language. Using songs not only improves vocabulary but also enhances pronunciation and fundamental grammar skills. These innovative and engaging methods motivate learners and shift away from traditional techniques, promoting continued improvement.

2.1.Theoretical Framework

2.2.Learning in Childhood

2.2.1. Critical Period

Firstly, it is important to discuss the stage that learners younger than 7 years old are going through. They are in the critical period, a time when children are highly sensitive to acquiring both native and foreign languages. During childhood, young learners are especially adept at learning new vocabulary because they have a better understanding of word meanings and body language. Rohmatillah (2017) states that without learning vocabulary, communication in a second language becomes harder. Moreover, vocabulary acquisition can be faster if children are constantly exposed to the language through listening, reading, or speaking. According to Janssen et al. (2016), the ability to acquire verbal forms and the mental lexicon play an important role in early literacy development and vocabulary. This means young learners can comprehend concrete meanings better than abstract ones.

Gualda (2018) discusses Waldorf alternative pedagogy, which focuses on the development of gross psychomotor and fine skills, knowledge of the physical environment, and visual-spatial skills in children aged 0 to 7 years. At this stage, children tend to grasp the single meaning of words. According to Ikawati (2017), children progress in their thinking from concrete to abstract notions. Therefore, the themes at this stage should be tangible and specific. (e.g., "animals, fruit, body parts"). Vocabulary in a second language is essential for developing other skills, as students need a wide range of vocabulary to demonstrate their proficiency. Webb and Nation (2017) asserts that the books we read during childhood are usually intended to facilitate the acquisition of vocabulary. The photos are used to elucidate the significance of essential content words. (Webb and Nation, 2017, p. 23). It means that the knowledge of the vocabulary is enabled with language use, and language use leads to increased knowledge of the vocabulary.

Emphasizing the need of acquiring fundamental vocabulary in a meaningful context has been prioritized in early language development at this age. (Černá, 2015, pp. 165–176). In addition, other skills depend on the vocabulary such as reading, which is crucial to have a deep understanding of the words in whichever context. Without the vocabulary, nothing can be conveyed. The significance of learning the first most frequent 1,000 words is highlighted in a recent study by Nation and Webb (2017) in the excerpt below:

If students score 15/30 on the 1,000-word frequency level, this would mean that they know about half of the 1,000 most common words. Explaining to them that

knowing the 2,000 most common words will enable them to recognize 70-90% of the English language could motivate them to continue learning (p. 40)

Goldman and Snow (2015) suggest that developing vocabulary learning skills has become increasingly crucial to improve comprehension as the texts children encounter range more widely in topic and language complexity. It would help to develop a strong connection with vocabulary and prevent future comprehension challenges.

2.2.2. Innatist Perspective represented by Chomsky: Universal Grammar (UG)

This theory was chosen because young learners are in the stage of language acquisition.

Noam Chomsky (2024) explains how a child can acquire grammatical rules:

When a child begins to listen to their parents, they unconsciously recognize the language they are hearing and adapt their grammar to match, a process called 'parameterization.' They intuitively understand that some words act as verbs and others as nouns, and they grasp the limited possibilities for word order in a sentence (p. 6).

Noam Chomsky (2002) introduced the innatist theory, stating that children are born with the ability to acquire language. This means that young learners do not learn from grammatical rules directly. Instead, they have an innate mechanism that helps them form sentences based on the phrases they hear. From this, their minds establish grammar rules to create new structures. Mulyani (2019) gives an example where students learn that the suffix -s is needed for plural nouns. As they experiment with the language, they revise their understanding and stop using -s with all nouns. They use

their own rule instead of just repeating others. Lightbown and Spada (2013) point out that even though children hear incomplete sentences, false starts, and slips of the tongue, they learn to distinguish between ungrammatical and grammatical sentences.

Chomsky (2024) supports the idea that children learn language based on structures that are biologically innate to the human mind. These structures are universal and apply to all languages at all times, helping us define the general nature of language. This innate linguistic ability allows young learners to acquire language quickly with minimal external input.

2.2.3. Input Hypothesis by Krashen

Krashen proposed several hypotheses related to Second Language Acquisition (SLA) which are relevant for young learners who learn unconsciously. This process impacts how they learn the vocabulary of a foreign language. To understand Krashen's hypothesis better, Abukhattala (2013) compares it to learning to drive. First, you show the learner how to do it (input), and then, little by little, when they are ready, they start trying themselves (production). This is similar to language acquisition, where Krashen created the formula "i + 1." Here, "i" is the learner's current language level, and "+1" is the slightly challenging content that helps them progress to the next level. According to Krashen, using "i + 1" is crucial for SLA, as it keeps students motivated and engaged.

Language acquisition happens when learners are exposed to a few new words, referred to as "i + 1" (Krashen, 1985, pp. 2). Young learners cannot memorize many words quickly and need to associate them with pictures or photos to understand their meanings in both native and foreign languages. Additionally, the content should match

the learner's English level. Magnussen and Sukying (2021) say that teachers must consider their learners' English level and use appropriate teaching approaches for vocabulary acquisition. This keeps learners interested and engaged in learning a second language. Evidence supporting Krashen's hypothesis includes:

3. More comprehensible material leads to more language acquisition. Positive correlations exist between the length of residence in a country where the language is spoken and second language acquisition.
4. Teaching methods involving more comprehensible input are more effective than traditional methods for both primary and secondary language teaching.
5. Second language development can occur through formal teaching and learning. For instance, adult immigrants have achieved high proficiency in a second language without formal training but with comprehensible input (e.g., Armando's case, in Krashen, 2014).

Magnussen and Sukying (2021) add that learners' previous knowledge of vocabulary is essential for learning new words. New vocabulary can be connected to known words, such as homophones, making it easier for learners to understand. Tamplin et al. (2019) note that singing shares many mechanisms and neural networks with speech. Songs can affect students emotionally, so they should be chosen carefully to positively influence learners, not just for motivation or interest but also for their feelings.

2.3.4. Naturalistic Hypothesis by Krashen

Krashen also introduced a second hypothesis called the Natural Order. This hypothesis refers to the structure of language and how young learners create their own rules in their minds. Luo (2024) argues that young learners acquire grammatical structures in a predictable 'natural order' that is not influenced by age, first language (L1), or environmental factors. In this process, learners can acquire function words or grammatical morphemes earlier than other elements. However, this requires that learners are not exposed to complex sentences too early. Since this is their first contact with the language, they tend to make mistakes. Toprak (2019) also mentions that if learners are exposed to comprehensible input both inside and outside language classes, they are more likely to speak accurately in the long run. Furthermore, they will be able to understand and convey meaning more effectively.

Abukhattala (2013) illustrates an instance where the third person singular simple present tense is one of the initial structural components taught in many language programs. Nevertheless, mastering this structure is typically one of the latter stages of language acquisition, suggesting that even basic forms can provide challenges in comprehension. Abukhattala (2013) mentions that Krashen believes it is not crucial to overly organize content. Instead, a syllabus based on functions, topics, and situations is more important. As a result, learners will encounter complex structures later. Christensen (2019) claims that a scientific approach seeks the best theoretical explanation of phenomena through experience and experiment, wherever the search may lead.

2.3.5. Lexical Model

The significance of having a list of words learned in a foreign language is that it helps learners enable conversations or understand various types of texts. Webb and Chang (2015) state that lexical growth is a result of repeated encounters over an extended period of time. They explain that when individuals are exposed to more words, their vocabulary learning increases as the words are encountered more frequently and their knowledge is reinforced. Therefore, vocabulary plays a pivotal part in the process of acquiring a second language. Pesina and Yusupova (2015) assert that lexical concepts, once imbued with linguistic significance and structure, fulfill two primary roles: first, they serve as a means of conveying an individual's knowledge about the world; second, they facilitate the storage, accumulation, and subsequent utilization of this knowledge. Words support both receptive and productive abilities. Nation (2001) identifies nine aspects of vocabulary knowledge, classified as meaning, use, or form. Therefore, learners understand the meaning of words and how to use them in different contexts.

Tabla 1

Word lists for English

Word List	Author(s)	Size	Coverage	Available at
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The Essential Word List (2016) by Dang & Webb (2016) lists the 800 most frequent lemmas broken down into 624 content words and one list of 176 function words. About 75% of spoken and written English is covered by these words. This list is available on Stuart Webb's website.

The British National Corpus and Corpus of Contemporary American English (BNC/COCA) first and second 1,000 frequency level word lists (2012) by Paul Nation (2012) lists the 2,000 most frequent word families broken down into two lists of 1,000 word families. About 87% of spoken English and 82% of written English is covered by these words. This list is available on Paul Nation's website.



The new-GSL	Brezina & Glabasova (2015)	2,494 most frequent lemmas	About 86% of spoken English and 81% of written English	Provided as supplementary material for the article that describes its development in the journal Applied Linguistics
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The General Service List (GSL)	West (1953)	2,168 most frequent word families broken down into two lists of around 1,000 word families	About 86% of spoken English and 81% of written English (=mean percentage)	Paul Nation's website
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Four lists of high-frequency words

Nation and Webb (2017) argue that The Essential Word List (Dang and Webb, 2017) is an essential tool for novices as it includes the optimal number of words to be

acquired within a two-year period (800), which accounts for 75% of the English language.

2.4. Music and Vocabulary

2.4.1. Music as a Teaching Strategy

Presently, there exists a plethora of technology tools that can aid in the acquisition of a second language, and among them are songs. According to Çevikbaş et al. (2018), songs have a positive impact on the intellectual, social, and emotional development of young learners. As they grow, music supports the development of both their body and mind. According to Kao and Oxford (2014), music helps learners build confidence and motivation to learn a new language, which, in turn, aids language acquisition.

Music can influence students' emotions, support teacher instruction, help students recognize different cultures, and make grammar structures memorable (Fonseca, 2016, pp. 4). Young learners can get knowledge about many cultures by listening to songs. According to Titus (2017), songs and poems, being true materials, provide students with the opportunity to engage with genuine language. This exposure helps them understand authentic cultural and linguistic elements, deduce meanings, and remember grammar. According to Fonseca-Mora and Gant (2016), music skills enhance language cognitive processes, including phonemic and phonological awareness, reading comprehension, vocabulary acquisition, listening comprehension, and speaking skills. However, this tool must be used carefully as different types of music can affect students

emotionally. Finally, sounds and rhythms can help minimize some developmental delays.

2.4.2. Music and Vocabulary

Fonseca-Mora and Gant (2016) assert that music has the ability to augment the significance of words, hence facilitating the assimilation and retention of information by young infants. Songs help learners memorize words, even if they do not fully understand their meaning or use. According to Çevikbaş et al. (2018), there is a correlation between grammar and vocabulary, and songs can be beneficial in enhancing students' language proficiency. Teachers can help young learners build basic knowledge by using songs in a foreign language. Repetition of the same music allows students to learn and use new words in sentences. Fonseca et al. (2015) note that applied linguists are studying the role of music in language acquisition and whether students with good musical pitch are better at learning languages. Songs introduce repetitive phrases and words, which helps the brain remember the learned content and improve pronunciation through constant repetition.

Khaghaninejad and Fahandejsaadi (2016) assert that both music and language foundations form the human desire for creativity, auditory ability, and communication. Therefore, young learners who frequently listen to music will have a broader vocabulary to use in various contexts. Ashraf and Narafshan (2016) point out that while young children can easily acquire a language, adults often find it more difficult. Therefore, children can learn vocabulary in both their native and foreign languages without much trouble compared to adults. According to Delibegovic-Dzanic (2016), songs facilitate

language practice for learners both in and outside of the classroom, hence enhancing their confidence as they derive pleasure from their preferred music.

2.4.3. Stories

In different ways, stories provide a variety of vocabulary learning opportunities, especially when children are learning a second or foreign language. Vocabulary consists of two dimensions: productive and receptive, which demonstrate understanding of the new words learned, such as meaning, use, and form. The following table reveals the indicators of all vocabulary dimensions for a better understanding of their connections.

Table 2

Vocabulary Dimensions

<i>Aspect</i>	Component	Receptive Knowledge	Productive Knowledge
<i>Form</i>	spoken	What does the word sound like?	How is the word pronounced?
	Written	What does the word look like?	How is the word written and spelled?
	Word parts	What parts are recognizable in this word?	What word parts are needed to express the meaning?
<i>Meaning</i>	Form and meaning	What meaning does this word form signal?	What word form can be used to

		express this meaning?
	Concepts and referents	What is included in the concept? What items can the concept refer to?
	Associations	What other words does this make us think of? What other words could be used instead of this one?
<i>Use</i>	Grammatical functions	In what patterns does the word occur? In what patterns must this word be used?
	Collocations	What words or types of words occur with this one? What words or types of words must be used with this one?
	Constraints on use (register, frequency . . .)	Where, when, and how often would we expect to meet this word? Where, when, and how often can this word be used?

Note. vocabulary dimensions (Lessard-Clouston, 2021).

The dimensions mentioned in Table 2 (Lessard-Clouston, 2021, p. 4) guide the design of effective vocabulary teaching. Stories provide scenarios in which young learners can acquire a wealth of vocabulary for their language development. Teachers can use them as a strategy to motivate learners. Tutors can also blend content to assess whether learners are connecting their previous knowledge with new information. Albajadejo et al. (2018) comment that a child's initial vocabulary knowledge is a determining factor for vocabulary acquisition from reading stories, regardless of

whether the child learns English as a first or second language. This highlights the need to focus on vocabulary acquisition at an early age to facilitate language learning.

2.4.4. Story-Songs

Arroba and Acosta (2021) mention that using multimedia tools allows students to become more engaged in building and constructing their knowledge. For example, songs and fairy tales are used by parents to help children explore their imagination as they learn. Çevikbaş et al. (2018) demonstrate a direct correlation between the simultaneous utilization of lyrics and music in songs, indicating a favorable association. This combination facilitates the rapid acquisition of new vocabulary and their application in appropriate contexts. Through story-songs, children can explore new worlds and learn about various topics such as animals, cooking, life styles, contextualized vocabulary and music. Story-songs are rich in vocabulary and entertainment, and they also teach values, shaping students' attitudes towards whatever they are learning.

Pardede (2021) states that using story-songs offers teachers a great opportunity to select works that suit their students' interests, tastes, and needs. This method helps learners acquire new words through images, drawings, and repeated pronunciation, which helps build the tongue muscles to produce sounds in the target language. Alqahtani (2015) comments that a significant amount of vocabulary can be conveyed through pictures or illustrations, which are excellent for teaching the meanings of unknown words. Albaladejo et al. (2018) found that stories and songs promote learning and easily capture children's attention. Gungor and Önder (2022) state that pictures are

better for conveying messages to young children, as they prefer pictures to words.

Students need to repeat the same song many times until they can sing it on their own.

CHAPTER III

3. Methodology

3.4. Type of Research

The present study uses a quantitative approach. Rana et al. (2021) state that this approach is used to calculate averages, make predictions, summarize data, test causal associations, and make generalizations. Numerical data analysis and collection support these processes. This approach allows the determination of the strength of associations, evaluates the strength of evidence of effectiveness, and quantifies effect sizes (Zubair, 2023) The pre-experimental design refers to the method of conducting an information-gathering experiment with the presence or absence of a variation. The researcher must exercise complete control over the experiment. Furthermore, the researcher can conduct the experiment with one or more variables to determine their influence at the end.

3.5. Research design

This research employed a pre-experimental design. Zubair (2023) suggests using a pre-experimental design with one or more groups to examine the causes and effects of specific elements. Due to the nature of the context where the experiment was conducted, there was only an experimental group without a control group, and a single independent variable (story songs) that measured the dependent variables (dimensions of

vocabulary). To increase the internal validity, observations were conducted daily with an observation checklist. This study used pre- and post-tests in a classroom setting with first-grade students from a public school.

3.6. Variables

This study was based on a pre-experimental design where one group took a pre-test (T1), a treatment (X), and a post-test (T2). The study aimed to determine the impact of story-songs on the vocabulary size of students before and after their use. To conduct this research, two variables were involved: independent and dependent. The independent variable represents the use of story songs, and the dependent variable represents the vocabulary knowledge.

Table 3

Pre-Experimental Design

T1	Pre-test
X	Treatment
T2	Post-test

Note: *stages for pre-experimental design.*

3.7. Operationalization of Variables

Variables	Dimensions	Indicators	Instruments/items
<p>Use of Story songs</p> <p>A story song is a song that tells a story. A character takes a journey, and the journey is sung. Either a character goes somewhere, or something happens</p> <p>(Pardede, 2011)</p>	<p>Form</p> <p>Meaning</p>	<p>Spoken</p> <p>Association</p>	<p>Matching the word with the correct image.</p> <p>Read the following list and choose the image from the chart.</p>
Vocabulary Size	Form	<p>Spoken</p> <p>Form and meaning</p>	<p>Pronunciation</p> <p>Spelling</p>

<p>how many words a learner knows (Schmitt 2014)</p>	<p>Meaning</p>	<p>Association</p>	<p>Identifies the word using visuals</p> <p>Identifies the word when listening to it in a context</p>
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3.8. Techniques and Instruments

To collect data, young learners took two tests to evaluate their vocabulary size. In the tests, they had to match the sound of the words with the correct image or representation to identify if they could recognize the meaning. The pre-test was administered at the beginning of Practicum, while the post-test was conducted at the end of 14 sessions, in a total of 8 weeks of intervention. According to Anastasiadou (2014), researchers selected tests as a research tool that allows them to formulate precise questions, thereby collecting clear and concise findings. Hence, to maintain objectivity, the researcher had minimal involvement during the treatment with young learners.

3.8.1. Pre and Post-Test

As a researcher, I administered a test to measure the learners' prior knowledge before implementing the story-song strategy. This test was designed considering

the recommendations by Gungor and Önder (2022), including multiple-choice and picture-matching tasks. The tool (pre-test) (*Appendix 3*) was graded over 30 points. The tool was divided into six sections: family members for 7 points, action verbs for 9 points, colors for 3 points, adjectives for 5 points, objects of the house for 4 points, and others for 2 points. All of them contained illustrations from Story Songs called "Alice in Wonderland," "Rapunzel," and "Cinderella," in which young learners chose and matched the correct option according to the illustration. Nevertheless, the post-test (*Appendix 4*) considered 13 vocabulary words since due to time constraints, not all of the story songs were applied. The sections taken into account were 7 about family members, 2 related with verbs, 2 with adjectives, 1 with colors, and last 2 with others. These words were taken from the Cinderella story song.

After the treatment, the teacher administered a post-test in which students matched images with their names in English. The test contained the same questions as the pre-test, with slight changes to the illustrations and question order. Additionally, I swapped the order of the illustrations and the correct answers.

3.8.2. Observation checklist

The template was segmented based on the indicators derived from the table of meaning, use, and form, using the vocabulary dimensions. Moreover, the observation checklist was taken from each student's behaviors. The items were separated into two sections: "Pronunciation" and "Spelling". The criteria

"Identifies the word using visuals" refers to the act of understanding the meaning of a word by looking at visual representations. On the other hand, "Identifies the word listening to it in a context" means comprehending the meaning of a word by hearing it in a certain situation or context. In addition, this checklist comprised 13 terms, including the words: girl, mother, father, family, remember, blue, dog, quick, house, parents, jump, baby, and friends. The assessment of each indication was conducted according to the standards outlined in the curriculum of the Ministry of Education, using the categories S (starting), P (in progress), and A (acquired). However, just the variables "P" and "A" were considered for the analysis since those facilitated the data analysis to determine the hypothesis of this study. (*Appendix 5*). Moreover, it involved a short space for taking notes of learner's learning process with a participative observation since the teacher is the researcher within this study. Those notes, supported teacher to analyze the results.

Participants

This study focused on one group of students from a private school in the Ecuadorian province of Azuay. This class had 21 students; 10 (48%) of them were female and 11 (52%), male. They were in first grade. In this study, all students were Spanish speakers learning English as a foreign language, and their level, according to the English standards in the Ministry of Education (2016), was Pre A1.1. Due to their age, these learners had not yet fully developed their first language, as they were just beginning to acquire it. This research did not contain a sample since all of the participants were taken into account.

3.9. Designing Teaching Proposal

Melodic Lexicon: Increasing Vocabulary Through Story Songs

Objective: To increase vocabulary size through story-songs

Introduction: Based on the perspective of Chomsky's Universal Grammar, young learners will deduce the meaning of the words by seeing some pictures. By using story-songs, young learners will also develop language as explained in the natural order theory by Krashen, which states that the principal language skills are developed from the vocabulary basis and this is naturally acquired through interaction with real materials and situations.

Goal of the treatment: To increase vocabulary size through Story songs		
No. of sessions: 14		Estimated to complete 8 weeks
Week 1		
Learning Outcome	Action Steps	Duration of sessions
Learners remember and organize the sequence of the	To start the class, the teacher asked the learners what they remembered about the Cinderella story. For instance, the teacher inquired about the identity of the protagonist and the	2 hours



story Cinderella using visual aids.	events that happened at the start, middle, and end of the tale. Furthermore, the teacher presented a few English words along with pictures from the story to test the students' comprehension of their meanings. At this moment, the instructor used a game called 'happy bee', in which the bee was flying, and questioned each student individually.	
	The teacher chooses some students to act in a scene of the fairy tale. Then, they try to guess which part is it and with their own words in Spanish they tell the whole story with the help of their classmates while they are performing with some pictures.	
Week 2		
Learners identify characters and their role during the story using popsicles.	The class started showing the characters of the story and learners raised their hand and participated saying some names and roles. Furthermore, the teacher provided some clues where learners can guess the character.	2 hours
	The teacher presents the learners with the characters from the fairy tale, instructing them to cut and paste them onto a popsicle in accordance with the Cinderella story. Then, the teacher checks that all the characters are correct to see if young learners understand.	



	<p>The teacher chooses one character randomly and asks the learners one by one about their names and roles. Moreover, the tutor asks students to say the name of the characters aloud several times.</p>	
Week 3		
Learners identify the main scenarios and associate with the characters from the previous sessions.	<p>The teacher provides a worksheet with instructions on how to paint using different colors, as well as clues about the first picture they have to complete. During that activity, the tutor was monitoring comprehension of the instructions. After that, learners use the previous characters and try to organize which part of the story they change the scenario in.</p>	1 hour
	<p>The teacher provides a worksheet with instructions to paint using different colors and clues about the first picture they had to complete. During that activity, the tutor was monitoring comprehension of the instructions. After that, learners use the previous characters and try to organize with which part of the story they change the scenario in.</p>	
	<p>The tutor narrated the story in scenes, asking the students to explain what happened in each scene and to identify the</p>	



	characters, even if they could perform some action verbs from the fairy tale.	
Week 4		
Learners understand meaning of the words through visual aids.	The teacher uses the TPR method (total physical response) to teach the learners a song that focuses on the main vocabulary (jump, fast, and think) found in the story. All of the learners had to stand up and follow the teacher. After that, she tried to make it faster for learners to see if they could identify and repeat the action.	2 hours
	The teacher presents vocabulary flashcards and uses the same previous song, but in this case, learners associate it with the pictures. Questions were presented to see if they recognized those pictures or had seen them before.	
	The teacher shows the back of the flashcard, and the learners say the words without seeing anything. Furthermore, they searched for the missing pictures, for which the teacher provided some clues.	
Week 5		
Learners understand	The tutor repeated the same song for the learners using the Total Physical Response method, including the main vocabulary	1 hour



<p>meaning of the words through visual aids.</p>	<p>(jump, fast, and think) from the story. All of the learners had to stand up and show if they remembered each word of the vocabulary already taught in the previous sessions.</p> <p>Additionally, the tutor rewarded the continuous practice.</p>	
	<p>The teacher presented flashcards of the vocabulary one more time along with the song of the Cinderella Fairy Tale, but in this case, the tutor showed two pictures and young learners had to choose the correct one. For incorrect answers, she tried to give clues and learners had to think again about their answer.</p>	
	<p>The teacher gave young learners one character, and they had to try to say which character was. In which scene they appeared and if they could remember an action that represented them.</p>	
<p>Week 6</p>		
<p>Learners show their engagement listening the rhythm of the Cinderella story.</p>	<p>The teacher presents the flashcards and instructs students to assess their knowledge of the vocabulary by recalling the terms.</p> <p>In addition, she uses specific scenes to test students' memory of the characters and the events depicted.</p>	<p>2 hours</p>
	<p>The tutor shows the same flashcards with Cinderella's story in song form. Then, learners will practice the first part of the song.</p> <p>The song also incorporates some words from the learners'</p>	



	<p>vocabulary. Furthermore, some of them were acting out some scenes. This final step was optional because it was their first time performing the song.</p>	
	<p>The teacher gave the students the opportunity to attempt singing the first part of the song, first with some assistance and then on their own. During that activity, the tutor had to provide short breaks to avoid making it boring.</p>	
<p>Week 7</p>		
<p>Learners show their engagement listening the rhythm of the Cinderella story.</p>	<p>The teacher played the song and displayed the flashcards, instructing the students to assess their vocabulary knowledge to determine if they could recall and articulate these words. Additionally, they should recall the rhythm and the initial section of the song.</p>	<p>2 hours</p>
	<p>The tutor shows the same flashcards specifically for those involved in the second part of Cinderella's story in song form. Then, the teacher helped students practice the second part of the song.</p>	
	<p>In addition, they attempted to sing solo, a step that was optional because it was their first time performing the song's second part. The teacher listened to them to ensure their pronunciation was</p>	



	<p>correct and attempted to correct errors on the spot. In this section, the teacher observed that because they were still learning their L1, they had a tendency to mix certain sounds.</p>	
<p>Week 8</p>		
<p>Learners show their engagement listening the rhythm of the Cinderella story.</p>	<p>The teacher played the song and showed the flashcards, asking students to check their vocabulary to see if they remembered and could say these words. Additionally, she evaluated their recollection of the song's rhythm and its first and second sections, focusing on their ability to recall the majority of the words and the rhythm rather than requiring them to know every word.</p>	<p>2 hours</p>
	<p>The tutor shows the same flashcards specifically for those involved in the third part of Cinderella's story in song form. She also showed the other flashcards to see if learners distinguished between the first and second parts. Then, teachers helped students practice the song's third part.</p>	
	<p>In addition, they attempted to sing independently (this final step was optional as it was their first time, along with the third section of the teacher listened to them to check if they were pronouncing the words correctly and attempted to correct any</p>	

mispronunciations (in this part, the teacher observed the most accurate pronunciation as they are still learning their first language and tend to recognize certain sounds). me sounds). Furthermore, the teacher encouraged them to sing all of the story's parts.

CHAPTER IV

4. Results and Discussion

This section aims into the discussion and analysis of the results through the application of descriptive statistical analysis. Kaur et al. (2018) reveals the interrelationships among variables in a given sample, frequently serving as a summary for inferential statistical comparisons and surveys. In this particular case, I measured the central tendency of the data. Kaur et al. (2018) mention that this value describes the entire data set as a single measure. It involves the three main measures of central tendency, such as the mean, median, and mode. Furthermore, it facilitates the comparison of test results before and after the treatment. Additionally, I analyzed the results from the observation checklist, focusing on the vocabulary growth over eight weeks and the application of indicators to enhance learners' understanding.

All of this data supported the main objective of this study, which was to evaluate the impact of story songs on the English vocabulary size of first-grade learners from a private school in Ecuador. Furthermore, the first and third specific objectives

intend to identify the vocabulary knowledge of first-grade students in a private school using a pretest and to evaluate the vocabulary knowledge of first-grade students after the treatment through the application of a post-test. Then, I used an observation checklist to address the second specific objective, which involved designing and implementing a treatment consisting of a series of activities based on story-songs to assist learners in acquiring new vocabulary words. These steps were key to answering the following research question: Does the use of story songs support the acquisition of new vocabulary words by first-grade learners in a private school in Ecuador?

The researcher collected data using the two tests: the pre-test and post-test, as well as the observation checklist. In this case, the pre-test was conducted before the treatment, and the post-test was after the treatment. The observation checklist measured the vocabulary growth through story-songs over several weeks. Firstly, the teacher administered the pre-test to assess young learners' prior knowledge. The teacher applied it in a 40-minute session with the researcher's guidance because some students had difficulty understanding the instructions for each question. Furthermore, the grading system allocated more than 30 points based on terms chosen from the beginner's list as outlined in The Essential Word List ([Tabla 1](#)), dividing it into five-word chunks. This was a pre-experimental design. Only one group of learners received the test, without a sample. The principal and parents of the school authorized all these steps.

The following tables show the results obtained in the tests. The list of words, divided into five-word categories with correct and incorrect answers, appears in the first column. ([Appendix 6](#)). The post-test results table is in only five-word categories because

the duration of story songs was too lengthy for the learners' age and skill level. It was graded at thirteen points. ([Appendix 7](#))

The pre- and post-test results exceeded 13 points due to the lengthy duration of the videos required to cover all 30 words initially intended in the pre-test. I planned the presentation of the story song for first-grade learners, but I had to adapt it due to the pre-test's determination of their previous vocabulary knowledge, which indicated it was not suitable for them. As a result, I modified the story-song to a shorter version, using the same words from the previously mentioned list. In addition, I created lesson plans with some activities during the treatment phase. The table below displays the mean number of accurate responses obtained by the 21 young students.

Table 4

Pre and Post-Test Results

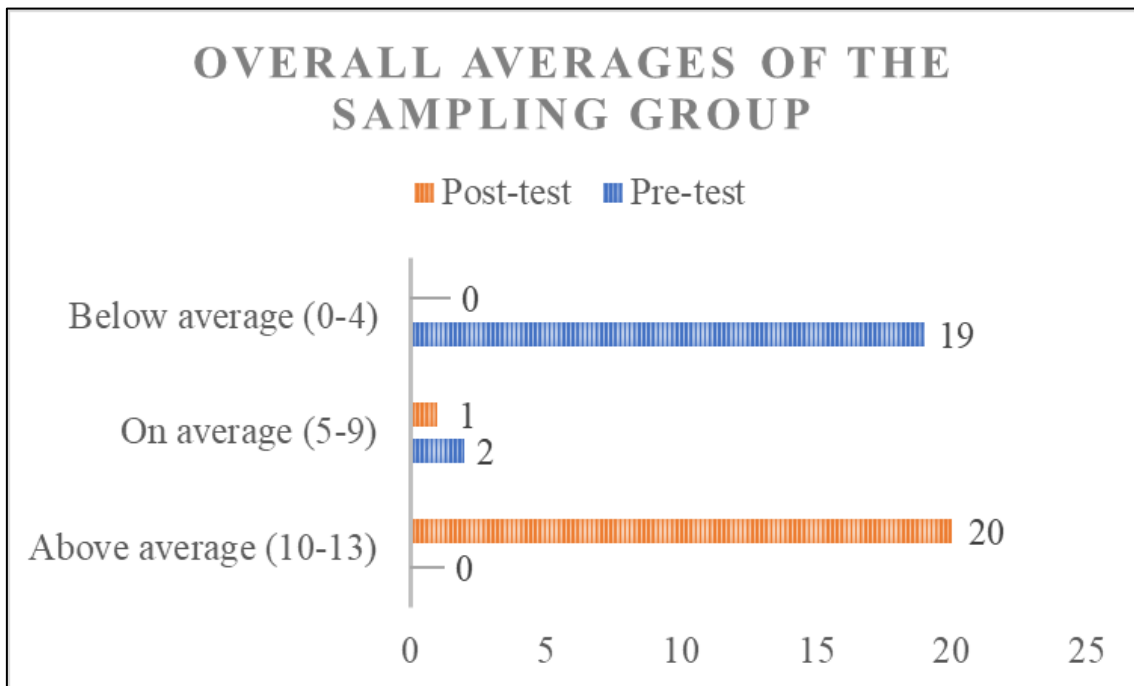
OVERALL AVERAGES OF THE SAMPLING GROUP		
	<i>Pre-test</i>	<i>Post-test</i>
<i>Above average (10-13)</i>	<i>0</i>	<i>20</i>
<i>On average (5-9)</i>	<i>2</i>	<i>1</i>
<i>Below average (0-4)</i>	<i>19</i>	<i>0</i>

<i>Number of students</i>	<i>21</i>	<i>21</i>
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Note. Results of the pre and post-tests applied before and after the treatment.

Figure 1

Results of the pre- and post-test



Note. Results obtained from the pre- and post-test.

The first table and graph divide the results of the pre- and post-test for one group of learners into three intervals: below average from 0 to 4, average from 5 to 9, and above average from 10 to 13. I graded each average over 13 points, incorporating words like family members, verbs, adjectives, others, and colors. In the pre-test, the interval was below average from 0 to 4, and 19 learners participated. The second range

corresponds to the "on average" part, which spans from 5 to 9, while the above average range, from 10 to 13, has no participants. Based on these results, the majority of learners fall below average, which means that they do not know the vocabulary in English.

However, the results from the post-test show that below the average of 0 to 4, there are no learners. On average, from 5 to 9, it contains 1 learner, and above average, from 10 to 13, it belongs to 20 learners.

As a result, it shows that the strategy applied helped learners improve their knowledge of the English vocabulary. Abdelkarim (2017) states that vocabulary knowledge plays a crucial role for second-language learners, as a limited vocabulary in a second language hinders effective communication and interaction. The role and size of vocabulary increase the learners' abilities to express their ideas appropriately.

Furthermore, a significant positive difference exists between the averages obtained in the pre- and post-test. Sen and Kuleli (2015) undoubtedly assert that learners of English as a foreign language have a direct connection between their English reading skills and their vocabulary knowledge. Therefore, this strategy will aid in the learners' development of additional skills in their second language. However, the general grading of these data needs a descriptive analysis.

The following table and graph correspond to the mean, median, and mode of the results of the pre- and post-test. The first column in the graph corresponds to the value of the mean, the second column has the value of the median, and the last column presents the mode. The first column of blue represents the values of the pre-test, and the second column of orange represents the values of the post-test.

Table 5

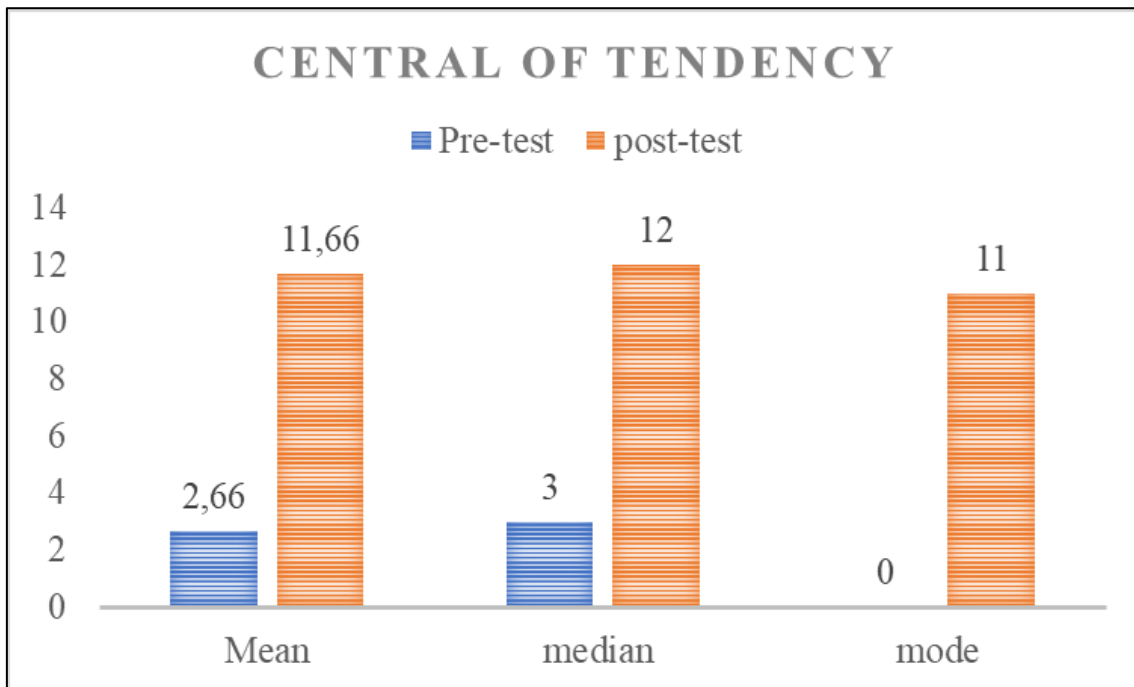
Central Tendency of Test Results

Central of Tendency		
	Pre-Test	Post-Test
Mean	2.66	11.66
Median	3	12
Mode	-	11

Note. mean, median, and mode calculated from the pre and post-test.

Figure 2

Results of the vocabulary chunks



Note. central tendency of pre and post-test.

The first graph divides the results of the pre- and post-test into two columns. The pre-test has a mean of 2.66 and a median of 3, and all of the values in the mode are unique. The post-test involves a mean of 11.66, a median of 12, and a mode of 11, which presents a significant impact after the treatment application.

Answering the first and third specific objectives. Young learners can enhance their vocabulary by employing story songs. Cepeda (2014) Using students' favorite songs definitely ensures motivation and repetition, as well as arousing students' attention. Based on the previous data, I can conclude that implementing this strategy enhances learners' motivation and attention levels. Furthermore, by aiding in the process of repetition, this strategy enables young learners to practice pronunciation and comprehend the meaning. Barno (2019) suggests that teachers should systematically

assess their students' learning goals, the subject matter they need to master, and select pedagogical strategies that will facilitate their learning. Furthermore, students find it more engaging when the subject matter is attractive and appropriate for their age and English proficiency. I must choose it carefully, ensuring it presents a level of challenge that matches their current skills.

Barno (2019) Stories provide essential context. Language is used to communicate. When I tell stories, I use not only the language of the text, but also the whole context that deduces its meaning. By utilizing the contexts or scenarios from the stories, learners can grasp and understand the connection and usage of each word. This provides a significant way for learners to enhance their process of learning a foreign language without experiencing frustration with certain words. Juma Fayad and Mohammed (2018) The informal nature of learning through singing can foster a productive classroom atmosphere, reducing the emotional filter and, in turn, increasing the potential for language acquisition. Even though the teacher is presenting stories in the form of songs, it still enhances their ability to listen and identify words.

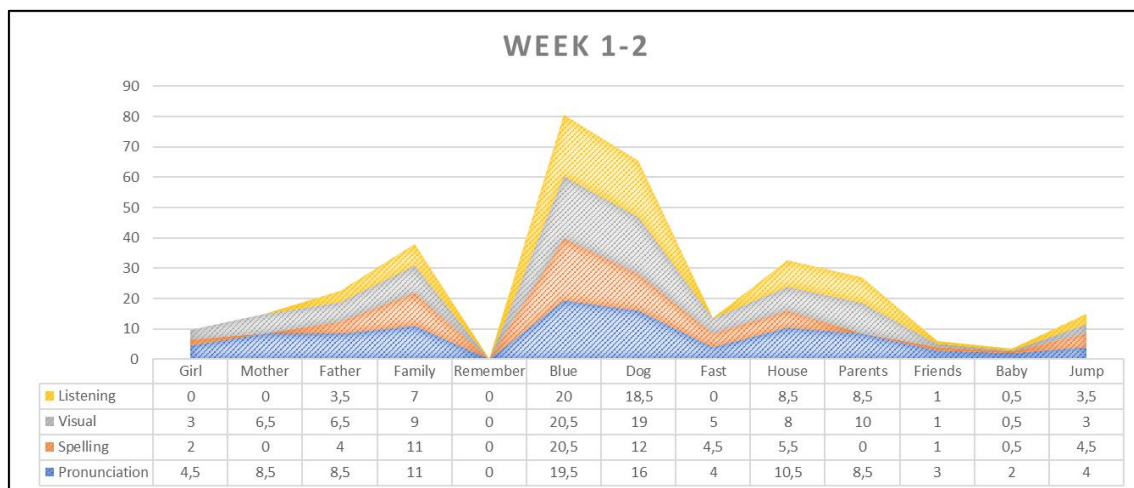
According to previous research, using songs can motivate and assist learners in learning a language. They compared the pre- and post-test results, concluding that applying stories and songs to work with young learners leads to an increase in learning outcomes. Albaladejo et al. (2018) Teachers should carefully consider the songs they utilize and the manner in which they incorporate them into the classroom. Teachers should incorporate short songs with repetitive lyrics, light, slow-paced lyrics, and a focus on basic concepts that children encounter in their daily lives. Therefore, stories

serve as an effective strategy for understanding word meanings, and when combined with other elements, they can also enhance listening and pronunciation skills. This attracts young learners, who repeat the song and learn more vocabulary.

The following tables and graphs showcase the data gathered from the observation checklist at the conclusion of the week, collected after two or three sessions. It involves four indicators (pronunciation, spelling, identifying with visuals, and listening in context), which correspond to two dimensions (form and meaning) already mentioned. I represent it word for word over the course of eight weeks to track its progress over time. I divide it into three weeks (1-2 weeks, 2-4 weeks, and 7-8 weeks) to facilitate its improvement.

Figure 3

Results according to the four dimensions

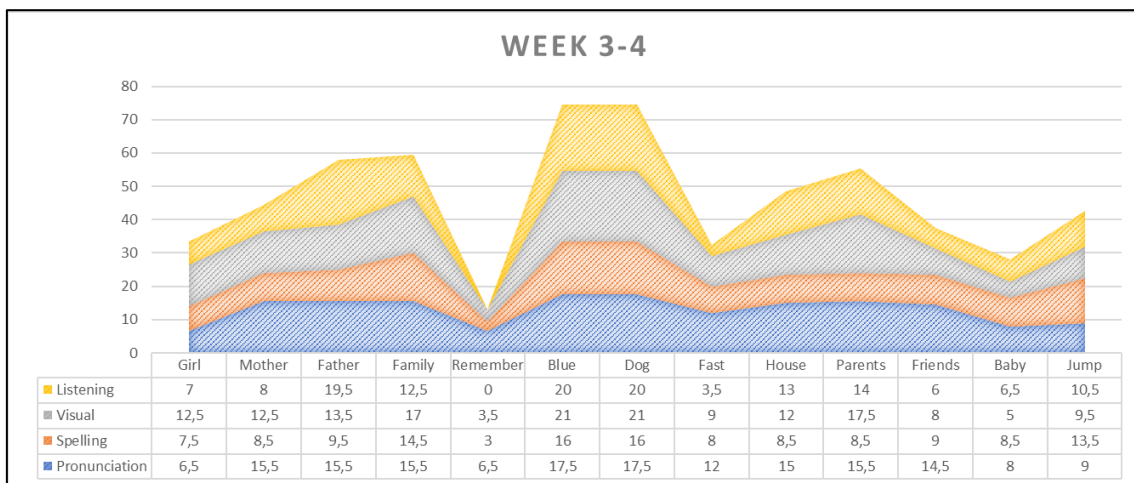


Note. Results showed in average obtained of the four dimensions during week 1 and 2.

The second graph divides all the values by dimensions and calculates the average for each word. During weeks one and two, this description will present the highest and lowest numbers from the words. In the "Listening Dimension," the word "blue" achieved an average score of 20, while the words "girl," "mother," "remember," and "fast" had an average score of 0. Second, "Visual Dimension," "blue," obtained an average of 20,5; "remember" showed an average of 0. Third, "Spelling Dimension," "blue," calculated an average of 20,5; "mother," "remember," and "parents" presented an average of 0. Finally, in the "Pronunciation Dimension," "blue" ranked first with an average of 19,5, while "remember" scored zero.

Figure 4

Results according to the four dimensions



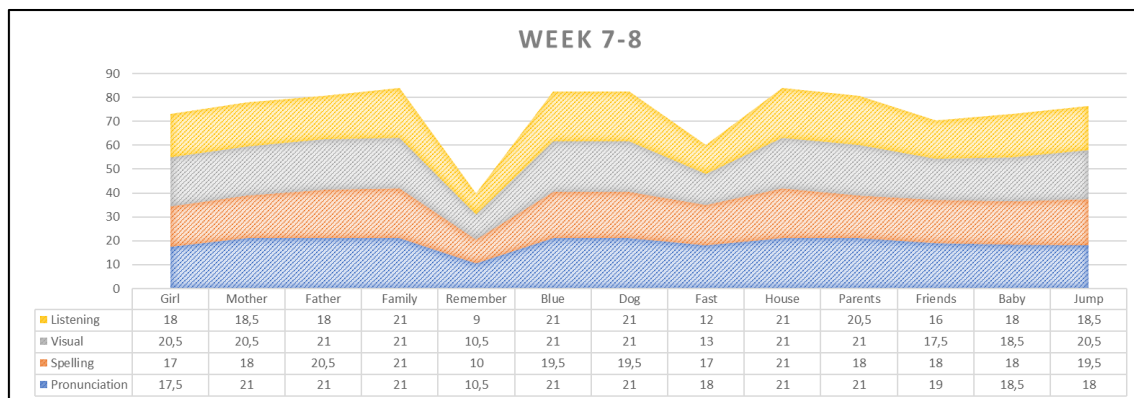
Note. Results showed in average obtained of the four dimensions during week 3 and 4.

The third graph divides all values by dimensions and calculates the average for each word. This description will highlight the words with the highest and lowest values

during the third and fourth weeks. Starting with the "Listening Dimension," the average score for "blue" and "dog" was 20, while the average score for "remember" was 0. Second, "visual dimension," "blue," and "dog" obtained an average of 21; "remember" showed an average of 3. Third, "Spelling Dimension," "Blue," and "Dog" calculated an average of 16; "Remember" presented an average of 3. Finally, the average for "pronunciation dimension," "blue," and "dog" was 17.5, while the average for "girl" and "remember" was 6.5.

Figure 5

Results according to the four dimensions



Note. Results showed in average obtained of the four dimensions during week 7 and 8.

The fourth graph divides all the values by dimensions and calculates the average word by word. This description will highlight the words with the highest and lowest values during the seventh and eighth weeks. Starting with the "Listening Dimension," the average score for "family," "blue," "dog," and "house" was 21, while the average score for "remember" was 9. Second, "Visual Dimension," "father,"

"family," "blue," "dog," and "parents" obtained an average of 21; "remember" showed an average of 10.5. Third, "Spelling Dimension," "family," and "house" calculated an average of 21; "remember" presented an average of 10. Finally, the "Pronunciation Dimension" revealed that "mother," "blue," "dog," and "house" had an average of 21, while "remember" had an average of 10.5.

The results show an improvement after implementing a variety of significant activities for young learners. After working with them, the most important thing is to know what type of material is appropriate for their age and level of English. Kristi (2019) states that teachers also have to deal with performance differences between students from different language backgrounds. Although the same age or level, some learned faster. According to Harahap and Kembaren (2023), educational activities for young children should incorporate engaging strategies and approaches. It is crucial to remember that even at a tender age, children have a strong desire to engage in play. From this perspective, I implement a variety of activities, including the use of flashcards, total physical response, coloring pages, matching words to images, and guessing images. However, the most significant activity is the application of story songs. Story songs served as a valuable tool for understanding the meaning of words and their context, particularly for those who were accustomed to learning vocabulary in brief.

Kristi (2019) mentions that when they became familiar with the language, the grammar gradually built up. Based on the results, it was evident that the implementation of these strategies led to an improvement in their vocabulary, as they learned abstract or

simple words, along with their pronunciation, meaning, and accompanying visuals. Konomi (2014) asserts that the use of visuals not only makes the message more inclusive for young people but can also make it more interesting. Additionally, Dang and Webb (2016) provided a word list vocabulary that was successful for their age group due to its ease of understanding. Moreover, the Ministerio de Educacion includes most of them in its topics.

After that, the use of story songs demonstrated a significant impact on the understanding of word meaning and pronunciation. It became repetitive, and young learners could practice as many times as possible during all of the sessions. It also supports the innatist theory, which asserts that children can infer sentence order and their own grammar rules. He also believes that all languages are based on some innate universal grammar. He demonstrated that even very young learners could acquire and recognize words when they listened and observed within a context.

4.4. Hypothesis Verification

To test the study's reliability, I used a t-test that supported measuring the standard of variation of the pre- and post-tests applied to one group of young learners. According to Kim (2015), the t-test used to test the difference between the means of two independent samples is no different from the t-test used when there is only one sample. To get these results, I made use of the Excel program with all of the data.

This process leads to the evaluation of two hypotheses. I previously discussed the alternative and null hypotheses in the methodology section.

Alternative hypothesis: The use of story-songs will increase the vocabulary size of first-grade learners from a private school in Ecuador.

Null Hypothesis: The use of story-songs will not increase the vocabulary size in first-grade learners from a private school in Ecuador.

Then, I calculated the mean (average) and the variance of the pre and post-test from the group. The variance indicates how much the data varies.

t-statistic (t)	<	Critical value (tc)
-23,17		2,03
Degrees of freedom		
34		
p-value	<	Significance level
0,02		0,05

The table displays the computed values for the t-statistic and other relevant data obtained from the collected data. In this case, the t-statistic is smaller than the critical value, while the p-value is smaller than the significant value. Therefore, I reject the null hypothesis and conclude that the use of story songs will increase the vocabulary size of first-grade learners from a private school in Ecuador, and there is a great difference between the means obtained from the pre- and post-test of the pre-experimental group.

To sum up, this study highlighted and illustrated the favorable outcomes of utilizing story songs to enhance the lexical capacity of first-grade students in a private school in Ecuador. In the comparison of the pre- and post-tests in the same group, I can state that the use of story songs increases the vocabulary size in first grade. I applied this strategy to 21 young learners from the same group and level, and they demonstrated a significant improvement. According to these results, using story songs increases the vocabulary size of students. Finally, these would assist EFL educators in choosing appropriate strategies related to storytelling and music for the learning process, particularly for young learners.

CHAPTER V

5. Conclusions

To summarize, the implementation of story songs have a positive influence on vocabulary acquisition of young learners. The first objective focuses on evaluating the vocabulary proficiency of first-grade students through a pretest. I applied the initial instrument as a baseline to assess the lexical size of young learners before introducing story songs. Upon analyzing the data, it became evident that the students were not achieving the anticipated learning objectives. They were unable to determine the meaning of important terms based on their degree of comprehension.

As I proceed with the second objective, I have devised and executed a treatment comprising a series of activities centered around story songs. The primary goal of this treatment is to facilitate the acquisition of vocabulary terms among learners.

Choosing the most appropriate and impactful activities for this intervention became a pivotal factor. The use of the observation checklist played a substantial job in monitoring their advancement. The activities were specifically created to enhance the use of story songs and serve as an introduction to the vocabulary's meaning. However, the utilization of story songs facilitated the acquisition of a more profound comprehension, enhanced pronunciation skills, visual identification, and the application of word chunks in young learners.

The assessment of this intervention consisted of administering a post-test specifically developed to measure the enhancement in vocabulary size, and its analysis verified the favorable efficacy of utilizing story songs. Moreover, the findings demonstrated the improvement in their acquisition of vocabulary in a second language, providing evidence that the implementation of story songs enhances the quantity of their vocabulary.

The study successfully achieved its objectives, which included evaluating the effectiveness of story songs in enhancing the vocabulary of first-grade students at a private school. Based on the conducted analyses, I have determined that this technique greatly improves the learning process, rejects the null hypothesis, and supports the alternative hypothesis.

These results contribute to the understanding of how the story songs can be implemented in an EFL context with young learners. The results illustrate the influence of the story songs into the increase of vocabulary size and the connections with their meaning, use, and form.

5.1.Recommendations

Considering the outcomes, I propose utilizing brief story songs, as young students frequently have difficulties in acquiring a substantial vocabulary in their second language, a task that requires a considerable duration of time. It is imperative that I meticulously choose these elements, as they will effectively communicate the essence of the narrative. Furthermore, the story song must to be derived from a fairy tale that the students are already acquainted with or find captivating.

Moreover, I suggest that educators carefully choose the tasks. They should enhance this method and accommodate the children's age and proficiency. For younger learners, the materials should be made more captivating. In addition, students frequently encounter perplexity as they are still acquiring proficiency in their native language.

Furthermore, the presence of digital materials is essential in English courses. I must capitalize on their presence. Nevertheless, it is crucial to employ them in a responsible manner. Counterbalance it with physical resources. This is due to the fact that the age of learners does not advocate for the excessive utilization of these resources.

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Appendixes

Appendix 1

(Consents of School Principal and Parents)

[https://drive.google.com/drive/folders/1AfAhZ8j2rIXYE5nwDcgWTVJpDphKASMZ?](https://drive.google.com/drive/folders/1AfAhZ8j2rIXYE5nwDcgWTVJpDphKASMZ?usp=sharing)

[usp=sharing](https://drive.google.com/drive/folders/1AfAhZ8j2rIXYE5nwDcgWTVJpDphKASMZ?usp=sharing)

Appendix 2

(Validation)



COMMENTS AND SUGGESTIONS SECTION

1. Do you consider that the proposed items correspond to categories, unit of analysis or variables of the study?

Yes NO



2. What items would you add or erase?

There are some items that should be considered in terms of what students know. However, I would erase anything

3. What other suggestions would you make to improve this instrument?

The instruments are very clear

Evaluator's Names:

Angel Eduardo Carrion Espinosa

ID: 0706627312

Academic Degree: MGS

Signature:



COMMENTS AND SUGGESTIONS SECTION

1. Do you consider that the proposed items correspond to categories, unit of analysis or variables of the study?

Yes NO

2. What items would you add or erase?

There are some aspects that should be considered in terms of what the students know.

However, I would erase anything.

3. What other suggestions would you make to improve this instrument?

The instruments are very clear.

Evaluator's Names:

Angel Eduardo Carrion Espinosa

ID: 0706627312

Academic Degree: MGS

Signature:



COMMENTS AND SUGGESTIONS SECTION

1. Do you consider that the proposed items correspond to categories, unit of analysis or variables of the study?

Yes NO

2. What items would you add or erase?

What is important here is to consider from where you took these words? Curriculum, books second-graders are working with, asked the current

teacher? Did you check the lesson plans?

3. What other suggestions would you make to improve this instrument?

You need to consider the size of the font, images are confusing, they need to convey 100% the message you want, I am afraid students will feel lost and that is not the idea. Examples in family members, colors, and house objects. In family members, how can students differentiate between the mother and the wife. In Colors, from my point of view, only include the colors itself not any other item; like this



Another example, in objects of the house. Include only the items not people around. Considering your participants are second-graders, and they are learning how to read and write in their own language, maybe you should reconsider the type of the activity for ADJECTIVE. Finally, they need a lot of guidance all what you ask them to do should be crystal clear, like only matching and circling. This test has several instructions to follow. Example: In OTHERS, why students need to draw a triangle, do you want to know if they also know shapes?

Evaluator's Names: fernanda

Sarango Solano ID: 1104464274

Academic Degree: PhD

Signature:





COMMENTS AND SUGGESTIONS SECTION

1. Do you consider that the proposed items correspond to categories, unit of analysis or variables of the study?

Yes_ _ NO_

2. What items would you add or erase?

Some items can't be answered by the observer because the observer doesn't know what happens in someone's brain. Example: What other words does this make us think of?

3. What other suggestions would you make to improve this instrument?

It is strongly recommended that the observation be done in the form of a teaching journal. I think the wording of the item needs to be changed and questions should be more objective rather than subjective. For example:

What meaning does this word form signal? This, and other items, should be objective yes/no items because an observer can make a judgment but can't have an understanding of someone's opinion or thoughts. It could be worded as "Does the person's behavior in class signal understanding of this word"?

Evaluator's Names:

Omid Sahranavard Kalantar

ID: 0152325585

Academic

Degree:

Master's

Signature:

Firmado electrónicamente por:
OMID SAHRANAVARD KALANTAR





COMMENTS AND SUGGESTIONS SECTION

1. Do you consider that the proposed items correspond to categories, unit of analysis or variables of the study?

Yes ___ x ___ NO _

2. What items would you add or erase?

3. What other suggestions would you make to improve this instrument?

To me this test is way clearer than the pretest in terms of organization, but I would say I still have the same concerns.

Evaluator's Names: fernanda Sarango Solano

ID: 1104464274

Academic Degree: PhD

Signature:



FERNAND
A
ELIZABET
H
SARANGO
SOLANO



COMMENTS AND SUGGESTIONS SECTION

1. Do you consider that the proposed items correspond to categories, unit of analysis or variables of the study?
Yes NO

2. What items would you add or erase?
I would not add anything. I would suggest that you can use this checklist when you observe the daily interactions in the learning activities, but also with worksheets you prepare for the students in every class. So, the checklist will be strategic to record all your observations and analysis.


3. What other suggestions would you make to improve this instrument?
I think that the observation checklist will be helpful to measure the vocabulary acquisition of students. I would add the date and time at the beginning of the observation checklist to compare the interventions in a timeline.

Evaluator's Names: Carmen Maricela Cajamarca Illescas

ID: 0105744338

Academic Degree: Ph.D. in Education

Signature:
Firmado electrónicamente por:
CARMEN MARICELA CAJAMARCA ILLESCAS



Scanned with CamScanner

Appendix 3
(Model Pre-Test)

<https://drive.google.com/file/d/1wZI7wjvuRbymTNCeBf2GzYtetjs8EiDy/view?usp=drivesdk>

Appendix 4
(Model Post-Test)

<https://docs.google.com/document/d/1wgx6nZZFe8C4KLkvDC13Nc90GQGPJhIw/edit?usp=drivesdk&oid=118076369904900247195&rtpof=true&sd=true>



Appendix 5
(Model Observation checklist)

<https://docs.google.com/document/d/1wbtjVMQB92GZ7VOyxRZhsilA0x3IIUs1/edit?usp=drivesdk&oid=118076369904900247195&rtpof=true&sd=true>

Appendix 6
(Results of Pre-Test)

TESTS

Pre-Test

First Section: Family

Girl	0	21
Mother	1	20
Father	6	15
Family	1	20
Parents	1	20
Baby	0	21
Friends	1	20



Second Section: Verbs

Read	0	21
Drink	0	21
Hear	2	19
See	5	16
Remember	5	16
Walk	3	18
Jump	3	18
Run	3	18
Sleep	4	17

Third Section: Adjectives

Small	2	19
Fast	2	19
Happy	3	18

Fourth Section: others

Dog	16	5
Night	6	15
House	8	13
Door	5	16

Fifth Section: Object's House

Table	1	20
book	3	18
key	1	20
window	1	20

Sixth Section: Colors

Red	12	9
blue	10	11



white	10	11
-------	----	----

Appendix 7

(Results of the Post-Test)

First Section: Family Members

Girl	16	5
Mother	20	1
Father	21	0
Family	15	6
Parents	19	2
Baby	19	2
Friends	20	1

Second Section: Verbs

Remember	19	2
----------	----	---



Jump	21	0
------	----	---

Third Section: others

House	20	1
Dog	18	3

Fourth Section: Adjectives

Fast	15	6
------	----	---

Fifth Section:

Blue	21	0
------	----	---

Appendix 8

(Results of the observation checklist)

OBSERVATION CHECKLIST



Girl

Form

	Pronunciation	Spelling
Week 1	3	0
Week 2	6	4
Week 3	3	7
Week 4	10	8
Week 5	11	10
Week 6	15	16
Week 7	17	17
Week 8	18	17

Meaning

	Identifies the word using visuals	Identifies the word when listening to it in a context
--	--------------------------------------	--



Week 1	2	0
Week 2	4	0
Week 3	10	6
Week 4	15	8
Week 5	15	12
Week 6	16	17
Week 7	20	17
Week 8	21	19

Mother

Form

	Pronunciation	Spelling
Week 1	5	0
Week 2	12	0
Week 3	15	7



Week 4	16	10
Week 5	16	11
Week 6	20	16
Week 7	21	17
Week 8	21	19

Meaning

	Identifies the word using visuals	Identifies the word when listening to it in a context
Week 1	5	0
Week 2	8	0
Week 3	10	8
Week 4	15	8
Week 5	17	12
Week 6	19	10



Week 7	20	18
Week 8	21	19

Father

Form

	Pronunciation	Spelling
Week 1	5	0
Week 2	12	8
Week 3	15	9
Week 4	16	10
Week 5	17	11
Week 6	21	18
Week 7	21	20
Week 8	21	21



Meaning

	Identifies the word using visuals	Identifies the word when listening to it in a context
Week 1	5	0
Week 2	8	7
Week 3	10	9
Week 4	17	10
Week 5	18	12
Week 6	19	15
Week 7	21	18
Week 8	21	18

Family

Form

	Pronunciation	Spelling
--	---------------	----------



Week 1	10	10
Week 2	12	12
Week 3	15	14
Week 4	16	15
Week 5	18	18
Week 6	21	20
Week 7	21	21
Week 8	21	21

Meaning

	Identifies the word using visuals	Identifies the word when listening to it in a context
Week 1	8	7
Week 2	10	7
Week 3	16	10



Week 4	18	15
Week 5	20	17
Week 6	21	20
Week 7	21	21
Week 8	21	21

Remember

Form

	Pronunciation	Spelling
Week 1	0	0
Week 2	0	0
Week 3	6	0
Week 4	7	6
Week 5	9	7
Week 6	9	10



Week 7	10	10
Week 8	11	10

Meaning

	Identifies the word using visuals	Identifies the word when listening to it in a context
Week 1	0	0
Week 2	0	0
Week 3	0	0
Week 4	7	0
Week 5	10	5
Week 6	10	7
Week 7	10	9
Week 8	11	9

Dog



Form

	Pronunciation	Spelling
Week 1	16	10
Week 2	16	14
Week 3	17	16
Week 4	18	16
Week 5	20	18
Week 6	21	20
Week 7	21	20
Week 8	21	19

Meaning

	Identifies the word using visuals	Identifies the word when listening to it in a context
Week 1	18	18



Week 2	20	19
Week 3	21	20
Week 4	21	20
Week 5	21	21
Week 6	21	21
Week 7	21	21
Week 8	21	21

Blue

Form

	Pronunciation	Spelling
Week 1	19	20
Week 2	20	21
Week 3	21	21
Week 4	21	21



Week 5	21	21
Week 6	21	21
Week 7	21	21
Week 8	21	21

Meaning

	Identifies the word using visuals	Identifies the word when listening to it in a context
Week 1	20	19
Week 2	21	21
Week 3	21	21
Week 4	21	21
Week 5	21	21
Week 6	21	21
Week 7	21	21



Week 8	21	21
--------	----	----

Fast

Form

	Pronunciation	Spelling
Week 1	3	3
Week 2	5	6
Week 3	10	7
Week 4	14	9
Week 5	14	10
Week 6	15	15
Week 7	17	17
Week 8	19	17

Meaning



	Identifies the word using visuals	Identifies the word when listening to it in a context
Week 1	5	0
Week 2	5	0
Week 3	8	2
Week 4	10	5
Week 5	10	10
Week 6	12	11
Week 7	12	12
Week 8	14	12

House

Form

	Pronunciation	Spelling
Week 1	10	5



Week 2	11	6
Week 3	15	7
Week 4	15	10
Week 5	17	15
Week 6	19	16
Week 7	21	18
Week 8	21	20

Meaning

	Identifies the word using visuals	Identifies the word when listening to it in a context
Week 1	7	7
Week 2	9	10
Week 3	10	11
Week 4	14	15



Week 5	15	19
Week 6	21	20
Week 7	21	21
Week 8	21	21

Parents

Form

	Pronunciation	Spelling
Week 1	5	0
Week 2	12	0
Week 3	15	7
Week 4	16	10
Week 5	16	11
Week 6	20	16
Week 7	21	17



Week 8	21	19
--------	----	----

Meaning

	Identifies the word using visuals	Identifies the word when listening to it in a context
Week 1	8	7
Week 2	12	10
Week 3	15	12
Week 4	20	16
Week 5	21	18
Week 6	21	20
Week 7	21	21
Week 8	21	20



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Ratifico con mi suscripción la presente declaración, en todo su contenido.

Azogues, 08 de agosto de 2024



Firmado electrónicamente por:
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UNIVERSIDAD
NACIONAL DE
EDUCACIÓN

**CERTIFICACIÓN DEL TUTOR PARA
TRABAJO DE INTEGRACIÓN CURRICULAR
DIRECCIONES DE CARRERAS DE GRADO PRESENCIALES**

Carrera de: Pedagogía de Idioma Nacionales y Extranjeros

Elija un elemento.

Yo, Carmen Maricela Cajamarca Illescas, tutor del Trabajo de Integración Curricular de Carreras de Grado de Modalidad Presencial denominado “The Use of Story Songs to Increase the Vocabulary Size of First-Grade Students in a Private School in Ecuador” perteneciente a la estudiante: Mayra Janneth Salinas Guncay con número de cédula 0106888845. Doy fe de haber guiado y aprobado el Trabajo de Integración Curricular. También informo que el trabajo fue revisado con la herramienta de prevención de plagio donde reportó el 6 % de coincidencia en fuentes de internet, apeándose a la normativa académica vigente de la Universidad.

Azogues, 08 de agosto 2024



(firma)
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