

The Impact of Teaching English through English Approach on Young Learners' Vocabulary Acquisition and Story Comprehension in Storytelling Classes

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Abstract

Under rapid globalization, equipping with decent English proficiency is essential for individuals. As a result, immersing learners in an English-speaking environment has become a popular strategy in schools and institutes within English as a Foreign Language (EFL) settings, including areas like Japan, Korea, Vietnam, and Taiwan. Teaching English through English (TETE) serves as a methodology to immerse learners in an English-speaking environment. This study seeks to explore the impact of the TETE methodology on young learners' vocabulary acquisition and story comprehension in storytelling classes in EFL classrooms. Six novice female participants, aged between three to six, were involved in the experiment, which spanned a duration of ten weeks. Data collection was conducted through a questionnaire comprising background information, three Likert-scale items regarding story structures and Internal State Term, as well as open-ended questions. The findings of the study indicate that increased exposure to English positively influences the development of vocabulary acquisition and story comprehension among the participants.

Keywords

Teach English through English, early childhood English education, storytelling, story comprehension, vocabulary acquisition

Introduction

As a result of globalization, there has been a significant emphasis on learning English as a second language, particularly in early childhood education, as children are considered natural language learners (Krashen, 1981), displaying faster acquisition and encountering fewer difficulties compared to adults (Kalantari & Hashemian, 2016). Offering meaningful learning experiences within a linguistically rich environment is widely regarded as essential (Kalantari & Hashemian, 2016). For example, storybooks create a conducive learning environment by offering valuable contexts, stimulating imagination, fostering dialogue (Grugeon & Gardner, 2002), and enhancing motivation, engagement, and interaction among learners (Mart, 2012). The storytelling approach has demonstrated a positive impact on vocabulary acquisition (Mohamed, 2005; Soleimani & Akbari, 2013), thereby promoting language learning.

Other than the benefits that storytelling offers, Kalantari and Hashemian (2016) highlighted the significance of establishing a language-rich environment for young learners, focusing on both the quantity and quality of language input (Ray & Seely, 2004), which is deemed crucial and foundational for subsequent learning. Willis (1981) advocated for Teaching English Through English (TETE) as an effective approach, providing English exposure within educational contexts through stages of Presentation, Practice, and Production. Incorporating functional

English language in classrooms, as advocated by Freeman, Katz, LeDr an, and Burns (2013), acquaints students with the TETE methodology. Besides, the TETE methodology offers oral languages which help learners develop listening sub skills (Kalantari, & Hashemian, 2016). Young learners can enhance their vocabulary acquisition and comprehension skills through exposure to classroom settings, which integrate storybooks within the framework of the TETE methodology.

This study explores the vocabulary acquisition and story comprehension of young learners when exposed to storytelling classes delivered through the TETE methodology. While several studies have highlighted the positive impact of using storytelling to teach English to young learners (Collins, 2016; Kalantari & Hashemian, 2016; Omar & Saufi, 2015) and use the TETE in teaching primary to high school students (Kim, 2008), limited research has examined young learners' vocabulary acquisition and story comprehension using the TETE methodologies in EFL settings.

Recognizing the significance of learning English as a second language among young learners, this study aimed to investigate their vocabulary acquisition and story comprehension within EFL settings through storytelling classes conducted using the TETE methodologies. It is anticipated that the findings of this study offer valuable insights for promoting incorporating storybooks within the TETE methodology for early childhood language education in classroom settings.

Literature Review

This section delved into three primary concepts: English learning through storytelling in early childhood, vocabulary acquisition and story comprehension via storytelling, and TETE to young learners in storytelling classes. The initial focus is on how storytelling facilitates young learners' English learning in EFL settings, emphasizing its impact on vocabulary expansion and comprehension skills. Following this, attention shifts to discussing the significance of the TETE methodology within the English as a Foreign Language (EFL) classroom setting, elucidating its influence on language learning outcomes.

English learning through storytelling in the early childhood

Early childhood, which encompasses the developmental period from birth to eight years old, is a critical phase characterized by substantial brain growth. This phase lays the foundation for future learning and development, indicating that young learners during their early childhood possess significant potential for language skill development (Kalantari & Hashemian, 2016).

In the realm of language development, storytelling plays a crucial role in nurturing literacy, enhancing oral language proficiency, bolstering reading comprehension, and refining listening skills. This approach is deemed highly effective and holds considerable significance for both educators and learners (Isbell, Sobol, Lindauer, & Lowrance, 2004; Mart, 2012; Miller & Pennycuff, 2008; Morrow, 1992). To elaborate, Niemann (2002) highlights it offers essential language input within meaningful contexts, exposes learners to authentic grammatical structures, provides interpretation support through text and illustrations, and engages learners while learning English as a second language in EFL contexts.

Motivation and creativity are widely recognized as crucial elements in learning English as a second language (Mart, 2012), which fosters positive attitudes toward the foreign language, culture, and language learning process (Martinez, 2007). Storytelling serves as a potent tool for inspiring learners to engage with English and igniting enthusiasm for effective language

learning (Mart, 2012). The impact of storytelling in educational settings to support young learners' English learning in terms of language development, motivation, creativity, and engagement was discussed. In the subsequent section, the utilization of storytelling to enhance vocabulary acquisition and improve comprehension of stories will be explored in greater detail.

Vocabulary acquisition and story comprehension via storytelling

Mart (2012) mentioned storytelling and hearing read-aloud stories expose young learners to a linguistic environment where young learners develop listening skills such as listening for general meaning, predicting, guessing, and vocabulary skills (Ellis & Brewster, 2002). Storytelling offers young learners an ideal opportunity to master a foreign language, serving as a highly effective tool for language acquisition (Mart, 2012).

Regarding to vocabulary acquisition, storybooks used in the storytelling classes offer language complexity, storyline, length, thematic suitability (Smallwood, 1988), contextualized illustrated vocabulary, and recurring key phrases (Ferey, 2004). Through exposure to such materials, children naturally absorb literary sentence structures and expand their vocabulary repertoire (Purcell-Gates, McIntyre, & Freppon, 1995). Storytelling plays a pivotal role in establishing fundamental language functions, expanding vocabulary, introducing sentence patterns and structures, and enhancing comprehension (Hsieh, 2006).

In the context of learners' comprehension of stories, storybooks employed in storytelling classes also foster heightened awareness of linguistic and structural elements within texts (Duke & Kays, 1998), facilitating the development of language literacy (Omar & Saufi, 2015). They not only enhance comprehension skills but also bolster overall comprehension competence (Brabham & Lynch-Brown, 2002; Hsieh, 2006; Omar & Saufi, 2015). In the following section, the utilization of the TETE methodology for young learners in storytelling classes was introduced.

Teach English through English (TETE) to young learners

For over twenty-five years, numerous programs in public schools across the US have implemented the TETE methodology, including structured immersion, ESL pullout programs, the sink-or-swim approach, transitional bilingual education, two-way bilingual education, and bilingual maintenance programs (Rossell, 2004). According to Roassel (2004), structured immersion offers instruction mainly in English; ESL pullout programs provide instruction in a small group setting outside the classroom; the sink-or-swim approach provides no scaffolding; transitional bilingual education offers instruction in the native language with a focus on developing English skills; two-way bilingual education offers instruction in both the native language and English; bilingual maintenance programs place equal emphasis on both the native language and English. What is worth noting is the contexts, class size, and frequency of using English for instructional purposes influence the success of the TETE methodology (Kim, 2008). Moreover, in Asian contexts, South Korea has made the TETE methodology mandatory for Korean English teachers (Kim, 2008), and this policy has been implemented across a spectrum of educational levels, ranging from primary schools (Butler, 2004) to higher education (Normille, 2003).

At present, very limited studies focus on the use of the TETE methodology in the implementation of the TETE methodology with young learners, specifically preschoolers, in storytelling classes within EFL settings. Consequently, this study endeavors to investigate the impacts of utilizing the TETE methodology with preschoolers in EFL storytelling classes, with

a specific focus on assessing vocabulary acquisition and story comprehension among young learners. The research questions are detailed as follows:

1. How does the use of the TETE methodology affect young learners' vocabulary acquisition in storytelling classes?
2. To what extent does the TETE methodology impact young learners' story comprehension in storytelling classes?

Methodology

To investigate young learners' vocabulary acquisition and story comprehension in storytelling classes using the TETE methodology, preschoolers from a language institution were selected as participants. The following section outlines the participants, setting, teaching materials, teaching procedures, research instruments, and data collection methods.

Participants

The study included six female participants ranging from three to five years old, with an average age of four years and three months. They have been learning English for at least 12 months to 54 months. On average, they engaged in English immersion for 5.4 hours. Please refer to Table 1 for details. The experiment had been consented to by the participants' guardians.

Table 1
Participants' Information

Name	Gender	Age	English Learning Experience	Immersion in English
A	Female	3y5m	12 months	1 hr/week
B	Female	3y7m	12 months	1.5 hrs/week
C	Female	4y6m	18 months	2 hrs/week
D	Female	4y6m	27 months	10 hrs/week
E	Female	4y6m	20 months	14 hrs/week
F	Female	5y4m	54 months	4 hrs/week

Setting

The experiment took place at a language institution in Taichung, Taiwan, over ten weeks. Each class lasted one hour and was held once a week.

Teaching materials

The storybook *"The Boy Who Cried Wolf"* was chosen based on the participants' age and English proficiency level. This book features sentence lengths suitable for young learners, predictable structures, clear and colorful illustrations, and coherent plot lines. Each page includes at least one illustration along with a sentence ranging from nine to fifteen words in length. This storybook encompassed elements such as time, place, characters, events, outcome, and meaningful reflection (See Table 2).

Table 2

The Information about the Storybook, "The Boy Who Cried Wolf"

Item	Content
Time	in the morning
Place	field, farm, town
Main Characters	George, sheep, wolf, villagers
Event	George felt bored watching out for the sheep, so he lied to the people in town several times.
Outcome	Eventually, no one trusted him anymore and the wolf did really come and ate his sheep.
Meaningful Reflection	Lying can win no one's trust.

Teaching Procedures

The teacher applied the TETE methodology in all ten classes, beginning with greetings and continuing until the end of the session through the entirety of each session. Each class lasted one hour including a ten-minute greeting and daily conversation, a five-minute recess time, along with two storytelling sessions (See Table 3).

Table 3

Teaching Procedures

Time	Activity
10:00-10:10	Greeting & Daily Conversation
10:10-10:30	Storytelling
10:30-10:35	Recess Time
10:35-10:55	Storytelling II
10:55-11:00	Goodbye Song

At the start of the class, the teacher greeted the participants to capture their attention, asking, "How are you? How do you feel today?" While the participants' focus was on the teacher, the teacher began reading the storybook aloud, a segment lasting for twenty minutes. During the storytelling, participants were encouraged to raise questions, though only a few did so. A five-minute recess followed the initial round of storytelling. After recess, the teacher resumed reading the storybook aloud, initiating the second round of storytelling, which lasted for another twenty minutes. To conclude the class, the teacher sang a goodbye song.

Research instruments

Comprehension Measure Questionnaire (CMQ) was a three-Likert scale questionnaire adapted from *Multilingual Assessment Instrument for Narratives (MAIN)* (Gagarina, Klop, Kunnari, Tantele, Välimaa, Balčiūnienė & Walters, 2012) (See Appendix A). The Chinese version of the *CMQ* was utilized to ensure that participants fully comprehended the questionnaire (See Appendix B). Scoring was based on a scale of 0-2, drawn from the *Adult/Child Interactive Reading Inventory (ACIRI)* by DeBruin-Parecki (1999): zero indicates "no evidence of the behavior"; one indicates that the behavior happens "infrequently"; two indicates that the

behavior happens “most of the time”. Certain segments of the Internal State Term (IST) were selected and incorporated according to the research objectives.

The *CMQ* was structured into three sections: two sections of three-likert scale questions, and one section of open-ended questions. Section I consisted of background information, which focused on basic questions about the participants' names, ages, years of English learning, and English proficiency levels. This section was completed by parents or guardians because the participants were too young to answer it accurately. Section II consists of parts A and B, which encompass a comprehension check concerning story structure and the IST. Questions one through six assess understanding of the story structure, while questions seven through ten assess understanding of the IST. In Section II, Part A focused on story structures, including elements such as time, place, attempt, goal, and outcome, covering critical story events. Part B, the IST, aimed to assess participants' understanding of perceptual state terms, emotional-related terms, mental verbs, and linguistic verbs. For instance, perceptual state terms like feeling, seeing, hearing, and smelling, consciousness-related terms such as being alive or awake, emotion-related terms like happy, sad, or angry, mental verbs such as wanting, thinking, and knowing, and linguistic verbs including saying, calling, or shouting.

Section III consists of four open-ended questions (See Table 4), categorized into two aspects: participants' perception and attitude, as well as performance. These questions prompt participants to gather feedback from the participants during storytelling sessions where the TETE methodology was utilized.

Table 4

Open-Ended Questions for Participants

Category	Questions
Perception & Attitude	1. Do you like it when the teacher speaks entirely in English during the English storytelling class? 2. How do you feel when the teacher speaks entirely in English?
Performance	3. How do you understand the story when the teacher speaks entirely in English during the English storytelling class? 4. What do you do when you don't understand the story?

Data collection procedure

During the tenth week, the teacher introduced the *CMQ*, fostered rapport, and posed survey questions in Chinese to ensure comprehension among both guardians and participants. Guardians or parents completed Section I of the *CMQ* due to the participants' limited understanding of written words. Subsequently, the teacher interviewed the participants, completing Sections II and III of the *CMQ*. Data and information from Sections II and III were gathered through interviews with the participants and recorded by the teacher, as the participants may face challenges reading and comprehending the questionnaire independently. During the interview, participants can either respond in Chinese or indicate the relevant item in the storybook by pointing to the target. The completion of the *CMQ* typically took about twenty minutes. The data collection procedures are outlined in Table 5.

Table 5

Data Collection Procedures

Step	Activity
1	The teacher read aloud a storybook "The Boy Who Cried Wolf."
2	The teacher introduces the <i>CMQ</i> , building rapport, and presents survey questions in Chinese.
3	Guardians or parents completed Section I of the <i>CMQ</i> .
4	The teacher conducts interviews with participants, completing Sections II and III of the <i>CMQ</i> .

Results

To assess young learners' vocabulary acquisition in the storytelling class employed with the TETE methodology, data on their English learning backgrounds, duration of exposure to English-speaking environments, and responses from part B, IST, of section II of the *CMQ* (please see Table 6).

Table 6

Participants' Vocabulary Acquisition of the Storybook

Name	English Learning Experience	English Immersion	IST
A	12 months	1 hr/week	4 out of 8
B	12 months	1.5 hrs/week	2 out of 8
C	18 months	2 hrs/week	2 out of 8
D	27 months	10 hrs/week	8 out of 8
E	20 months	14 hrs/week	4 out of 8
F	54 months	4 hrs/week	6 out of 8
Mean	23.83 months	5.42 hrs/week	4.33
SD	15.26	4.50	2.10

In the IST, participants achieved an average score of 4.33 out of 8, with a standard deviation of 2.10, indicating a moderate degree of variability in scores and a central tendency. Corresponding to their previous English learning experiences, the top two participants, D and F, who scored high in the IST had an English learning duration of 27 months and 54 months, respectively, surpassing the average of 23.83 months. Conversely, the last two poor participants, B and C, who scored low had shorter 12 months and 18 months, respectively, less than the average of 23.83 months. Regarding exposure to English, the top performer, participant D, in the IST had 10 hours of exposure to an English environment per week, exceeding the average of 5.42 hours.

Additionally, to understand the impact of the TETE methodology on the participants' story comprehension in the storytelling classes, data were collected regarding participants' English learning experiences, time spent immersed in an English-speaking environment, and responses from part A, focusing on story structure, of section II. The summarized results are presented in Table 7.

Table 7

Participants' Story Comprehension

Name	English Learning Experience	Immersion in English	Story Structure
A	12 months	1 hr/week	2 out of 12
B	12 months	1.5 hrs/week	5 out of 12
C	18 months	2 hrs/week	2 out of 12
D	27 months	10 hrs/week	11 out of 12
E	20 months	14 hrs/week	4 out of 12
F	54 months	4 hrs/week	10 out of 12
Mean	23.83 months	5.42 hrs/week	5.67
SD	15.26	4.50	3.61

Regarding comprehension checks, participants achieved an average score of 5.67 out of 12, approximately halfway toward the maximum possible score, indicating a moderate level of comprehension overall. However, the sizable standard deviation of 3.61 indicates a notable degree of variability in the scores obtained by participants. The top two performers, participant D and F, who scored high in comprehending story structures, had a longer duration of learning English, 27 months and 54 months, respectively, surpassing the mean duration of 23.83 months.

This suggests that participants with longer English learning experiences tended to perform better in understanding story structures. Moreover, the top performer was immersed in an English environment for 14 hours per week, which is more than double the average of 5.42 hours. This increased exposure to English likely contributed to their enhanced comprehension skills in story structure. On the other hand, the last two poor participants, A and C, who scored low had shorter 12 months and 18 months, respectively, twice less than the average of 23.83 months.

The data from section III open-ended questions were outlined in Table 8, in terms of participants' perception and attitude, participant D, E, and F were positive and felt comfortable while teacher spoke entirely in English during the English storytelling class, whereas, participant A, B, and C had fairly neutral feedback. The feedback from participants indicated that those with longer duration of learning experiences and more hours of immersion in an English environment felt more confident and comfortable with the instructions used in conjunction with the TETE methodology.

Table 8

Participants' Perception and Attitude, and Performance from Open-Ended Questions

Category	Questions
Perception & Attitude	<ol style="list-style-type: none"> 1. Participants D, E, and F provided positive feedback. 2. Participants A, B, and C offered fairly neutral feedback.
Performance	<ol style="list-style-type: none"> 1. All participants comprehended the story by observing the illustrations. 2. Participant A, B, C, D, and F grasped the story through the teacher's explanations, facial expressions, and gestures. 3. While experiencing difficulty comprehending, participants A, B, C, D, and F preferred to listen without seeking clarification. Participant E, however, requested a retelling of the story.

Regarding participants' performance, in the storytelling classes employed the TETE methodology, all participants comprehended the story by observing the illustrations. Specifically, participant A, B, C, D, and F except participant E, in total five participants grasped the story through the teacher's explanations, facial expressions, and gestures. Additionally, although they had difficulty comprehending the story, participants A, B, C, D, and F preferred listening without seeking clarification, while participant E requested a retelling of the story. Participant E's feedback suggested that individuals with longer duration of learning experiences and more hours of immersion in an English environment were more likely to initiate seeking clarification in a storytelling class employing the TETE methodology.

According to the data collected from the *CMQ*, the explanations for the two research questions were described as follows:

1. How does the use of the TETE methodology affect young learners' vocabulary acquisition in storytelling classes?

Based on feedback from participants in part B of section two of the *CMQ*, it was observed that individuals with a longer duration of learning English experience outperformed in vocabulary acquisition. Additionally, those who had nearly twice the exposure hours to English immersion outside the classroom also surpassed others in acquiring vocabulary in the IST section.

According to the participants' responses to the open-ended questions in section three of the *CMQ*, it was found individuals with a longer duration of learning English experience and exposure to English immersion outside the classroom tended to provide positive feedback on the TETE methodology implemented by the teacher, three out of six participants.

2. To what extent does the TETE methodology impact young learners' story comprehension in storytelling classes?

Based on feedback from participants in part A of section two of the *CMQ*, participants achieved an average score of 5.67 out of 12 in story comprehension, indicating a moderate level of comprehension overall. Particularly those who spent more time learning English and immersing themselves in an English-speaking environment outside the classroom outperformed in comprehending story structures, whereas, those who scored lower had shorter duration of learning English and fewer hours immersing in an English environment.

Furthermore, data retrieved from section three of the *CMQ* revealed that half of the participants provided positive feedback on the TETE methodology employed in the storytelling classes. In the TETE contexts, even the participants may not be able to comprehend all the content, they tended to get clues from the illustrations in the storybooks. Four of them not only get clues from the illustrations but also from teachers' explanations, facial expressions, or gestures.

Summarizing the data and analysis, it can be inferred that individuals who have had greater exposure to an English-speaking environment and longer duration of English learning generally performed better in story comprehension during storytelling classes. Additionally, the utilization of the TETE methodology in these classes enhances the intensity of immersion in an English environment for learners.

Conclusion

The findings reveal a positive correlation between exposure to English environments and both vocabulary acquisition and story comprehension among the participants. Using the TETE methodology in storytelling classes optimizes the English language environment and bolsters early childhood English education in EFL settings in terms of vocabulary and story comprehension.

Future studies are encouraged to address the limitations of the current research, such as the limited sample size, the timing of data collection, and the short duration of the experiment. By expanding the number of participants and extending the duration and frequency of data collection, future research can provide a more comprehensive evaluation of the effectiveness of the TETE methodology in storytelling classes for young learners in EFL settings.

Appendix A

Comprehension Measure Questionnaire (CMQ)

The purpose of this questionnaire is to investigate the impact of using English as the medium of instruction in English storytelling classes on learners' coherence in story comprehension. This questionnaire consists of three main sections, three pages in total. Your feedback will be beneficial for the use of the TETE teaching method in English storytelling classes. This questionnaire is for research purposes only. Please respond in either Chinese or English. Thank you very much for your participation.

【Part One: Background Information】

Name: _____

Gender: _____

Age: _____ (years, months)

Months of studying English: _____

Frequency of exposure to English environment: _____/ hours per week

Participant's English proficiency:

 Basic Intermediate Advanced

Parental involvement in home reading:

 Conduct Chinese reading/hours per week: _____ Conduct English reading/hours per week: _____ None**【Section 2: Comprehension Check】**

Each question has a three-point scale:

"0" states no evidence of the behavior

"1" states the behavior happens infrequently

"2" states the behavior happens most of the time

Items	Rating
A. Story Structure	
1. The learner knows time references. Q: "When does this story take place?"	0 1 2
2. The learner knows place references. Q: "Where does this story take place?"	0 1 2
3. The learner knows IST initiating event. Q: "After getting bored while tending his flock, what did the shepherd George do?"	0 1 2
4. The learner knows the goal. Q: "What did the shepherd George lie about, and for what purpose?"	0 1 2
5. The learner knows the attempt. Q: "What did the shepherd George attempt to do to attract people?"	0 1 2
6. The learner knows the outcome. Q: "What happened in the end?"	0 1 2
Total score:	
B. Internal State Term (IST)	
7. The learner knows perceptual state terms. e.g. feel, see, hear, smell... Q: Did George see the wolf?	0 1 2
8. The learner knows physiological state terms. e.g. thirsty, hungry, tired... Q: Was George sleepy when he was working?	0 1 2
9. The learner knows emotional terms. e.g. happy, sad, angry, worried... Q: How did George feel when watching out for those sheep? Was George lonely and bored?	0 1 2
10. The learner knows linguistic verbs. e.g. say, call, shout, warn, ask, walk, jump... Q: Did George shout out for help?	0 1 2
Total score:	

Section Three: Open-Ended Questions

Category	Questions
Perception & Attitude	1. Do you like it when the teacher speaks entirely in English during the English storytelling class?
	2. How do you feel when the teacher speaks entirely in English?
Performance	3. How do you understand the story when the teacher speaks entirely in English during the English storytelling class?
	4. What do you do when you don't understand the story?

Appendix B**語言理解連貫力評分問卷-中文版本**

此問卷主旨於研究「在英語說故事課程中，使用英語教學英語對學習者的故事理解連貫能力的影響」。此問卷總計三大部分，共計三頁。你所提供的回饋將對於使用 TETE 教學法於英語說故事課程中有助益，此問卷僅提供研究目的使用，請使用中文或是英文回答此問卷，非常謝謝你的參與。

【第一部分:背景介紹】

1. 姓名: _____
2. 性別: _____
3. 年紀: _____ (幾歲幾個月)
4. 英文學幾月: _____
5. 英文環境頻率: _____ / 一周幾小時
6. 受測者英文能力:
 - 基礎 中等 進階
7. 家長在家共讀
 - 有進行中文共讀/ 一周幾小時 _____
 - 有進行英文共讀一周幾小時 _____
 - 沒有

【第二部分:連貫力理解檢核】

"0"分表示沒有此行為表現

"1"分表示有些微此行為表現

"2"分表示有明顯此行為表現

項目	評分
A. 故事架構	
1. 學習者知道故事中的時間點。 問句: 這故事發生在什麼時候呢?	0 1 2
2. 學習者知道故事中的地點。 問句: 這故事發生在哪裡呢?	0 1 2
3. 學習者知道故事起端的事件。 問句: 牧羊人 George 顧羊群無聊後他做了什麼?	0 1 2
4. 學習者知道主角的目標。 問句: 牧羊人 George 說謊是為了什麼?	0 1 2
5. 學習者知道主角的企圖。 問句: 牧羊人 George 試著做了什麼事情來吸引人們?	0 1 2
6. 學習者知道故事結局。 問句: 最後發生什麼事了?	0 1 2
A 區域分數統計為	
B. 語言內部狀態詞語	
7. 學習者知道"接受詞語" 像是:感覺、看到、聽到、聞到。 問句: Did George see the wolf?	0 1 2
8. 學習者知道"社會型詞語" 像是: 口渴、飢餓、疲倦。 問句: Was George sleepy when he was working?	0 1 2
9. 學習者知道"情緒詞語" 像是:快樂的、難過的、生氣的、擔心的。 問句: How did George feel when watching out for those sheep? Was George lonely and bored?	0 1 2
10. 學習者知道"語言詞語" 像是: 說、打電話、喊叫。 問句: Did George shout out for help?	0 1 2
B 區域分數統計為	

【第三部分:開放式問答】

1. 你喜歡老師在英語說故事課程中全程說英文嗎?
2. 當老師全程說英文時你感覺如何?
3. 當你不懂故事內容時, 你會如何反應?
4. 當老師在英語說故事課程中全程說英文, 你是如何了解故事內容的?

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