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WITH EMPHASIS IN TEACHING**

**The Benefits of Transmedia Storytelling on Vocabulary Acquisition in 7th-Grade
Students at Colegio María Inmaculada During the Third Quarter of 2024**

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Abstract

The main purpose of this investigation is to analyze the benefits of Transmedia Storytelling in vocabulary acquisition among 7th-grade students at Colegio María Inmaculada during the third Quarter of 2024. The study aimed to determine its effectiveness in improving vocabulary retention and student engagement. The problem statement that guided this investigation was: What are the benefits of Transmedia Storytelling in vocabulary acquisition among 7th-grade students at Colegio María Inmaculada during the third quarter of 2024?

Two groups of students participated: one using traditional teaching methods and the other employing Transmedia Storytelling. Results indicated that the group exposed to Transmedia Storytelling demonstrated significantly higher vocabulary retention and active participation. The method's interactive, multi-platform nature also contributed to student motivation and facilitated the application of new vocabulary in meaningful contexts. These findings suggest that Transmedia Storytelling is an effective and impactful tool for vocabulary learning, providing students with a dynamic and engaging environment that promotes a deeper understanding and retention.

Resumen

El propósito principal de esta investigación es analizar los beneficios del Transmedia Storytelling en la adquisición de vocabulario entre los estudiantes de séptimo grado del Colegio María Inmaculada durante el tercer trimestre de 2024. El estudio tuvo como objetivo determinar su efectividad en la mejora de la retención de vocabulario y la participación de los estudiantes. La pregunta que guió la investigación fue ¿Cuales son los beneficios de “Transmedia Storytelling” en la adquisición de vocabulario para los estudiantes de Séptimo grado en el Colegio María Inmaculada durante el tercer cuatrimestre del año 2024?

Durante la implementación del método participaron dos grupos de estudiantes: uno utilizando métodos tradicionales de enseñanza y el otro empleando Transmedia Storytelling. Los resultados indicaron que el grupo expuesto al Transmedia Storytelling demostró una retención de vocabulario significativamente mayor y una participación más activa. La naturaleza interactiva y multiplataforma del método también contribuyó a la motivación de los estudiantes y facilitó la aplicación de nuevo vocabulario en contextos significativos. Estos hallazgos sugieren que el Transmedia Storytelling es una herramienta efectiva e impactante para el aprendizaje de vocabulario, proporcionando a los estudiantes un entorno dinámico y atractivo que fomenta una comprensión y retención más profundas.

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Chapter I

Introductory framework

1.1 Problem Statement

Since childhood, humans have been seeking an answer to every phenomenon and situation that occurs around them. This inclination towards investigation is inherent to people. This urge to investigate is a push that keeps humans moving forward, learning new things, and understanding more through life. According to Creswell and Creswell (2018),

insufficient arguments or information in literature can lead to an issue. When researchers acknowledge this concern, one can assert that a problem exists. When an investigator contemplates this issue, it can be said that a research problem arises. (p.57)

At the beginning of the investigation, it is necessary to establish the problem statement. Based on the affirmations of Creswell and Creswell (2018), the problem statement serves as the foundation of a research project and defines the specific issue being investigated (pp. 167-168). In the case of this investigation, the question statement that will guide the research process is: What are the benefits of Transmedia Storytelling in vocabulary acquisition among 7th-grade students at Colegio María Inmaculada during the third quarter of 2024?

In the language learning process, vocabulary acquisition is the main skill a person should develop. It can be defined as the foundation of effective communication. Tyson, K. and Perry, A. (2017), mentioned that a fundamental aspect of language involves the importance of vocabulary and word proficiency, as they serve as the foundational elements of language, influencing fluency, comprehension, and overall academic success. In the last reference, it is mentioned that academic success is related to vocabulary acquisition. It is possible to support this argument with the information provided by Marzano R. and Simms J.(2013) as they indicates that a crucial component for understanding written texts is vocabulary, and reading holds significant importance in the educational process. When students understand the meaning of words they are reading and how to connect them, it creates a network of knowledge, enabling students to link new information with what they have previously learned.

A deficiency in vocabulary is the primary factor contributing to the existence of a language barrier. Based on the affirmations of Tyson, K. and Perry A. (2017), “Conversely, students who are deficient in vocabulary face numerous obstacles. Their reading range is

limited, their writing lacks specificity and voice, and their spoken language lacks the range of word choice and may give others a negative or inaccurate first impression.(p.10) Therefore, vocabulary acquisition is a critical component of language learning, particularly for middle school students who are at a pivotal stage in their cognitive and linguistic development. The traditional methods of vocabulary acquisition often rely on rote memorization and repetitive exercises, which can be monotonous and less engaging for students.

Teachers must consistently innovate in the dynamic educational landscape, and teaching vocabulary provides an excellent opportunity. However, in Costa Rica, certain educators continue the practice of checking a list of terms and translating them, expecting students to memorize the information. Traditional methods for teaching vocabulary in English may face challenges and criticisms, as some of them need to incorporate communicative and learner-centered approaches that emphasize context and active. In contrast, innovative pedagogical approaches like transmedia storytelling have the potential to enhance learning by making it more interactive and immersive. This study aims to explore the effectiveness of transmedia storytelling as a tool for vocabulary acquisition among 7th-grade students at Colegio María Inmaculada, comparing it with traditional methods and assessing its overall benefits.

1.2 Objectives of the Investigation

1.2.1 General Objective

To analyze the benefits of Transmedia Storytelling in vocabulary acquisition among 7th-grade students at Colegio María Inmaculada during the third Quarter of 2024.

1.2.2 Specific Objectives

- To determine the differences in vocabulary acquisition rates between 7th-grade students at Colegio María Inmaculada who acquire new vocabulary through the Transmedia Storytelling technique and those who employ traditional methods
- To implement the Transmedia Storytelling technique as a pedagogical tool for vocabulary acquisition among 7th-grade students at Colegio María Inmaculada and assess the effectiveness of this approach
- To evaluate the outcome of the Transmedia Storytelling technique as a pedagogical tool for vocabulary acquisition among 7th-grade students at Colegio María Inmaculada.

1.3 Justification of the Study

The investigation holds significant importance due to its unique focus on transmedia and storytelling variables in vocabulary acquisition. While existing research explores methods to enhance vocabulary, they still need to incorporate the innovative combination of transmedia and storytelling elements. This study distinguishes itself by introducing these variables, and recognizing the evolving nature of communication and learning in the digital age. This research addresses a notable gap in current knowledge, bridging the understanding between vocabulary acquisition and narrative variables. By exploring how transmedia and storytelling impact language learning, the study contributes to the theoretical framework of education. This investigation aims to demonstrate that storytelling is an effective technique for improving vocabulary acquisition. It is anticipated to benefit students of all types and ages who are in the process of learning English.

The research topic mentions a highly recurrent variable in today's context, "transmedia." This term is closely linked to technology, a factor currently present in most human activities in daily life. Certainly, education is a field where nowadays the

implementation of technology is crucial. “Today, technology offers new avenues for practice, review, and word learning...” (Tyson and Perry 2017, p.12).

From a theoretical standpoint, this study holds significance as it tries to bridge a gap in understanding vocabulary and narrative variables. Existing research has often explored these elements in isolation, but the integration of vocabulary acquisition with narrative variables remains relatively unexplored. The study seeks to contribute more to how linguistic elements intertwine with narrative structures by deepening into this field.

From a practical perspective, this investigation has significant importance for the educational field. It aims to provide valuable insights that empower teachers to formulate effective pedagogical strategies for enhancing vocabulary acquisition. The study aspires to offer practical solutions that educators can implement in their classrooms by addressing the identified challenges and gaps in current practices. The last goal is to contribute to improving language learning outcomes, enabling educators to create a more engaging and efficient learning environment.

Language skills and vocabulary acquisition are closely related. According to Wagner, Muse & Tannenbaum, (2007), vocabulary is fundamental to achieving comprehensive language proficiency, empowering individuals to choose the most appropriate words in various situations, and enhancing their communication skills. This proficiency extends to both speaking and writing. Additionally, well-developed vocabulary significantly improves reading and listening comprehension, promoting a deeper understanding of the language.

Therefore, it is crucial to focus on vocabulary acquisition, as in this way, students will indirectly enhance their English language learning. By expanding their repertoire of words, students will not only strengthen their communication skills but also facilitate the understanding of written and spoken texts. A robust vocabulary serves as a solid foundation for language mastery, enabling students to express their ideas with greater clarity and

precision. This strategic focus on vocabulary building will significantly contribute to the overall progress of students in learning English.

In conclusion, the potential positive impact of this research on teaching methodologies seeks to enhance how students learn. By discovering new and effective approaches to teaching vocabulary, students can develop a comprehensive set of language skills, potentially improving their communication process and enjoying a more fulfilling and successful learning experience.

1.4 Antecedents

Antecedents play a crucial role in improving the quality of the research by providing background and justification for the study. It helps readers, including researchers and academics, understand the significance of the research and its contribution to the existing body of knowledge in the field. Creswell and Creswell (2018), mentioned that “The purpose of reviewing studies in an introduction is to justify the importance of the study and to create distinctions between past studies and the proposed one.” (p.169)

In 1932, Mildred Parten studied how kids grow up. She made significant contributions to psychology. According to Biddle, García-Nevarez, Henderson, and Valero-Kerrick (2013), through their investigation, it was concluded that children's play evolves through six stages as their social skills and understanding of the world develops. During this process, the child can acquire vocabulary due to social interaction. Playing with others helps children to learn language by talking and listening, which is crucial during their early years.

At the end of the research, Mildred Parten was able to obtain a series of findings that were closely related to the topic of vocabulary acquisition. Based on the affirmation of Drew (2023), she also discovered that children begin to learn words very early in life, even before they can speak. They learn new words through a process of exposure and imitation, especially during the game. In addition, the quality of a child's early language environment plays a significant role in vocabulary development. Even though this investigation was made in 1932

her findings helped to set the basis of today's psychopedagogy in vocabulary acquisition. It is important to mention that Parten's work helped to show that vocabulary acquisition is a complex process influenced by various factors. Her research continues to be influential today, and her findings have helped to inform the development of effective strategies for teaching children new words.

The next section will show some international and national research published in recent years related to storytelling and vocabulary acquisition to improve English communication skills. Maynor Barrientos Amador, published in 2019 in the "*Lenguas Modernas*" magazine of the University of Costa Rica, an article focused on the investigation topic: *Research on Mobile Learning in the English Classroom: Pedagogies, Computer Developments, and Teachers' Reactions*. The main objective of his investigation was to explore the latest research developments related to the integration of Mobile Learning into the English classroom. Through his investigation, he highlighted the necessity and interest in using mobile learning tools, particularly within the public secondary education landscape of Costa Rica. Barrientos's work indicated the importance of innovative teaching methodologies that effectively incorporate mobile devices, recognizing them as indispensable assets in enhancing students' proficiency in communicative English.

In their 2019 study published in the "*Lenguas Modernas*" Magazine of the University of Costa Rica, Jacqueline Araya Ríos and Beatriz Gamboa Sánchez explored how students learn new words both in and out of class. Their investigation, entitled "*Strategies for Learning Vocabulary in and outside the Classroom.*" was focused on strategies like recognizing similar words, breaking words into parts, and understanding the context. The goal was to see how these strategies help students pick up new words faster. The study involved students from Universidad Nacional, Pérez Zeledón Campus, the students were asked about their experiences with different word-learning methods. The authors concluded that learning words well is important for learning a language, and teachers can help a lot with

this. They suggested that teachers try different ways to help students learn words better. By paying attention to how words are similar to the ones students already know, breaking words down into parts, and understanding where words are used, teachers can make learning new words in a more fun and effective way for students.

A national study developed in 2023 by Stephanny Bastos Carranza, Alexa Godínez Solórzano, Arelys Martínez Sandín, Melissa Moncada Gallardo, Freyman Valverde Mena and Dania Zeledón Ortega and entitled “ *The Effectiveness of the FunEasyLearn App as an Aid to Enrich the Students Vocabulary and Pronunciation in Closure Activities for Seventh-Grade Learners Learners from Colegio Técnico Profesional of Puntarenas.*” had as main objective to evaluate the effectiveness of the FunEasyLearn app as an aid to enrich English vocabulary and pronunciation in the Academic English class. The study concluded that the FunEasyLearn app was highly effective in enhancing students' English vocabulary and pronunciation skills. Researchers identified its suitability as a closing activity in communicative classrooms, leading to improved grades and positive student feedback. The study emphasized the importance of leveraging technology, like the FunEasyLearn app, to address educational challenges since it significantly enhances students' pronunciation skills and confidence.

It was found that Yerkezhan Tokbergen in 2020, developed the research “*Second Language Vocabulary Acquisition through Storybook*” to opt for a Master's Degree of Arts in education at the University of California, Riverside. The main goal of the investigation was to examine various approaches for teaching foreign vocabulary to young adults, including interactive and direct instructional methods through a storybook.

The study concluded that interactive instruction is effective for vocabulary acquisition through storybook reading, leading to significant vocabulary gains. However, this method may not be as suitable for young adults compared to other age groups. Additionally, they determined, that the familiarity of the story before instruction significantly influences

vocabulary acquisition.

For its part, Carol Westby, released an investigation titled *“Narrative and Vocabulary Intervention for Middle School Students in 2021.”* This investigation focused on the role of teaching assistants (TAs), so they could help students with language and communication difficulties. It explores the effectiveness of training TAs to teach students new words and how to tell stories. The investigation comprised three intervention groups targeting narrative, vocabulary, and combined narrative skills, along with a waiting control group for comparison. Moreover, this study discovered that teaching students storytelling and vocabulary involves distinct aspects of language. It also showed that students with speech difficulties made greater improvements in storytelling than in vocabulary compared to those without extra assistance. These findings suggest that trained school aides can effectively enhance students' language abilities.

On the other hand, in 2019, İter İlhan published a study entitled *“The Efficacy of Context Clue Strategy Instruction on Middle Grades Students' Vocabulary Development.”* This research examined how to teach students to use context clues compared to encouraging wide reading in improving the vocabulary of students reading at a challenging level. The study involved 44 sixth-grade students from a middle school in a city in Turkey, randomly divided into experimental and control groups. The experimental group received direct instruction on using context clues to understand words in context. The investigation concluded that teaching students to use context clues effectively could significantly enhance their ability to learn new words and comprehend word meanings within context. Students who received instruction on context clue strategies showed greater improvement compared to those who practiced wide reading, indicating the effectiveness of targeted instruction in this regard.

1.5 Scope

This investigation pretends to design and evaluate a narrative strategy for enhancing

vocabulary acquisition among 7th-grade students at Colegio María Inmaculada during the third quarter of 2024. By utilizing storytelling techniques, the study aims to provide a dynamic learning environment where students actively engage with words in context. Through the analysis of narrative contexts, students will be prompted to decipher word meanings and share their interpretations with their peers, fostering collaborative learning experiences. This approach not only supports vocabulary acquisition but also encourages critical thinking and communication skills development.

The implementation of this narrative strategy holds significant potential for educators in creating dynamic classroom environments. By incorporating storytelling into language learning, teachers can cultivate an atmosphere where students are motivated to explore the meanings of words within the context of interesting stories. Through interactive discussions and sharing sessions, students are encouraged to apply their understanding of vocabulary in meaningful ways, leading to deeper comprehension and retention. As teachers guide students through this process, they play a crucial role in facilitating meaningful learning experiences that extend beyond memorization. By implementing the narrative strategy within this specific context, the researcher aims to assess its effectiveness in improving vocabulary acquisition among students. Through observation, assessment, and feedback collection, the study seeks to uncover insights into the practical implications of utilizing storytelling techniques for educational purposes. Additionally, the findings of this investigation aim to inform educators about innovative approaches to enhance language learning outcomes.

Chapter II

Theoretical Framework

This chapter, will be carried out an exploration of relevant literature, which provides a comprehensive framework to contextualize and support the study's objectives. The literature review in an investigation helps to establish context, identify gaps, build a theoretical

framework, guide methodology, avoid redundancy, support arguments, critically evaluate existing literature, and demonstrate scholarly rigor. Additionally, Creswell & Creswell (2018) mentioned that the literature review assists in assessing the topic's relevance for study and offers guidance on how the researcher can narrow the scope to a specific area of investigation as required. Moreover, this chapter explores vocabulary acquisition, reading skills, and the vital role of vocabulary in language learning. It investigates how word recognition, spelling, and word parts influence language understanding. By analyzing vocabulary levels, reading strategies, and traditional teaching approaches, this document emphasizes the essential role of vocabulary in education.

2.1 Cognitive Theory

Cognitive theory is related to the language acquisition process, since comprehension precedes expression in language development. According to Martinez (2011), this theory was proposed by Jean Piaget in the 1930's. It suggests that for children or even adults to understand new concepts, they first need to enhance their cognitive skills and form their mental representations of the world. This approach emphasizes the importance of understanding and internalizing ideas before being able to communicate them. This foundational cognitive theory serves as the basis for contemporary cognitive theories, highlighting several key characteristics: for example, it focuses on internal mental processes, emphasizing the importance of understanding how the mind works in terms of attention, perception, memory, problem-solving, and decision-making.

The theory views the mind as a sophisticated information-processing system that actively constructs meaning from sensory input and experiences. It also suggests that individuals organize information into mental structures called schemas, which help them make sense of the world and guide their behavior. (Martinez, 2011). Moreover, according to Piaget's cognitive theory, there exist five cognitive processes, which are perception, attention,

memory, thought and language; that are interconnected and have a sequential nature. Each one is built based on the previous one, and in this way, it facilitates the cognitive development of human beings.

Perception marks the initial cognitive process, providing the foundation for all the cognitive steps, and the individuals to build an initial understanding of their surroundings. Based on Martinez (2011) affirmations, it involves interpreting and organizing sensory information from the environment. Through it, people learn to recognize and differentiate various characteristics of the world around them. Attention is the second step, and it refers to the state of observation that allows to become aware of what is happening around. This state is crucial in cognitive development because it enables to select and focus on relevant information, facilitating both learning and memory processes.

Memory is the process of storing and retrieving information. This third step enables learners to recall experiences and apply that knowledge to new situations, facilitating continuous learning. The next step is thought. It is the cognitive process involving the manipulation of information to create concepts, solve problems, and make decisions. This development of thought is crucial for individuals' ability to reason, plan, and understand complex relationships. Language is the final process in cognitive development, according to Piaget. It is fundamental for communication and expression of ideas. Language development allows describing perceptions, thoughts, and memories. Language acquirement enhances the ability to share experiences and knowledge, enriching both cognitive and social development. (Martinez, 2011).

Piaget's cognitive theory offers a lens to understand how transmedia storytelling influences vocabulary acquisition by focusing on the cognitive processes. Integrating these perspectives can enrich the analysis and findings regarding the effectiveness of transmedia storytelling as a pedagogical approach in vocabulary acquisition among 7th-grade students.

The upcoming sections will provide definitions that complement Piaget's cognitive theory, offering additional perspectives on how children acquire and process knowledge. Together, they aim to enhance the understanding of how cognitive processes operate in educational settings, specifically regarding vocabulary acquisition.

2.2 Word Recognition

Word recognition is the mental procedure by which individuals perceive and comprehend written words. This process involves translating visual symbols, such as letters, into significant components, which are then recalled from memory to understand the meaning of a word. Hayes and Flanigan (2014) mentioned that this process does not only involve knowing whole words, but it is also about understanding the smaller parts of words, like letters, sounds they make, and the meaningful pieces they are made of. These authors affirmed that individuals with superior word recognition skills possess an advantage in comprehending the meaning of a text. Word recognition is important because it is the basis of proficient reading, enabling readers to decipher the text accurately, even without context. However, comprehension is more than just word recognition. It needs the integration of various cognitive processes to grasp the meaning conveyed by the text fully (Hayes and Flanigan, 2014).

Sub-lexical recognition is part of the word recognition process. According to Carreiras and Grainger (2004), a word can be subdivided into smaller linguistic components like orthography, phonemes, syllables, or morphemes. This decomposition is vital for deciphering words, facilitating reading comprehension, and enhancing speech understanding within the domain of linguistic processing. In the next section, these elements will be developed.

2.2.1 Orthography

In common understanding, orthography is often synonymous with spelling, particularly referring to the standardized spelling system of a specific language. According to Condorelli and Rutkowska (2023), orthography, originating from the Latin "orthographia," rooted in the Ancient Greek "orthós" (correct) and "gráphein" (to write), is crucial for standardizing language and ensuring accurate written representation. It includes guidelines for spelling, relationships between sounds and written symbols, and various conventions governing written communication. Knowing how letters are written and arranged is important for understanding words, particularly evident in alphabetical languages. In agreement with Carreiras and Grainger (2004). Each letter helps to recognize words faster and deal with different spellings. Recent studies show that even if letters are mixed up, the brain can still figure out words, proving how significant the order of letters is.

2.2.2 Phonemes

Phonemes are the smallest units of sound in a language that can distinguish one word from another. They are the basic building blocks of spoken language and are combined to form syllables and words. Phonemes are crucial in understanding the relationship between speech sounds and meaning within a specific language. When a phoneme changes for another, it will change the meaning of the word (Yavas, 2020). The first step of word recognition is phonemic awareness. When teaching students to read, it is crucial to identify the sound of each letter. This foundational skill helps students to understand that words comprise individual sounds or phonemes. That is why Hayes and Flanigan (2014) mention that children reach the beginner stage of language development when they become aware of all the individual sounds within a word, which are called phonemes.

2.2.3 Syllables

A syllable can be defined as a group of letters that are joined together to create a coherent sound. Yavas (2020), mentioned that a syllable serves as a sound unit in spoken communication and usually contains a single vowel sound along with one or more consonant sounds. In the context of written language, syllables are denoted by one or more letters. They play a crucial role in reading and spelling by helping individuals decipher words and identify language patterns. Furthermore, syllables serve as important processing units in word recognition by facilitating phonological processing because they provide a natural way to chunk information in words. By breaking words into smaller units, readers can manage and process larger and more complex words more efficiently. This process helps in both recognizing familiar words quickly and deciphering unfamiliar words by recognizing familiar syllable patterns. (Carreiras and Grainger, 2004)

2.2.4 Morphemes

Morphemes are the smallest units of meaning in language. They are distinct from syllables, as they carry semantic or grammatical meaning rather than simply representing sounds. Morphemes can be individual words; this term is called free morphemes, or it can have parts of words that cannot stand alone as complete words whose name is bound morphemes. (Yavas, 2020) In the word recognition process, morphemes are essential for understanding the structure and meaning of words in a language.

Based on Carreiras and Grainger (2004), it is possible to affirm that by breaking down words into their constituent morphemes, readers can better understand how words are formed, and how they convey meaning. They can also be modified to create new words or change their meanings. The size of a word family directly influences the ease of recognizing words, particularly when encountering new vocabulary. As the longer the word family, the

probability increases that familiarity with a base word will aid in identifying related words, even those previously unfamiliar to the individual.

2.3 Language Skills

Mastering a language requires adeptness in its four skills. Rofi'i and Nurhidayat (2020) defined English language skills as the ability to effectively use and understand the English language in various aspects of communication, including listening, speaking, reading, and writing. These skills are essential for effective communication, academic success, and professional advancement, avoiding at the same time cultural bridges.

Language skills can be divided into two groups based on the way individuals interact with English: active and passive. Active skills involve the production of language, such as speaking and writing, where individuals actively communicate their thoughts and ideas. On the other hand, passive skills involve the reception of language, such as listening and reading, where individuals understand and comprehend language input without necessarily producing a verbal or written response. Both active and passive skills are vital components of language proficiency, each playing a unique role in effective communication and comprehension. It is essential to maintain a balance between these two skill sets. (Paneerselvam and Mohamad 2019).

2.3.1 Reading Skill

The reading skill is the capacity to understand and interpret written language. Based on Bojovic (2010), it involves decoding words and understanding their meaning within the context of sentences, paragraphs, and entire texts. Reading skills enclose various cognitive processes, including phonemic awareness, vocabulary development, fluency, and comprehension. Therefore, it is possible to conclude that reading skill is linked to critical thinking, problem-solving abilities, and effective communication. Moreover, reading is a skill

that can be cultivated through practice, and that is why the educational system plays a fundamental role in this development. According to Pearson and Liben, (2015), as students advance in school, their comprehension flourishes. They approach intricate texts with ease, showcasing their ability to understand complex ideas. Through sophisticated analysis, they demonstrate a deep understanding of the content they found.

Improving reading skills brings a lot of benefits to humans. In daily life, it permits individuals to access information and make informed decisions, also as readers expand their vocabulary, it facilitates more effective communication. On the other hand, reading exposes individuals to a wide range of information and ideas, helping them to expand their understanding of the world. (Bojovic, 2010)

2.3.1.1 Sub-Reading Skills. Improving reading proficiency requires effort across various areas. According to Pan (2009), under the reading skill, there are a lot of individual skills known as sub-skills. Acquiring these sub-skills is crucial for learners, as it enables them to extract specific information from texts. Through dedicated practice of each sub-skill, learners can significantly enhance their overall reading proficiency.

Reading skills consist of six essential sub-skills crucial for enhancing reading comprehension. These include phonemic awareness, phonics, vocabulary, fluency, decoding, and reading comprehension, as identified by the National Reading Panel of the United States (NRP), (2000). Next, each of these sub-skills will be explained based on the report created by this panel:

2.3.1.1 Phonemic awareness:

It is defined as the ability to hear, identify, and manipulate individual sounds in spoken words. Ehri, Nunes, Willows, Schuster, Yaghoub-Zadeh, and Shanahan (2001) mentioned that phonemic awareness is a critical skill that can significantly impact the ability to become proficient readers. Developing strong phonemic awareness skills is essential for successful reading acquisition.

2.3.1.2 Phonics:

The knowledge of letter-sound relationships, which helps readers to decode words, is known as phonics. The National Reading Panel (2000), found strong evidence supporting the effectiveness of phonics instruction in promoting reading development, particularly in the early stages of learning to read. Phonics instruction helps readers learn the relationships between letters and sounds, enabling them to decode words accurately.

2.3.1.3 Decoding:

The process of converting written text into oral speech is called decoding. Ehri et al. (2001), indicated that deciphering unfamiliar words entails converting written symbols (graphemes) into corresponding sounds (phonemes) and then combining these sounds to create words with understandable meanings.

3.3.1.4 Vocabulary:

In reading, vocabulary refers to the understanding of the meanings of words and how they are used in context. Vocabulary plays a crucial role in learning to read as it bridges oral language to written text. The ability to translate unfamiliar words into familiar oral representations is key to comprehension. Both oral and reading vocabularies are essential in the transition to skilled reading. The National Reading Panel (2000) indicated that The ability to accurately identify unfamiliar words indicates robust vocabulary. This correlation suggests that individuals with the ability to recognize new terms likely possess expansive lexicons. This concept implies a correlation between vocabulary size and the capacity to understand and recognize unfamiliar words.

2.3.1.5 Fluency:

Fluency is the ability to read a text accurately, quickly, and with appropriate expression. Fluent readers can decode words effortlessly and automatically, allowing them to focus on comprehension and meaning. Fluent reading enables students to read smoothly and efficiently, leading to a better understanding of the text. (The National Reading Panel, 2000)

2.3.1.6 Comprehension:

It is defined as the understanding of the meaning and main ideas of a text, as well as the ability to make inferences and draw conclusions. Kendeou, McMaster, and Christ (2016) defined Reading Comprehension as a process involving the activation and integration of textual information along with relevant background knowledge to form a cohesive mental representation. In simpler terms, it is about understanding what you read by combining what is written with what you already know to create a clear picture or understanding in your mind. It is necessary for personal, academic, and professional development, empowering readers to get more information with confidence.

2.3.2 Reading skills as a way to acquire vocabulary

Reading skills play a crucial role in vocabulary acquisition by exposing readers to new words within the context of sentences and paragraphs. According to Tiers (2023), when a person reads a new word while reading, he/she can understand the meaning because of the context of the sentence or the paragraph, and in this way, it is possible to reinforce comprehension and retention of the word. Demonstrating how reading helps individuals to learn and understand language better. When an individual reads, they probably will see repeated words in reading materials. Based on Tiers (2023), this repetition helps in consolidating and remembering information. The more frequently they come across certain words while reading, the better they have of remembering and using those words themselves.

A considerable amount of vocabulary is acquired unintentionally. An example of this is seen in learning vocabulary while reading storybooks. Some research indicates that learning can indeed happen indirectly, with vocabulary being acquired through casual exposure. Robbins and Ehri, (as quoted on the National Reading Panel Report,2000),

mentioned that “storybook readings helped teach children meanings of unfamiliar words. However, those with larger entering vocabulary learn more words.” (p.4-21).

2.3.3 Listening Skill

The other passive language skill is listening. According to Rost (2013), it refers to the ability to effectively receive, process, and understand spoken information in a particular language involving the cognitive processes of attending to, interpreting, and responding to verbal messages. Therefore, based on the last information it is possible to say that language comprehension is not just about hearing words; it is about cognitive faculties, the way an individual interprets, and responds to verbal cues.

Another definition given by Buck, (quoted by Hue, 2019) is that listening comprehension is more than just passively receiving sounds; it involves actively constructing meaning. By applying existing knowledge to incoming sounds, listeners engage in a dynamic process of interpretation and understanding. It is possible to mention that memory plays a fundamental role in this process, which will be developed in the next lines.

Listening plays several roles in cognitive processes. First, it involves the reception and interpretation of auditory stimuli, which the brain processes. This process includes encoding information, organizing it, and storing it in memory for future retrieval. Second, effective listening requires focused attention on selecting relevant auditory information while filtering out distractions. Third, it plays a significant role in memory formation. Active listening enhances the encoding of information into memory, whether it is short-term memory for immediate use or long-term memory for later retrieval and integration with existing knowledge. (Rost,2013).

Listening skills are indispensable in language acquisition, serving as a gateway to understanding and internalizing linguistic elements. According to Wilshire (2024), by actively engaging with spoken language, learners can decode vocabulary, grammar

structures, and cultural elements, facilitating their language development. Through exposure to authentic language input and interactions with native speakers, individuals refine their pronunciation, intonation, and comprehension abilities, creating a solid foundation for proficient language use.

2.3.3.1 Listening Sub-Skills. Listening skills consist of three essential sub-skills crucial for enhancing listening comprehension. These include: listening for gist, listening for specific information, and listening in detail. Next, each of these sub-skills will be explained based on Buck, Tatsuoka, Kostin, and Phelps (1997):

2.3.3.1 Listening for gist

Listening for gist is seen as getting the big picture without obtaining tiny details. It is about understanding the main idea or theme of what someone is saying, rather than focusing on every little thing. According to Siegel (2018) listening for gist involves understanding the central theme and purpose of an auditory text without fixating on specific details. It is about grasping the general meaning and answering primary questions about the topic, and theme. Listening for the gist involves recognizing primary sentence stress, distinguishing between lexical and grammatical words, identifying key lexical items and major constituents, recognizing discourse markers and sentence connectors, understanding relationships between units within the text, and inferring relationships. These skills enable listeners to filter unnecessary details, piece together the overarching message, comprehend the structure and flow of information, and make sense of the overall meaning, facilitating effective gist comprehension during listening activities. (Mendelsohn, 1994)

2.3.3.1.2 Listening for specific information

Listening for specific information involves focusing on extracting particular details, facts, or data. According to Rodgers (2021), this skill requires the listener to actively target and identify the specific information that is relevant to their needs or objectives. By

developing this sub-skill, individuals can effectively filter information and concentrate on the key points that are crucial for understanding, decision-making, or problem-solving. Listening to specific information helps individuals capture essential details accurately and efficiently, leading to more effective communication and outcomes.

2.3.3.1.3 Listening in detail

It involves the ability to focus on particular details or key points while listening to spoken language. This sub-skill of active listening involves paying close attention to specific information, facts, or details provided by the speaker. This skill requires focusing on the speaker's words, tone of voice, nonverbal cues, and any other relevant information to fully understand the message being communicated. Rodgers (2021).

2.3.4 Listening Skill as a Way to Acquire Vocabulary

Listening plays a crucial role in acquiring vocabulary, and as a result, it improves language. This skill actively engages the brain in processing language input, which enhances vocabulary acquisition and language proficiency. Weren and Kaplan (quoted by Feng and Webb, 2020) reported that before children develop the ability to read, their primary method of learning words in their native language (L1) is through listening. This means that listening is the first resource to learn words since childhood. Through listening, it is possible to learn new words. According to the report given by The National Reading Panel (2000), it is possible to mention that students can learn numerous words just from listening. Additionally, Feng and Webb, (2020) affirmed that the ability to acquire new words through listening also depends on the quantity of spoken input encountered. The more spoken input one is exposed to, the greater the likelihood of encountering words frequently enough for learning to take place.

When people actively listen and focus their attention on pronunciation within the context of the spoken language, they can enhance their vocabulary skills effectively. Through

this, it is possible to infer the meaning of unfamiliar words. Understanding how words are used in context helps to solidify their meanings and usage patterns in the mind. At the same time, when somebody hears a word many times, repetition helps in familiarizing with new words and their pronunciation, making them easier to remember. (Cohen,2008)

2.4 Vocabulary

Vocabulary development begins in early childhood and continues throughout life, influenced by interactions, reading, education, and social experiences, significantly impacting communication skills and cognitive growth. Based on the information given by Webb and Nation (2017) children's books are usually crafted to enhance vocabulary acquisition, often including illustrations to clarify the meanings of important words within the text.

In the field of linguistics, vocabulary refers to the comprehensive collection of words, word forms, phrases, and expressions that are utilized and comprehended within a given language community or by individuals within that group. It serves as a crucial element in language, facilitating effective communication by enabling speakers and writers to convey concepts, articulate ideas, and engage with others efficiently. Linguistic researchers delve into vocabulary to analyze word formation, meanings, word interconnections, and the evolutionary changes in vocabulary across various languages and language communities. (Tyson and Perry, 2017)

Merriem-Webster dictionary (n.d) defines the word Vocabulary as “ a list or collection of words or of words and phrases, usually alphabetically arranged and explained or defined.” Vocabulary is more than a list of words given to complement the English learning process. It is also the basic of language and, of course, communication. This collection of words and phrases, usually alphabetically arranged and explained or defined, forms the foundation upon which our ability to express ideas, convey emotions, and engage in meaningful conversations is built.

World Study is a term that is necessary to mention when vocabulary definition is given. According to Bear, Invernizzi, Johnston, and Templeton (2015), it is all about figuring out how words work. It is like solving a puzzle where the individual can explore the structure, patterns, and meanings of words. Through activities like sorting words or going on word hunts, students can learn about sounds, spelling, and what words mean. By breaking down words into their sounds and how they look, students build up their skills in spelling, vocabulary, and reading. This way of learning is personalized, meaning it is tailored to fit each student's needs, helping them to get better at the things they find difficult. Overall, word study gives students a strong set of tools to understand and use words confidently.

2.4.1 Vocabulary Tiers

Vocabulary acquisition is a process through which learners continuously gain words and internalize them to the point where they can use these terms to produce texts or verbal ideas. In the academic field, it is crucial for teachers to identify which words they should teach their students. For this purpose, there is a classification of three levels based on the frequency and complexity of the words. According to He and Godfroid (2019), vocabulary can be divided into three levels based on their prevalence and sophistication. This tiered system helps to comprehend the transition from basic to advanced vocabulary, making it especially beneficial in educational contexts.

The first tier is called Basic Vocabulary. There are around 8000 words that are commonly used in everyday conversation and are typically acquired early in life. They are often concrete and familiar to most people, including young children. The terms included in this level are sight words, nouns, verbs, and adjectives. Hutton (2008). The words that are included in the second tier are classified as high-frequency words. These terms are more sophisticated than those that are part of the first level but are still commonly used across various contexts, including academic settings. They frequently have multiple meanings and

are essential for reading comprehension and more advanced communication. Most of the time they are used by mature language speakers. Besides the last affirmation, Hutton (2008) also mentions that there are 7000 words in this list. There is a third tier that is conformed by the words that are not commonly used. They are especially technical terms and most of the time are used in professional contexts to understand and explain specialized information. Hutton (2008) indicated that this tier is called Low-Frequency or Domain-Specific Vocabulary. There are around 400,000 words in this rank that most of the time are learned by the users when a specific need arises.

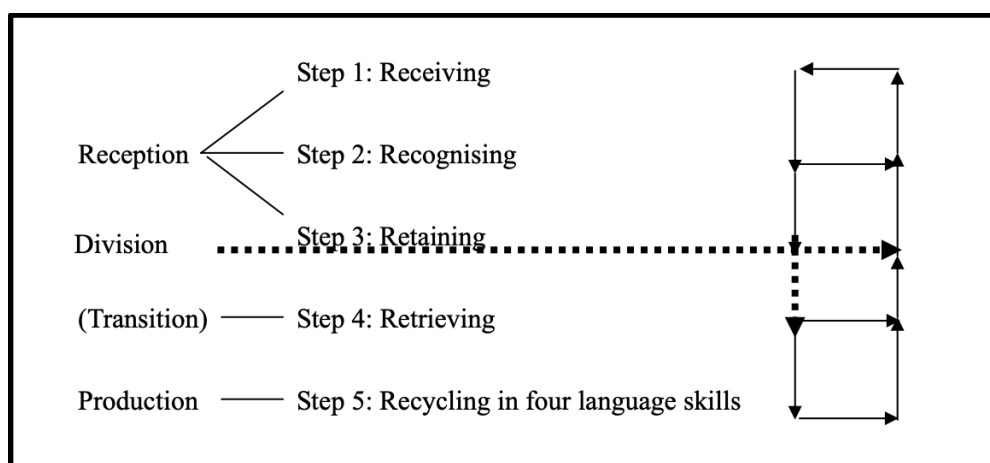
2.4.2 Process of Vocabulary Acquisition

Nowadays, individuals share a similar process of vocabulary acquisition in the academic environment. According to Bear et al. (2015), during the preschool years, children learn new words mainly through hearing the surrounding language. By listening to and discussing daily activities, life experiences, and stories, they build their speaking vocabulary that lately will be used also to produce written texts. Early vocabulary acquisition before preschool is crucial for later reading progress and contributes to the development of phonemic awareness, which is important for decoding skills. As children focus on the sounds of words rather than on their meanings, they begin to appreciate the sound structure of words. Knowing more words with similar sounds helps them to notice subtle differences, allowing them to build accurate phonological representations. (Hempenstall and Buckingham, 2016)

Vocabulary acquisition starts in childhood but continues throughout life. As individuals grow, they are continuously exposed to new words and concepts through various mediums such as reading, conversations, media, and education. This exposure leads to the ongoing acquisition of new vocabulary. This perspective is captured well in Sinatra, Zygouris-Coe, and Dasinger's affirmation where they said that the lifelong journey of acquiring and employing words in both spoken and written communication starts critically

during the early stages of life. The vocabulary learning process can vary from person to person. Here is a general framework found by Brown and Payne (cited by Shen, 2023) who indicated that an individual passes through five steps to internalize and understand a word and as a result of this process fulfill the vocabulary acquisition.

Figure 1 Vocabulary learning process



Note: this figure indicates the process that Brown and Payne (1994) designed to represent the process followed by an individual during the vocabulary learning process.

In the first step, learners have various sources to encounter new words, either incidentally or intentionally, through different language skills, materials, and sources like teachers or native speakers. Moving to the second step, learners consciously or subconsciously make efforts to recognize and understand the forms or meanings of the new words, utilizing techniques such as guessing, morphological analysis, or creating mental images. This step is crucial for retaining and retrieving words from memory. Shen (2023)

Shen (2023) also indicated that step three involves storing the acquired vocabulary, which can be helped by mental efforts or external resources like dictionaries. Ignoring new words or encountering them infrequently may hinder progress to subsequent steps of vocabulary learning. The line between steps three and four indicates the division between receptive and productive knowledge. The last step indicates the individual is able to use the term learned through the four language skills.

2.4.2.1 Traditional Methods For Teaching Vocabulary.

Effective vocabulary teaching enhances students' comprehension, communication skills, and overall academic success. Pedagogical strategies for teaching vocabulary must be diverse and adaptable to meet the needs of all learners. Teng (2014) concluded that there are three traditional strategies for teaching and learning vocabulary. Next, these strategies will be developed.

2.4.2.1.1 High-Frequency Words.

As was mentioned in the last section, High-frequency words are those that appear most often in spoken and written texts. It is essential to master these words because they constitute a large percentage of the words present in any text. Learning these words can greatly enhance reading fluency and comprehension, allowing learners to focus more on understanding the content rather than decoding individual words. (Johns and Wilke, 2018). Introducing High-Frequency word lists gradually allows learners to absorb the vocabulary in manageable increments, facilitating better retention and understanding. Additionally, starting the learning process earlier provides individuals with more time to familiarize themselves with these essential words, enabling them to integrate them more effectively into their language skills. According to Johns and Wilkie, (2018), it is recommended to teach thirteen terms called “The Magic 13” (a, and, for, he, in, is, it, of, that, the, to, was, you) to mastery along with another dozen of the most frequently occurring words.

Many strategies can help teachers to deliver the words. First, it is possible to use Explicit Instruction through activities such as writing them on the board and modeling touching, saying, and spelling each letter. Students also can write the word on cards, practice, and engage in activities like passing cards, reading aloud, and sentence completion. In addition, teachers can use the strategy of Learning Through Repetition developing activities such as the use of flashcards that incentivize repetition until the words are achieved reviewing

previously learned words and introducing new terms. The last strategy recommended is See/ Hear/ Write/ Chant. It involves introducing targeted sight words by writing them on the board, having students write them on index cards, singing the words as a group, and reinforcing spelling through repetition with added fun elements. (Johns and Wilkie ,2018).

2.4.2.1.2 Incidental Vocabulary Learning.

Incidental vocabulary learning refers to the process of acquiring new words or phrases unintentionally, typically through exposure to language in natural contexts such as reading, listening, or conversation. Based on Dang and Webb (2022), Incidental Vocabulary Learning differentiates from intentional vocabulary learning, because it actively seeks to acquire new words through study or memorization, and incidental learning happens indirectly as an effect of engaging with language for other purposes. This passive form of vocabulary acquisition can occur through various mediums, including books, articles, movies, TV shows, conversations, or even social media. It highlights the importance of immersive language experiences in expanding one's vocabulary repertoire.

2.4.2.1.3 Morphological awareness.

Morphological awareness is the ability to recognize and understand the meaningful parts of words, such as prefixes, suffixes, and roots. Teng (2014), affirmed that this awareness plays a crucial role in vocabulary learning because it allows learners to break down unfamiliar words into smaller, meaningful components, making them easier to understand and remember.

By recognizing the morphemes within words, learners can infer the meanings of unfamiliar words based on their morphological structure. According to Giazitzidou, Mouzaki, and Padeliadu (2023), understanding morphological patterns helps learners make connections between words with similar roots or affixes, expanding their vocabulary more efficiently.

Teachers can enhance vocabulary instruction by explicitly teaching morphological principles, and encouraging students to analyze word parts and patterns. Activities such as word analysis, word families, and word formation exercises can help students to develop morphological awareness and improve their vocabulary acquisition skills. Overall, morphological awareness serves as a powerful tool in unlocking the meanings of new words. (Giazitzidou, ed. al, 2023).

2.4.2 Vocabulary importance

Vocabulary has enormous benefits in the English learning process, especially when an individual is acquiring it as a second language. It is possible to affirm that the importance of vocabulary in education is significant, and the emphasis on vocabulary acquisition will never be overstated. In other words, vocabulary is extremely crucial in the learning process, and its significance is undeniable. According to Webb and Nation (2017),

In all stages of our education, vocabulary is central to learning content. Useful words are purposefully introduced by teachers, and unknown words are often taught as they are encountered. As each new topic is introduced, key vocabulary is carefully explained to facilitate comprehension of the content. The spelling and pronunciation of words might be modeled, their meaning explained with definitions, diagrams, and translations, and examples given to illustrate how they can be used. (p.21)

Acquiring a rich vocabulary is crucial for processing the four essential language abilities: listening, speaking, reading, and writing. Lacking a varied range of words makes it difficult to comprehend both spoken and written communication. Additionally, a strong vocabulary supports clear and precise expression in both verbal and written communication. Therefore, the process of learning and mastering new words is essential for enhancing and perfecting all language skills, serving as the foundation upon which language proficiency is constructed. (Tiers, 2023)

In reading comprehension, a solid vocabulary is crucial for understanding. When exploring text, a rich vocabulary facilitated comprehension. According to Sinatra et al. (2011) encouraging learners to immerse themselves in extensive reading is vital for finding new words in context. Through interaction with a variety of written materials, individuals not only increase their vocabulary but also go deeper in their scope of language usage.

Possessing diverse vocabulary enables individuals to convey their thoughts and ideas with greater precision in writing and speaking. It aids in selecting the appropriate words to express clearly and effectively. Assigning writing and conversation tasks that demand the integration of specific vocabulary words is an effective strategy. Sinatra et al. (2011) also mentioned that by engaging in such exercises, learners expand their lexicon and refine their ability to utilize words accurately within context. Encouraging the application of newly acquired vocabulary in writing further reinforces comprehension and retention.

Broad vocabulary also improves listening skills, though not as significantly as other skills. Knowing a wide range of words facilitates the comprehension of spoken English, whether in casual conversations or complex lectures. Extensive vocabulary enhances not only understanding but also the overall listening experience, that is why Zhang and Graham (2020) indicated that vocabulary comprehension contributes less significantly to listening abilities compared to other skills, and aural understanding appears to require lower levels of vocabulary proficiency compared to reading comprehension.

2.5 Connectivism Learning Theory

Connectivism is highly relevant in today's digital age, emphasizing the importance of global connectivity and access to information in learning and knowledge acquisition.

According to Duke, Harper, and Johnston (2013), George Siemens and Stephen Downes proposed The Connectivism Learning Theory in 2004, This learning theory responds to the

rapidly changing landscape of technology and information. It builds upon earlier cognitive learning theories, such as those developed by Jean Piaget.

Connectivism affirms that learning arises from the interaction of the learner with their environment, adopting its principles, lifestyles, and skills. This theory holds that knowledge acquisition is a process occurring within an environment of dynamic elements not controlled by the learner. Instead of focusing on information retention, connectivism emphasizes an individual's ability to connect with knowledge networks and adapt to changing environments to build understanding and competence. (Siemens, 2006).

In the theory of connectivism, learning is characterized by several distinct features that distinguish it from other theories. As Siemens (2006) indicated, learning is a chaotic, continuous, and complex process. Moreover, it suggests that knowledge acquisition occurs not only in educational environments but also within communities, personal networks, and while performing tasks. Through community life, individuals can share ideas with others, and this diversity of opinions opens the mind to new knowledge.

One of the main characteristics of connectivism that sets it apart from other theories is that knowledge can be transmitted through non-human mechanisms. This enables learning processes to occur autonomously. Examples of such artifacts include computers and software programs. In this context, the role of the teacher is to work as a guide in the learning process, facilitating and shaping the exchange of information among communities through digital tools. This evolution highlights the teacher's importance in creating and supporting collaborative learning environments where learners can take advantage of digital resources effectively. (Siemens, 2006).

This theory facilitates exploration of how students engage with diverse media forms to acquire vocabulary, promoting interactive and collaborative learning experiences beyond traditional methods. It supports educators in utilizing digital tools to create engaging learning environments where students can actively participate in and integrate new vocabulary across

various media platforms. Connectivism also guides the assessment of how effectively transmedia storytelling enhances vocabulary acquisition compared to conventional approaches. The following section will develop the definition of transmedia storytelling to further demonstrate its compatibility with connectivism learning theory. This will highlight how transmedia narratives across multiple platforms enrich educational engagement and knowledge integration.

2.6 Transmedia Storytelling

Nowadays, thanks to technological advances, it is possible to apply storytelling through movies, books, games, and social media. This allows the audience to get involved in different ways, making the experience more exciting. Pratten (2011), defined it as presenting a narrative across various mediums, ideally inviting audience engagement, where each new platform enhances the audience's satisfaction. Moreover, Erdem and Yilmaz (2018), mentioned that it is a process in which key components of a fictional story are strategically spread across various distribution channels to generate cohesive and synchronized entertainment. Therefore, based on the last affirmation, it is possible to conclude that transmedia is the connection between consumers of content media and the narration and narrative style.

In the last three decades, transmedia has become increasingly common in the academic world for several reasons. First, it involves multiple disciplines such as communication, literature, psychology, and more. Second, it has a cultural impact on individuals who receive the information because it often reflects the cultural trends, beliefs, and values of a given civilization. Additionally, transmedia storytelling engages audiences in new and interactive ways, which is of interest to scholars studying audience reception, media consumption, and participatory increase. (Erdem and Yilmaz, 2018).

Transmedia storytelling has three characteristics that all together create a dynamic and engaging storytelling experience that utilizes the strengths of various media to tell a more captivating and expansive narrative. According to Pratten (2011), the first characteristic is that the content can be spread through different platforms, the second one is that the story has different elements and the last one is that Transmedia Storytelling generates an active audience engagement. Next, these characteristics will be developed:

- **Cross-Platform Distribution:** This characteristic allows spreading the story across different media channels such as films, television shows, websites, social media, or video games, and not just on books as it used to be in the past.
- **Elements of the story:** In transmedia storytelling, each medium provides a distinct and complementary part of the story, rather than simply repeating the same content. This means that each platform offers unique elements that contribute to the overall narrative. By adding new dimensions, perspectives, and details through various media, the narrative becomes more immersive.
- **Active engagement:** When the audience can participate and interact with the story, it encourages the public to be part of it by seeking out different media to gain a fuller understanding of the entire narrative universe. The audience often needs to engage with multiple platforms to fully experience the story, and their participation can sometimes influence the narrative's direction. This active involvement can lead to a deeper connection with the story and its characters.

2.6.1 Transmedia Storytelling In Education

The implementation of digital storytelling in academic environments has started to obtain attention in the last few years. Implementing transmedia storytelling in the academic context can enrich the learning experience, make vocabulary acquisition and reading comprehension more engaging and effective, and help students develop a broader range of

skills beyond traditional textbook learning. (Kaya, 2019) The use of different media formats supports multi-sensory learning by appealing to various learning styles. By presenting content through a variety of formats, transmedia storytelling can provide visual, auditory, and kinesthetic learning, and in that way enhance comprehension and retention of vocabulary and reading material. According to Kalogeras (2014), indicates that utilizing transmedia storytelling in education represents a transformative approach to learning, serving as both a critical and creative pedagogical method. It aligns with human learning preferences, fostering a holistic understanding that encourages learners to explore and evaluate multiple layers of meaning.

According to the last affirmation, it is possible to say that by incorporating various media such as videos, audio clips, images, and interactive elements, transmedia storytelling can significantly boost student's engagement and motivation to learn vocabulary and new content. This approach helps to sustain their interest and makes the learning process more enjoyable. Through the use of different media platforms to share a story, students can gain a deeper understanding of vocabulary words and reading passages by seeing them used in various contexts. This can help reinforce their understanding and make connections between words and concepts. (Wagner, Muse & Tannenbaum, 2007)

Transmedia storytelling can provide some autonomy to the students since interactive elements allow them to auto-evaluate the content, through quizzes, games, or simulations. This interactivity can promote critical thinking, problem-solving skills, and a deeper level of comprehension. According to (Kalogeras, 2014), the offer of content across multiple platforms, allows students to have the flexibility to access the materials in a way that suits their preferences and ways of learning. They can choose to explore content through different media formats based on their individual learning needs.

2.6.1.1 Transmedia in Vocabulary Acquisition.

Transmedia storytelling can provide a dynamic and immersive learning experience that supports vocabulary acquisition through contextual learning, multi-sensory engagement, visual elements, interactive activities, and personalized learning methods. Next, each of these benefits will be developed. The first benefit is that transmedia storytelling provides learners with multiple contexts in which new vocabulary words are used. Belaid 2021, mentions that by finding words in various settings and scenarios across different media platforms, students can better understand the meaning and usage of the words in context. This helps to reinforce their vocabulary comprehension and retention. In addition, engaging with content through different media formats such as videos, images, audio clips, and interactive elements stimulates multiple senses and learning modalities. This multi-sensory experience can enhance vocabulary acquisition by helping them to try different learning styles and making the learning process more immersive and memorable. (Belaid, 2021).

Another benefit is that the visual elements used in transmedia storytelling can help reinforce the meaning of new vocabulary words by providing visual cues or representations that support and enhance the textual descriptions. Visual resources help in the comprehension and retention of vocabulary, especially for visual learners. Transmedia storytelling often includes interactive elements such as quizzes, games, and simulations that actively engage learners in the vocabulary acquisition process. These interactive activities encourage learners to actively use and apply new vocabulary words, which can deepen their understanding and retention, idea is also supported by Kalogeras (2014). The last benefit mentioned by Belaid (2021), is that transmedia storytelling allows learners to access content across multiple platforms and customize their learning experience based on their preferences and needs. Learners can explore vocabulary words through different media formats that make them feel identified with them, enabling a more personalized approach to vocabulary acquisition.

CHAPTER III

Methodological Framework

3.1 Research Approach

The research approach of this investigation is the mixed one, which means that Qualitative and Quantitative approaches will be applied. According to Baptista, Fernández, and Hernández (2014), the combination of quantitative and qualitative methods within a single study allows providing a more comprehensive understanding of the phenomenon. These methods can be integrated in a way that preserves their distinct structures and procedures.

This approach allows researchers to collect both numerical data and rich, detailed insights from participants, leading to a more holistic assessment of the research question. Johnson, Onwuegbuzie, & Turner (cited by Creswell and Creswell, 2018), indicate that this approach employs rigorous methods for data collection, analysis, and interpretation of both types of data. The information collected through these methods is combined to design an analysis through various techniques, such as merging the data, interpreting it or linking one database to another.

Mixed methods combine quantitative and qualitative components in a single study. This does not mean that one approach is superior to the other, but just different ways to study a phenomenon. The debate between these approaches is unnecessary. Both perspectives offer valuable insights, allowing a comprehensive understanding of the subject being studied. Therefore, a phenomenon can be effectively explored using both methods. (Baptista et al. 2014). By combining numerical data with personal experiences, the investigation could achieve a more holistic understanding of the educational impact of transmedia storytelling.

This comprehensive view is particularly useful for educational research, where both measurable outcomes and experiential factors are crucial.

3.1.1 Qualitative Approach

The qualitative research approach is focused on understanding phenomena from a holistic and contextual perspective. It emphasizes the exploration of concepts, experiences, and meanings through non-numerical data. According to Baptista et al. (2014), It uses data collection and analysis to refine research questions or reveal new questions during the interpretation process. Qualitative methods are characterized by the collection of non-numerical data, which can be obtained through various tools such as interviews, observations, and textual analysis. This approach allows for a deep understanding of human experiences, behaviors, and social contexts. By utilizing these diverse methods, researchers can capture the complexities and nuances of the subjects they study, providing rich, detailed insights into the phenomena under investigation. (Creswell and Creswell, 2018)

This method is highly useful in the investigation, as it helps to understand the context in which the students develop. By employing qualitative research methods, it is possible to gain insights into the specific approaches and strategies used at Colegio María Inmaculada to teach vocabulary. Understanding these methods allows the researcher to see how they influence students' learning experiences and outcomes, providing a comprehensive view of the educational environment and its effectiveness. This, in turn, can lead to the development of research questions or the discovery of new questions that emerge during the interpretation process.

3.1.2 Quantitative Approach

The quantitative investigation process involves systematically collecting data to test hypotheses through numerical measurement and statistical analysis. This method relies on

precise, quantifiable data to establish behavior patterns and provide empirical evidence for testing theories. According to Baptista et al. (2014), when an investigation focuses on numerical data, researchers can discover trends, relationships, and patterns that offer objective insights into the subject of study. The quantitative Investigation method will provide statistical evidence to analyze and measure the benefits of transmedia storytelling in vocabulary acquisition among 7th-grade students at Colegio María Inmaculada. By quantifying vocabulary acquisition rates, the study can assess the overall impact of this technique.

3.2 Research Design

For the purposes of this investigation, a Sequential Exploratory Design will be employed to systematically explore and analyze the data. This approach allows for initial qualitative exploration, followed by quantitative analysis to validate and expand upon the findings. According to Creswell and Creswell (2018), a three-phase exploratory sequential mixed methods design involves initially gathering and analyzing qualitative data. Based on this exploration, the researcher develops a specific feature to be tested, such as a new survey instrument, experimental procedures, a website, or new variables. This feature is then tested in a subsequent quantitative phase.

In this study, a Sequential Exploratory Design is employed to rigorously investigate the benefits of transmedia storytelling in enhancing vocabulary acquisition among 7th-grade students at Colegio María Inmaculada during the third quarter of 2024. Initially, qualitative data was gathered and analyzed to explore the impact of traditional methods and transmedia storytelling as pedagogical tools. Subsequently, a quantitative phase is followed to validate these findings, focusing on comparing vocabulary acquisition rates between students exposed to transmedia storytelling and those using traditional methods. This comprehensive approach allows a meticulous evaluation of the effectiveness of transmedia storytelling in educational

settings, allowing it to provide valuable insights into its potential as a strategic tool for enhancing language learning.

3.3 Information Sources

Data collection in research works like a triangle, as the sources of information function at three vertices: primary, secondary, and tertiary. These should converge at a perfect point that allows for conclusions to be determined according to the established objectives. According to Silvestrini and Vargas (2008), information sources refer to all methods through which people can obtain formal and informal information in written, oral, or multimedia formats. These sources serve as essential tools for theoretically supporting people's work, providing the necessary foundation for their research and projects.

3.3.1 Primary Sources

Primary sources are original publications that have not been filtered, interpreted, or evaluated by others. These sources provide firsthand evidence or direct access to the subject of study, offering an exclusive perspective on the information. Primary sources serve as a critical foundation for research, allowing scholars and researchers to draw their conclusions and interpretations based on the raw data. Examples of primary sources include historical documents, original research articles, diaries, letters, and eyewitness accounts, each contributing to a deeper and more authentic understanding of the topic at hand. (Silvestrini and Vargas, 2008). These sources not only provide direct access to original information but also enrich the theoretical exploration of transmedia storytelling and vocabulary acquisition. The main books consulted in this research are: *Getting Started with Transmedia Storytelling* (Pratten, 2011), and *How vocabulary is learned* (Webb and Nation, 2017)

3.3.2 Secondary Sources

The use of secondary data sources involves reviewing existing documents, public records, and physical or electronic archives. According to Baptista et al. (2014), these resources include academic literature, government reports, specialized databases, and historical records. By accessing these sources, researchers can take advantage of pre-collected and analyzed information, saving time and resources while gaining a broader contextual perspective for their study. This investigation included secondary sources that allowed the researcher to understand the outlook of some other research that has been performed about reading and how it affects vocabulary acquisition. As in the case of The National Reading Panel (2000), which is a group of investigations developed by the government of the United States of America in 2000.

3.3.3 Tertiary Sources

These kinds of sources of information gather, organize, and summarize existing knowledge on a specific topic. These sources play a crucial role in synthesizing comprehensive insights and facilitating easier access to established information within a particular subject area, as in the case of theses or reference books. Tertiary sources are useful for obtaining a broad and consolidated overview of a topic, or for verifying information already found in primary and secondary sources. In the antecedents of this investigation, there were included several theses and publishes related to transmedia story telling and vocabulary acquisition. Giving a sense of direction in the conclusions that had been gathered. For example, *Strategies for Learning Vocabulary in and outside the Classroom* (Araya and Gamboa, 2019) and *Second Language Vocabulary Acquisition through Storybook* (Yerkezhan Tokbergen, 2020)

3.4 Analysis of Categories

Categories are themes of basic information identified in the data to understand the processes or phenomena they refer to. These categories play a crucial role in organizing and classifying information, making it easier to analyze and comprehend. By highlighting essential and recurring aspects of the studied phenomenon, they provide a clear framework for researchers to follow. This structured approach not only simplifies data analysis but also enhances the overall understanding of the subject. (Baptista et al., 2014).

Although each of the categories to be developed below is based on specific objectives, each one plays a specific role in achieving the overall objective of this research, which is: To analyze the benefits of transmedia storytelling in vocabulary acquisition among 7th-grade students at Colegio María Inmaculada during the third Quarter of 2024. Each category independently contributes to a comprehensive understanding of the investigated phenomenon, providing distinct perspectives that, when integrated, allow for a thorough and detailed comprehension of the subject. Therefore, it is necessary to set the categories according to the objectives of the investigation, where the keywords within each objective will be identified and defined to establish the foundation for conducting the research.

The first category that is going to be analyzed is Storytelling, which is defined by Appel , Kühle and Heindl (2021) as the skill of sharing events and experiences through a well-organized narrative, utilizing language, visuals, and occasionally gestures to captivate the audience. It can appear in different formats, such as spoken, written, or digital stories, and fulfill various functions like entertaining, teaching, motivating, or convincing. By creating emotional and intellectual connections with its audience, storytelling proves to be an effective tool for communication in both personal and professional settings.

The second category that is going to be analyzed in this investigation is Tansmedia Storytelling technique. It receives the definition of presenting a narrative across various mediums, ideally inviting audience engagement. Each new platform enhances the audience's

satisfaction. (Pratten, 2011). During the development of the research, transmedia storytelling technique was analyzed through observation and put into practice, where the students showed a better understanding of stories. The content of the classes could be developed easily at the same time that they acquired vocabulary.

The third category is the benefit of vocabulary acquisition. According to Loewen & Sato (2017), it is the process of learning and retaining new words, which is a crucial element in language development. It involves multiple cognitive abilities, such as recognizing word forms, understanding their meanings, and applying them in different contexts. This skill is essential for language proficiency, as it enables individuals to communicate effectively in spoken and written forms.

Regarding this work, the benefits of transmedia storytelling will be explored by the students based on the results obtained through the implementation of the transmedia storytelling techniques. To obtain this information, an interview was given to the professor and two students to understand the benefits. On the other hand, through the implementation of a test, it was possible to rate the results obtained in the implementation of traditional methods and Transmedia Story Telling to compare them and understand the differences that exist between each other.

3.5 Data Collection Instruments

The purpose of the research instruments is to help researchers to obtain accurate and reliable information about their study topic. These instruments can include checklists, questionnaires, measurement scales, structured interview forms, and standardized tests. Medina, Rojas and Bustamante, (2023) mentioned that a research instrument is a specific tool used for collecting and analyzing information during the research process. By using these tools, researchers can draw valid conclusions, enhancing the overall quality and credibility of their research findings. Therefore, choosing the right instrument is crucial to ensure the best results from the research. In this section, it will be specified the instruments for the qualitative and quantitative procedure to be implemented at Colegio María Inmaculada to collect data in this study. By carefully selecting the appropriate tools, it is possible to obtain accurate and reliable information, which will enhance the validity of the findings.

3.5.1 Qualitative Technique: Observation Checklist.

An observation is a technique that is used with the purpose of making an evaluative judgment of the competencies acquired and demonstrated by the student during the learning process, based on the description of what was observed (Arias, 2020). In this investigation, two different observations will be applied. One at the beginning of the class and the other one during the application of the transmedia story telling technique or the traditional method to acquire vocabulary. Through the first observation in order to know the group and evaluate the traditional method the next aspects will be analyzed: the use of English throughout the lesson, the students' comprehension of the teacher's speech and explanations, their motivation during the lesson, willingness to learn through various techniques, peer collaboration, and ability to solve exercises independently. Additionally, the second observation was done during the implementation of the transmedia story telling technique and the traditional vocabulary acquisition method. This observation will allow to notice the participation of the

students, the motivation, their digital skills and the students' attitude. To explore deeply into a situation requires more than just passive observation; it also requires maintaining an active role and engaging in continuous reflection. This means being consistently involved and participatory, rather than just observing from a distance. (Baptista et al., 2014)

3.5.2 Qualitative Technique: Interview.

An interview is a structured interaction where an interviewer engages with one or more interviewees to exchange information and explore a specific topic. It could be conducted individually or with multiple participants like families or small teams. Based on the affirmation of Baptista et al. (2014), through this process, participants collaboratively construct meanings and interpretations relevant to the topic. In this investigation two interviews were applied. The first will be applied to the teacher and the second interview will be applied to two students of 7th grade at Colegio María Inmaculada.

The interview that will be conducted with the teacher pretends to understand her perspective during the implementation of transmedia storytelling for vocabulary acquisition, as well to express her views on the use of traditional methods. It also seeks to explore the benefits that the teacher believes these methods bring to vocabulary learning. On the other hand, the interview with the students will involve two participants. The purpose of these interviews is to understand each student's perspective regarding the method used for vocabulary acquisition.

3.5.2 Quantitative technique: Objective test.

An objective test serves to measure students' level of learning in a specific topic or content area, designed to assess clearly defined learning objectives. It helps educators to determine how well students have grasped the taught concepts, enabling them to adjust teaching methods, provide precise feedback, and customize instruction to meet individual needs. According to Arias (2020), objective tests provide an impartial basis for comprehending student comprehension and effectively guiding educational strategies by

evaluating predetermined learning objectives. This structured approach ensures that assessments align closely with instructional objectives, fostering a fair and accurate measurement of student knowledge and progress. In this investigation, two types of tests will be applied. The pre-test will be administered after the initial observation. Its purpose is to verify students' prior knowledge of the vocabulary being studied. Following the development of both transmedia storytelling techniques and traditional methods, students will complete a post-test. This test aims to evaluate the range of vocabulary knowledge gained.

3.6 Collection Data Process and Data Analysis.

The data collection process will begin by applying an observation, recorded using an observation checklist. This involves observing students before using other instruments to gather information about their characteristics as a group and other previously highlighted aspects. Following the initial observation, a pre-test will be administered to gather additional information. This pre-test will provide the researcher with insights into the students' existing vocabulary related to the topic. During the implementation of both the transmedia storytelling and traditional techniques for vocabulary acquisition, an observation checklist will be used to assess the students' mood and participation throughout the process. Following this step, the researcher will administer a post-test to evaluate the vocabulary learned during the activities. This approach allows the researcher to measure not only the effectiveness of each teaching method, but also the students' engagement and emotional response, providing a comprehensive evaluation of the learning outcomes. The researcher will conduct interviews with the teacher and two students to obtain insights into their perspectives on the activities performed. This step allowed to gather qualitative data on their experiences and opinions, providing a comprehensive understanding of how the activities impacted their learning and engagement. By capturing the viewpoints of both the teacher and the students, the researcher can evaluate the effectiveness and reception of the transmedia storytelling approach in vocabulary acquisition.

CHAPTER IV

4.1 Data Analysis

In this section of the paper, the researcher will conduct a detailed analysis of the categories that resulted from the established objectives. These categories, introduced in the previous chapter, are emphasized due to their importance in reaching the research objectives. The analysis is based on the data gathered during the application of instruments and related activities, all closely aligned with the investigation's objectives. This process is aimed at identifying potential solutions to the problem statement outlined in the study. In order to carry out the data analysis, it is necessary to describe the data obtained through different instruments and also make inferences or predictions in order to generalize findings. Creswell and Cresswell (2018) stated that the descriptive analysis focuses on summarizing and explaining the basic features of the data. It helps to present an overall picture of what the data shows. Inferential analysis, on the other hand, goes a step further by making predictions or drawing conclusions from a sample of data.

The analysis of the data is a crucial step of the investigation process. According to Creswell and Cresswell (2018), through this process, researchers can find patterns, make conclusions, and gain a better understanding that helps to answer the research question and objectives. A good analysis allows the data to be clearly understood and leads to useful results, which is important for the success of the research. Moreover, to collect data for analyzing the benefits of transmedia storytelling in vocabulary acquisition among 7th-grade students at Colegio María Inmaculada, the first instrument implemented was the observation checklist, which was applied one week before the storytelling method was applied. This instrument monitored students' participation, motivation, digital skills, and attitudes during lessons using traditional methods.

In addition, a pre-test was conducted to evaluate the students' prior vocabulary knowledge before engaging in the reading activity. After implementing both traditional teaching techniques and the transmedia storytelling method, a post-test was administered to measure the students' progress. This post-test allowed for a direct comparison of student's performance before and after the application of transmedia storytelling, offering valuable insights into the effectiveness of this innovative teaching approach.

It is important to note that the transmedia storytelling method was applied to the 7-2 group, while the traditional class structure was used for the 7-1 group. The experiment involved a total of 34 students, each group consisting of 17 students on the day of the implementation. This setup allowed for a clear comparison between the two teaching methods and their respective impacts on vocabulary acquisition. To record the researcher's perspective during the implementation of the Transmedia Storytelling Method and the implementation of the traditional method during the reading class, two observation checklists were utilized. These checklists provided valuable insights into students' attitudes throughout the process, enabling a better understanding of their engagement and responses.

At the end of the process, two interviews were conducted; one of them was delivered to the teacher and the other one to two students. The interviews played a crucial role in evaluating the experiences of using the transmedia storytelling technique. Teachers were asked to reflect on their teaching methods, the impact of the new approach, and the role of technology in enhancing vocabulary learning. Meanwhile, students shared their feelings about the methods used, their comfort with technology, and whether they felt that transmedia storytelling was more effective than traditional methods.

4.1.1 Observation checklist for 7th Grade English traditional Lessons

4.1.1.1 General Information.

Colegio María Inmaculada, located in Moravia, is a private institution that offers education from preschool to high school. Many families in the area choose to enroll their children in this school due to the Christian values that are taught and the high academic standards that characterize the institution. Although it is not a fully bilingual institution, it has made a concerted effort to provide quality English language instruction. In the last ten years, the school has focused on improving its language planning to take advantage of the years that students spend time in its classrooms. This commitment to enhancing the English curriculum reflects the school's dedication to fostering students' language skills and overall academic growth.

Seventh-grade students are divided into four groups, with a total of seventy-four students. Most of them come from elementary school, so they are already accustomed to the academic level expected at this level. Additionally, some students are new enrollees this year, who have transitioned from public and private schools. Families often take advantage of this school-to-high school transition to enroll their children in this institution. According to the English teacher, the students have integrated perfectly, thanks to the values taught at the

school, as it promotes respect and solidarity with their peers. This positive environment has fostered a sense of community and belonging among all the students.

In this investigation, seventh-grade were the students selected to apply the instruments. In the seventh-grade level, two sections were observed: section 7-1, composed of 18 students, of which 11 are boys and 7 are girls, and section 7-2, which has 17 students, including 9 boys and 8 girls. These two sections reflect a diversity of interests and abilities, creating a dynamic and collaborative learning environment.

4.1.1.2 Traditional Lesson Development

This observation checklist was applied on October 11th, 2024, during the reading class. The rubric used to evaluate students' motivation and participation consisted of six specific criteria designed to provide a comprehensive assessment. This method ensured a consistent approach to observing student engagement across the two groups. Notably, the same observation was conducted for both groups, allowing for a direct comparison of their performance. It is relevant to mention that both groups have produced similar results, highlighting consistent trends in motivation and participation levels, which are elaborated upon in the following sections. This consistency across the groups suggests that the teaching strategies employed may have had a uniform impact on student engagement.

The first point to analyze was the use of English throughout the lesson. The class started with a prayer and all the students were able to recite it. The groups occasionally used the language. In case the teacher asked them some questions, their responses, and arguments were in English, but they communicated with each other in Spanish for example to make jokes or to express what they thought about other's answers. The most part of the students were interested in participating and using the foreign language even if they cannot express themselves fluently.

The second item on the checklist assessed students' comprehension of the teacher's speech. The teacher provided all commands and instructions in English, and all students consistently demonstrated their ability to follow them. Therefore, it can be concluded that the capacity to listen, understand, and adhere to instructions is excellent in both groups. The most part of the students used to answer the directions with words as “ok” or “sure” and some others with gestures such as nodding or shaking their heads.

Motivation during the lesson was another point to observe in the traditional class. The students in both sections were attentive and listened respectfully to their classmates and the teacher. In the case of section 7-1, participation was evaluated as very motivated, as there was a highly positive response, fostering an open environment for engagement. On the other hand, section 7-2 showed slightly more difficulties in participating due to occasional attitude issues. Therefore, the motivation level in this group was assessed as moderate.

The traditional reading lesson observed did not incorporate any innovative teaching methods, since it was conducted primarily through a reading based approach. The class involved a group reading a text. During this process, the teacher explained the meaning of each word and provided examples. Following this, there was a general discussion on the topic, and the textbook exercises were completed. As a result, it was not possible to observe the willingness to learn through various techniques. However, in section 7-1, one student asked the teacher if they could play a game using the Kahoot platform. Unfortunately, the teacher did not have any activities prepared for that platform at the time. The textbook exercises completed by both groups during the observed class were done individually and simultaneously, so it did not incorporate opportunities for students to work together, such as pair or group activities. Therefore, the item peer collaboration was not evident throughout the lesson. The teacher looked at the exercises in a general way, without asking students to work together.

The final item observed was the ability to solve exercises independently. The students demonstrated the ability to complete the exercises without assistance. They frequently flipped back through the book to review words that had been explained by the teacher. In section 7-2, several students frequently asked the teacher, “What is the meaning of...?” to which the teacher responded by providing definitions without translating the terms into Spanish. In section 7-1, a student asked aloud for the definition of a word, and a classmate responded by translating it into their native language. Based on these observations, it is determined that section 7-1 exhibits a mostly independent level of work, while section 7-2 can be characterized as sometimes independent due to their greater reliance on teacher assistance.

4.1.2 Pre test

Figure 2. Percentage of Scores Obtained to Assess Prior Knowledge

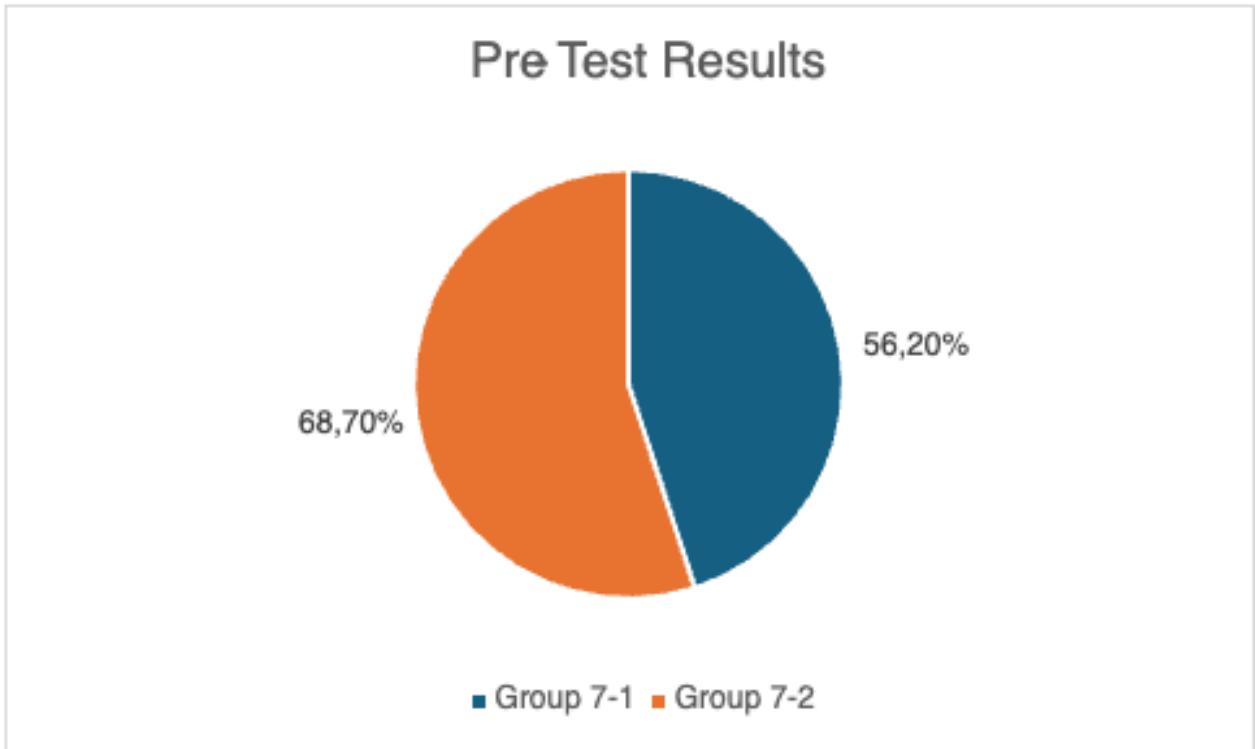


Figure 2 illustrates the percentage scores achieved by students from groups 7-1 and 7-2 in the pre-test, assessing their prior vocabulary knowledge. Source: Researcher's own creation

The pre-test results reveal a difference between the two group's initial vocabulary knowledge. Group 7-2 achieved a higher score (68.70%) compared to Group 7-1 (56.20%). This difference could be attributed to a range of factors, including prior exposure to vocabulary. The teacher shared that six students from the 7-2 group used to attend to bilingual institutions during elementary school; therefore, this seems to be related to the higher scores obtained in the pre-test. This suggests that prior exposure to English in a more intensive environment may have positively influenced their performance in the vocabulary assessment.

These baseline scores provide valuable insight into the students' initial proficiency levels before the introduction of the transmedia storytelling technique. Understanding these differences is crucial for evaluating how each group responds to the distinct pedagogical

approaches, allowing a more accurate assessment of the impact on vocabulary acquisition and overall learning outcomes. The scores also provide an opportunity to evaluate the influence of teaching methods and student learning habits. The higher initial performance of Group 7-2 might suggest that previous teaching methods in that group were more effective or aligned with the vocabulary being tested. However, the post-test results will clarify if transmedia storytelling can meet or exceed the traditional approach, particularly for Group 7-1. This data will be key to understanding the overall benefits of transmedia storytelling and its potential as a powerful tool for vocabulary acquisition among students at different starting levels.

4.1.3 Observation checklist for 7- 1 Traditional Reading Method

This observation checklist was conducted on October 18th, 2024, during a reading class. The activities followed this sequence: first, students were assessed on their knowledge of sixteen vocabulary words from the text “Living Treasures.” Then, a group discussion took place, and students shared their knowledge of global traditions, promoting participation and engagement. Next, the class participated in reading the text, but eleven students reading aloud. The researcher then reviewed the sixteen vocabulary words from the text and provided explanations and examples to enhance understanding.

Following this, students worked on exercises from the textbook that were directly related to the vocabulary words, helping them practice and apply the new terms in context. These activities reinforced their understanding by placing the words in practical situations. After completing the exercises, each student was asked to write down three vocabulary words they had learned during the lesson on a paper board, which served as a tool for reflection and reinforced their retention of new information. This activity also encouraged students to consciously think about their learning process. Finally, a post-test was administered to evaluate the students’ vocabulary acquisition and measure the effectiveness of the teaching activities.

Regarding students' participation, it was observed that their engagement remained consistent only at certain moments. At the beginning of each activity, participation was notable, but after the first three minutes, it gradually began to decline. This was particularly evident while reading the text, as initially many students were eager to read aloud, but as the reading progressed, their interest and participation began to decrease. At the same time, when reviewing the book exercises as a group, there were no volunteers willing to answer, so it was necessary to call on students one by one to participate.

The motivation observed in the students during the implementation of the traditional method in the reading class was moderate. From the start, the overall energy in the room felt serene, and there was just little visible excitement or anticipation for what would come next. While students followed instructions, they did so in a somewhat mechanical way, showing little enthusiasm for the activities. Rather than engaging actively or asking questions, they remained calm, often passively absorbing the information without much interaction. During transitions between activities, there was no noticeable change in their attitude or interest, which further emphasized a lack of engagement. The absence of proactive participation also meant that the students were not taking the initiative or seeking opportunities to contribute, which suggested a disconnect between the teaching method and their learning needs.

As the lesson progressed, the students showed little interest in the topic, as their answers tended to be brief and concise, even though the questions used to be subjective. When asked to provide examples of the words learned, it was usually the same students who participated. To encourage more active participation, the method of selecting participants was changed, which significantly increased engagement. This adjustment also helped to create a more dynamic and pleasant atmosphere, especially during the group conversation activity, as students began to feel more comfortable. As a result, their responses became more detailed, showing a higher level of commitment to the class.

The time at which the activities progressed was quite slow, especially during the book exercises, as the students took longer to respond to the practices than was expected. This activity, which was scheduled to last 15 minutes, took a total of 30 minutes. While working on these exercises, the students constantly reviewed their notes and went back to the pages of the book to recall the meanings of the words. At the end of the class, they were asked to fill in the board with three words they remembered learning during the lesson. This exercise took most of the students approximately two minutes, as they took time to think about the words. Additionally, it was observed that many of them checked the word list because they did not remember all the words that had been covered in the lesson. This indicates that, although there was an effort to participate, vocabulary retention still presented challenges.

4.1.4 Observation checklist for 7- 2 Transmedia Storytelling Implementation

This observation checklist was applied on October 18th, 2024, during the reading class. The activities were done in the following order: first, the students were tested on their knowledge of the sixteen vocabulary words from the text “Living Treasures.” Then, a group conversation was developed, and students shared their knowledge of global traditions, encouraging participation and engagement. The next step was a group reading of the text, guaranteeing that most students actively participated in the process.

After reading, a video prepared by the researcher was shown. The video presented a story related to the themes explored in the text, reinforcing the connection between the two types of media. Then the students played two games, allowing them to practice the vocabulary they had learned from the text in a fun and interactive way. Following that, students wrote down three words they had learned during the class on a virtual board, promoting reflection on their new knowledge. Finally, a post-test was administered to evaluate the students’ vocabulary acquisition and the effectiveness of the activities.

The first notable aspect observed during the implementation of these activities was student participation. Initially, the students appeared somewhat shy, resulting in slight engagement during group conversations. The same students tended to participate most of the time. However, after implementing a new strategy for selecting participants, engagement increased significantly. Students began expressing their ideas more confidently, and participation became more consistent. All students demonstrated a willingness to complete the assigned tasks without hesitation.

The second key observation was student's motivation. All the students displayed enthusiasm for the activities, particularly for the video and games, as these are not commonly used by their teacher. Their faces showed excitement, and they were visibly expecting to do the next activity. The games contributed to a positive sense of competition since everyone wanted to prove they could apply the content learned in the video correctly. This established a strong interest in the learning process, and students showed a clear willingness to explore and learn more.

During the class, the students' technological skills were evident. There were no issues, as everyone was able to use both computers and cell phones without any difficulty. All students easily accessed the Teams platform, where the links were shared. One student who chose to use her phone had problems due to the autocorrect feature, as it was typing words in Spanish. However, she quickly configured the keyboard to solve the issue. Based on the experience, the researcher deduced that the students in group 7-2 are sufficiently skilled in basic internet navigation tasks.

The students demonstrated a very positive attitude during the implementation of the Transmedia Storytelling method. The flow of all activities was natural, and the time allocated for students to complete each task allowed them to complete all the activities planned at the correct time. These variety of tasks engaged the students to pay attention throughout the class

and kept them motivated to participate and complete each assignment. They showed great interest in every activity. At the end of the class, the students worked with a virtual board to create a word cloud by sharing three words they remembered from the lesson. It was possible to observe that all the students wrote their chosen terms within an average time of just 50 seconds, and they did so without referencing the text. This observation indicates a strong retention of vocabulary following the implementation of the Transmedia Storytelling method.

4.1.5 Post Test

Figure 3. Percentage of Scores Obtained to Assess Vocabulary Acquisition after the Implementation of Transmedia Storytelling

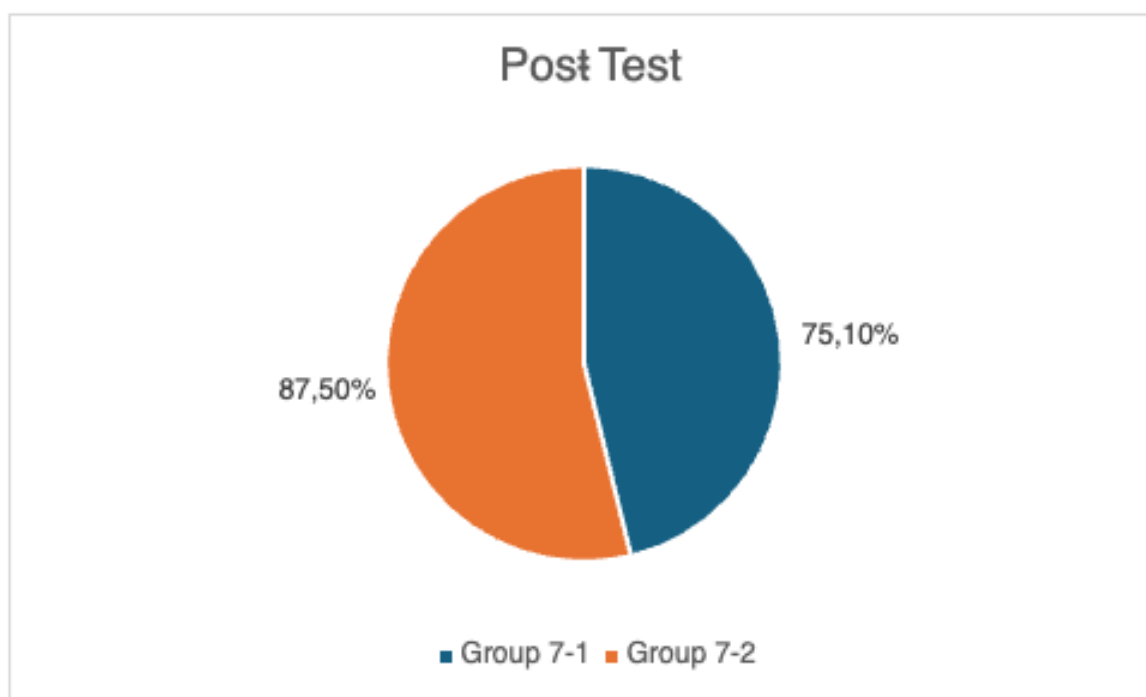


Figure 3 illustrates the percentage scores achieved by students from groups 7-1 and 7-2 in the post-test, assessing the vocabulary learned after each class. Source: Researcher's own creation

The post-test results show that Group 7-2 achieved a significantly higher score (87.50%) compared to Group 7-1 (75.10%). This difference may indicate that the Transmedia

Storytelling method was more effective in enhancing vocabulary acquisition among the students. Group 7-2 engaged with the content through various multimedia elements, including a related video and interactive games. These activities likely provided a richer learning experience, helping students better understand and remember the vocabulary. In contrast, group 7-1 followed a traditional teaching approach that involved reading the text, discussing vocabulary definitions, and completing exercises from the book. While this method has its merits, it may not have been as engaging or memorable as the interactive elements used in group 7-2's approach. The passive nature of traditional instruction might have limited the students' ability to connect with the vocabulary in a meaningful way, resulting in a lower retention rate during the post-test.

The difference in scores also suggests that the interactive and dynamic nature of the Transmedia Storytelling method resulted in greater student engagement and motivation. The use of games and digital tools may have encouraged students in group 7-2 to actively participate in their learning process, allowing them to apply the new vocabulary in enjoyable contexts. This increase in engagement could be a key factor in their improved performance, highlighting the potential benefits of incorporating more innovative teaching methods into vocabulary instruction. Overall, the results indicate that the Transmedia Storytelling technique could be a powerful tool for enhancing vocabulary learning in seventh-grade students.

Transmedia storytelling offers learners various contexts for vocabulary usage. As highlighted by Belaid (2021), encountering new words across multiple media platforms helps to reinforce understanding and retention. In this investigation, the higher post-test score of Group 7-2 can be attributed to this benefit, as students were likely exposed to vocabulary in diverse and meaningful scenarios as in the case of the video, and the two games. Engaging with content through different media formats stimulates multiple senses. This multisensory

experience aligns with various learning styles, making vocabulary acquisition more immersive.

The visual elements used in transmedia storytelling helped to reinforce vocabulary meanings. For visual learners, these factors support comprehension and retention. The higher performance of Group 7-2 in the post-test may indicate that the visual aids integrated into their learning materials significantly contributed to their vocabulary acquisition. The incorporation of interactive elements as games in transmedia storytelling promotes active engagement with vocabulary.

4.1.6 Questionnaires

Following the implementation of the Transmedia Storytelling technique, two interviews were conducted to obtain a deeper understanding of the experiences and perspectives of both the teacher and the students. These interviews focused on how they perceived the use of this innovative methodology in vocabulary teaching. Through a set of specifically designed questions, the objective was to analyze the opinions of two students and the teacher regarding the impact of Transmedia Storytelling on their learning and teaching processes. The results of these interviews provided valuable insights that enhance our understanding of the effectiveness of this technique in the educational context of Colegio María Inmaculada.

4.1.6.1 Student's interview

In this interview, the objective was to gather insights from two students from group 7-2 regarding their experiences with vocabulary acquisition through the application of Transmedia Storytelling technique. The interview included ten questions and its structure encouraged open dialogue about their perceptions of the methods used in English classes for

vocabulary learning, guided by ten questions. In the first question, students described the method used in English classes to learn vocabulary during the reading class. They mentioned that the teacher often assigned a pre-reading as homework. During the reading class, they go through the text and are instructed to underline any new words, which they then look up in the dictionary. At the end of the lesson, the teacher asks questions about these new words. In some cases, the teacher shows a video or images related to the text, after which they discuss the topic and complete exercises from the textbook.

The second question helped the researcher to understand that the method that the teacher uses is perceived by the students as traditional. They believe that only 20% of the classes throughout the year have been innovative. Students expressed that it feels more like a routine than an attractive class. They reported a lack of excitement and enthusiasm during reading sessions, which affected their overall learning experience. They mentioned that the repetitive nature of the activities makes it difficult for them to stay focused and interested. This approach also limits opportunities for interactive learning and creativity, which they find essential for learning.

After the class was delivered by the researcher using the Transmedia Storytelling Method, the students expressed that they really enjoyed the session because they were able to pay attention all the time. The variety of activities kept them engaged and made the learning experience more enjoyable. Each activity encouraged them to interact with the material continuously and helped to reinforce their understanding of the vocabulary in context. They appreciated how the method allowed them to see the relevance of the words they were learning. Furthermore, the dynamic nature of the class allowed a collaborative environment where they could share ideas and ask questions. Overall, the Transmedia Storytelling Method not only enhanced their focus but also increased their comprehension of the topic under discussion.

The students highlighted that their favorite part of the class was the games, as they found it much more enjoyable to apply vocabulary in a fun context rather than filling exercises in a textbook. These games helped to create a sense of competition among the students, motivating them to look for perfect scores. This competitive spirit not only encouraged them to engage more deeply with the material but also facilitated interaction within the group. They appreciated how the games made learning feel dynamic. Overall, the playful approach significantly enhanced their enthusiasm for vocabulary acquisition.

The researcher asked the students if they would like to use the Transmedia Storytelling Method for all their classes, and they expressed a preference to implement it only in some sessions. They believe that while this innovative approach is valuable, traditional methods remain important and necessary for certain topics. The students feel that a balanced mix of both methods would enhance their learning experience. Ultimately, they appreciate the benefits of Transmedia Storytelling but recognize the need for diverse teaching strategies.

Students suggested that one effective way to enhance this method is by implementing group projects where they can create their own transmedia stories. This approach promotes collaboration and active learning, as working in teams allows students to reinforce vocabulary through discussions about word usage. Additionally, they recommended incorporating activities that encourage reflection on their learning processes. For example, activities that can reinforce their understanding of how they acquire and utilize vocabulary, as in the case of a journal. Students mentioned that they felt very comfortable using technology in class, which made the learning experience more efficient. At the same time, it was satisfying to know that their teacher trusted them to complete the activities, even though using cell phones or computers is generally prohibited during class. They also noted that the activities were easy to understand, manage, and complete.

In this reading class, students observed a significant improvement in vocabulary acquisition through transmedia storytelling compared to traditional methods. By the end of the session, they could recall most of the words learned without having to check the word list frequently. They noted that the context provided by the storytelling made the definitions much clearer. Additionally, the use of images facilitated their understanding, helping them to visualize the terms effectively. Overall, this approach allowed students to develop a deeper comprehension of vocabulary in a more engaging way.

4.1.6.2 Teacher's interview

The teacher's interview aimed to gather valuable insights into the impact of transmedia storytelling as a teaching technique for vocabulary acquisition. Through this interview, specific aspects were explored, such as comparing vocabulary acquisition rates between students using transmedia storytelling and those using traditional methods, assessing student engagement and motivation, and evaluating the advantages and challenges of incorporating this technique. Additionally, the interview sought to understand the teacher's perspective on integrating technology into lessons and its role in enhancing the effectiveness of transmedia storytelling for vocabulary learning. The findings from the interview will contribute to a deeper understanding of how transmedia storytelling can serve as an innovative pedagogical tool in the classroom.

The teacher mentioned that she employs a variety of methods to teach vocabulary, adapting her approach based on the topic. One technique she sometimes uses is introducing vocabulary through videos, which allows students to engage with new words in a dynamic and contextual way, but she also mentioned that unfortunately it does not happen so frequently. She also incorporates a “popcorn reading” activity, where students take turns

reading aloud and highlight unfamiliar vocabulary using a specific color, such as purple. Afterward, students independently look up the meanings in the dictionary, fostering autonomy and active participation in the learning process. In some cases, she helps them, giving them the definition or the translation.

In addition, the teacher often uses pictures as visual aids to help students link words to images, making the vocabulary more relatable and easier to remember. To reinforce their understanding, she encourages students to create sentences related to the topic using the new vocabulary. This practical application helps deepen their grasp of the words and ensures they can use them correctly in context. These methods can be combined with visual, auditory, and kinesthetic elements.

The researcher asked about the attitude her students show during reading classes when learning vocabulary. The teacher observed that while some students respond positively to traditional vocabulary teaching methods, others tend to be less engaged. She acknowledged that each student has a unique learning style, meaning that certain methods work better with some than others. Because of these differences, the teacher remains focused on her primary goal: ensuring that all students achieve the learning objectives. She understands that while some students may not fully appreciate the traditional methods, these techniques still contribute to their overall progress.

The teacher described her initial reaction to implementing transmedia storytelling in her vocabulary lessons as very positive, finding it both "nice and innovative." She explained that the approach introduced a refreshing change to her teaching methods. Transmedia storytelling offered a creative way to engage students. For the teacher, the method felt new and exciting, as it opened the door to more dynamic and interactive learning experiences, making vocabulary lessons more appealing for both her and her students. Additionally, the teacher reflected on how routine can sometimes limit the introduction of new strategies in the

classroom. She acknowledged that it is easy for educators to fall into repetitive patterns and ignore the search for fresh, engaging teaching techniques.

Her students responded positively to the transmedia storytelling approach. She believes they enjoyed it, largely because it introduced something new and different from their usual learning experiences. The novelty of the method seemed to capture their interest and curiosity, making them more engaged in the vocabulary lessons. The students' receptiveness to the transmedia storytelling activities suggested that this approach resonated well with them, sparking their motivation to participate in the learning process more actively. This positive reception underscores the potential of transmedia storytelling to offer a refreshing alternative to traditional teaching methods, promoting active student involvement and improving engagement in vocabulary acquisition.

The researcher asked the teacher if she noticed any advantages of implementing Transmedia Storytelling. She expressed a strong sense of optimism about the advantages of implementing transmedia storytelling in the classroom. She emphasized that any technique that pretends to enhance the teaching and learning process is valuable and worth exploring. For her, Transmedia Storytelling is an innovative method that contributes to educational experience since it presents content in a multidimensional way. Additionally, the teacher welcomed the integration of transmedia storytelling because it aligns with her philosophy of continuous improvement in education.

During the interview, the teacher was asked about the challenges she encountered while integrating transmedia storytelling into her lessons, and she identified time as a significant obstacle. She highlighted the constant pressure to cover the required curriculum, complete exercises from the textbook, and meet the expectations of parents and school assessments. These demands often restrict the flexibility she needs to implement transmedia storytelling effectively. Despite recognizing the value of this approach, she mentioned that

the activities tend to take longer to prepare compared to traditional methods, which makes it difficult to balance creativity with the need to stay at pace with course objectives.

The teacher expressed that transmedia storytelling can be effectively combined with traditional vocabulary teaching methods, emphasizing the importance of balance in their integration. She advises that overusing Transmedia Storytelling might become a routine, as this could lose its excitement and engagement factor. This perspective highlights her awareness of the need for variety in teaching strategies to maintain students' interest and motivation. By incorporating transmedia storytelling, students can feel more relaxed and comfortable, allowing them to understand language usage in real-world, "non-academic" contexts. This combination not only makes learning more enjoyable, but also provides students with practical applications of vocabulary that extend beyond traditional academic settings.

The answer given by the teacher to respond to the question about the role that technology plays in enhancing the effectiveness of transmedia storytelling for vocabulary acquisition was that "In today's world, it is impossible to think about education without technology." She has a vision of language classrooms as "labs," equipped with tablets, headsets, and other technological tools, as this reflects a forward-thinking approach that recognizes the need for students to engage deeply with the language in diverse and interactive ways.

Moreover, the teacher expressed her enthusiasm for integrating various technological resources into her lessons. She actively utilizes platforms such as YouTube, Canva, CapCut, PowerPoint, and Teams to enrich her teaching methods. Her students engage in creating digital posters, videos, and presentations, utilizing audiovisual tools to enhance their learning experience. Additionally, she employs interactive tools like Kahoot! and WordWall for

formative assessments, demonstrating her commitment to making the learning process dynamic and engaging.

At the end of the interview, the teacher advised other educators who are considering using transmedia storytelling in their classrooms. She explained that it is important to ensure that students have a foundational understanding of the vocabulary before implementing this approach. By covering the vocabulary first, students can gain a clearer idea of the content they will be exposed to, allowing them to better engage with the transmedia resources. This preparation not only maximizes the effectiveness of the storytelling technique but also helps students to navigate the material with greater confidence and comprehension.

4.1.6.3 Analysis of the similarities between students' and teacher's opinions on transmedia storytelling

This analysis explores the points of agreement between the perspective of students and their teacher regarding the application of Transmedia Storytelling in vocabulary acquisition.

Both students and the teacher expressed a strong appreciation for transmedia storytelling as an engaging method for vocabulary acquisition. Students highlighted that this approach kept them attentive and actively involved in their learning, observing how the variety of activities made the lessons more enjoyable. They particularly enjoyed the competitive aspect of the games, which contributed to collaboration and motivation among peers. Similarly, the teacher recognized the innovative and refreshing qualities of transmedia storytelling, viewing it as a way to break the routine of traditional teaching methods and capture students' interest in a more dynamic manner. This shared enthusiasm illustrates a collective understanding that transmedia storytelling enhances student engagement to improve vocabulary retention.

Expressing their positive views on Transmedia Storytelling method, both parts acknowledged the importance of maintaining a balance between this innovative approach and traditional teaching methods. Students mentioned their desire to combine both strategies, indicating that while they value the excitement of transmedia storytelling, they still find traditional methods necessary for certain topics. The teacher shared this opinion, this agreement reflects the recognition that diverse teaching strategies can complement each other, creating a more comprehensive and effective learning environment.

Furthermore, both students and the teacher emphasized the importance of ensuring students have a foundational understanding of vocabulary before implementing Transmedia Storytelling. Students noted that having prior knowledge allowed them to engage more meaningfully with the transmedia resources, Moreover, the teacher highlighted that covering vocabulary first maximizes the effectiveness of the storytelling technique. This shared perspective reaffirms the necessity of preparation to facilitate student confidence and comprehension when navigating new material.

The results obtained throughout this analysis allow to meet the objectives set. It demonstrated that the implementation of the analyzed methodologies generated significant differences in the groups studied, which reinforces the relevance of Transmedia Storytelling technique. These findings contribute to the field of English language teaching and the impact of innovative methods on vocabulary acquisition. In this way, the results obtained provide a solid foundation for proposing improvements in educational practice, contributing to more effective teaching that matches the needs of the students.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the conclusions and recommendations derived from the investigation will be presented. The study was designed to evaluate the effectiveness of the Transmedia Storytelling Method for vocabulary acquisition among seventh-grade students at Colegio María Inmaculada. Based on the findings, this chapter will outline key conclusions regarding the efficacy of transmedia storytelling in language education and, in addition, it will offer actionable recommendations for educators and future researchers.

5.1 Purpose of the Conclusion

This section includes the data collected throughout the investigation, offering a comprehensive overview of the research findings. It can be used as a reflection on the entire study, highlighting the significance of the objectives, by contextualizing the results of the transmedia storytelling method and its impact on vocabulary acquisition. Moreover, this part of the investigation allows translating complex data into accessible insights, making them easily understandable for educators and others in the community. In addition, by summarizing the main points of view, this section pretends to inform and inspire educators to consider the integration of innovative teaching methods like transmedia storytelling in their classes, enhancing the vocabulary acquisition process for students.

5.2 Conclusions

In this section, a detailed explanation of the results corresponding to each specific objective will be provided. By examining each objective individually, the researcher will present an analysis of the effectiveness and impact of the transmedia storytelling method on vocabulary acquisition.

5.2.1 To analyze the benefits of transmedia storytelling in vocabulary acquisition among 7th-grade students at Colegio María Inmaculada during the third Quarter of 2024.

The main objective of this research was to determine the benefits of applying Transmedia Storytelling to contribute to vocabulary acquisition. The results revealed that various advantages emerged from implementing this method beyond vocabulary learning.

The first benefit identified was the rise in student participation in each activity using this innovative method. It also allowed all students to progress simultaneously, without leaving anyone behind. The approach allowed for greater inclusivity, as everyone could engage at their own speed. Additionally, teachers were able to monitor student progress and participation in real-time, facilitating timely feedback. This real-time tracking enhanced the overall effectiveness of the learning process.

Transmedia storytelling, by incorporating a variety of activities such as videos, games, and social interaction platforms, promotes a highly positive attitude among students. The diverse range of activities keeps students engaged and excited about what comes next, creating anticipation for each new task. Students remain actively involved, as the changing formats respond to different learning styles. As a result, the classroom atmosphere becomes more vibrant and inviting to learn.

The integration of technology in this method enables students to interact with digital resources, improving their technological skills in the process. This not only improves their digital ability, but it also prepares them to apply these skills in other disciplines and areas of their life. As students navigate various online platforms, they become more familiar with tools that are relevant in the modern world. Additionally, these technological aptitudes will prepare them for future career demands, where digital fluency is often essential. This method encourages academic and practical skill development, reducing the gap between classroom learning and real-world usage. Exposure to multiple resources to obtain information helps students to acquire vocabulary through different learning styles, as in the case of visual, auditory, and kinesthetic. It ensures that all students can engage with the material in a way that adapts with their individual learning preferences. As a result, this method promotes vocabulary enrichment for every member of the class. This inclusive strategy maximizes learning opportunities and supports consistent progress for all students.

5.2.2 To determine the differences in vocabulary acquisition rates between 7th-grade students at Colegio María Inmaculada who acquire new vocabulary through the transmedia storytelling technique and those who employ traditional methods

Based on the analysis of the pre-test and post-test results, it can be concluded that the Transmedia Storytelling technique significantly enhanced vocabulary acquisition rates among

seventh-grade students at Colegio María Inmaculada. The data indicates a notable improvement in scores for students who engaged with this method compared to those who experienced traditional teaching approaches. Specifically, a difference of 10.4%. This suggests that integrating innovative pedagogical tools like Transmedia Storytelling can be more effective in promoting vocabulary learning. Overall, the findings highlight the potential benefits of incorporating modern teaching techniques into the curriculum.

The analysis of the post-test results indicated a notable difference in vocabulary acquisition rates between the two groups of seventh-grade students at Colegio María Inmaculada. Group 7-2, which utilized the Transmedia Storytelling technique, achieved an average score of 87.50%, significantly higher than Group 7-1's score of 75.10%, which followed a traditional teaching approach. This allowed to conclude that interactive and multimedia elements presented in the Transmedia Storytelling method were more effective in promoting vocabulary retention and understanding.

Furthermore, the comparison between the pre-test and post-test results highlighted the effectiveness of both teaching methods. Group 7-1, which scored 56.20% in the pre-test, showed a significant improvement, reaching 75.10% in the post-test. Group 7-2, starting with a higher pre-test score of 68.70%, ultimately achieved an impressive 87.50% in the post-test. This analysis revealed that while Group 7-1 had a greater percentage increase in vocabulary acquisition, Group 7-2 maintained a higher overall performance. The results suggest the potential benefits of integrating traditional and Transmedia Storytelling methodologies to optimize vocabulary learning experiences for students.

The time taken by students to complete the word cloud further demonstrated that the Transmedia Storytelling method facilitates better vocabulary retention by the end of the class. Students in the group that utilized Transmedia Storytelling averaged just fifty seconds to recall and share three words they had learned, without referring to text. In contrast, students

who employed the traditional method took approximately two minutes to write down the same three words, as they had to consult the word list to refresh their memory. This significant difference in time highlights the effectiveness of the Transmedia Storytelling in promoting quicker and more confident vocabulary acquisition.

5.2.3 To implement the transmedia storytelling technique as a pedagogical tool for vocabulary acquisition among 7th-grade students at Colegio María Inmaculada and assess the effectiveness of this approach

The activities implemented through the Transmedia Storytelling method provided a multisensory experience that aligns with various learning styles, making the learning process more effective and enjoyable. This approach improves student's engagement and active participation, raising vocabulary acquisition. In contrast, traditional learning methods tend to be more passive, which can limit student's involvement and reduce information retention. Because of the last argument, it is possible to conclude that transmedia storytelling proves to be a more dynamic and impactful educational tool.

The integration of quizzes and games that provide instant feedback and scores allowed students to take a more autonomous attitude to learning. This encourages a sense of independence, as they can see their mistakes and progress without depending on the teacher. At the same time, it reduces the teacher's workload by minimizing the need to review each student's work individually. This time can then be used to implement additional activities that further contribute to learning. As a result, both students and teachers benefit from a more efficient and engaging learning environment. The implementation of activities is faster when using Transmedia Storytelling, as technology allows students to progress quickly. This efficiency enables the incorporation of additional practice, creating a more dynamic and engaging classroom environment. By offering varied activities, the method eliminates monotony and keeps students actively involved.

5.2.4 To evaluate the outcome of the transmedia storytelling technique as a pedagogical tool for vocabulary acquisition among 7th-grade students at Colegio María Inmaculada

By presenting vocabulary within rich contexts and utilizing multimedia elements, students are able to understand and retain new words. The storytelling format clarifies meanings and relevance, enabling learners to see connections among words and their applications in real life. This contextual understanding is crucial for vocabulary retention and serves as the foundation for deeper learning experiences.

Transmedia Storytelling promotes collaboration and communication among students. As they engage with the material and each other through interactive activities, they develop critical social skills. The collaborative nature of this method builds a sense of community within the classroom, encouraging students to share ideas and insights. This teamwork enhances the learning process, making it not only about individual achievement, but also about collective growth and understanding.

In conclusion, the positive outcomes of this investigation demonstrate the effectiveness of the Transmedia Storytelling technique as a powerful pedagogical tool for increasing vocabulary acquisition among seventh-grade students. Its innovative approach not only captivates learners' attention but also facilitates a deeper understanding of vocabulary, causing learning to be impactful. It also empowers students to become protagonists in their own learning process, promoting independence and active engagement. Learning is not only effective but also fun, creating an enjoyable educational experience.

5.3 Restatement of the Research Question

At the beginning of the investigation, the next research question was established:
What are the benefits of transmedia storytelling in vocabulary acquisition among 7th-grade

students at Colegio María Inmaculada during the third quarter of 2024? This question aimed to explore the potential of transmedia storytelling as a pedagogical tool, specifically focusing on its effectiveness compared to traditional methods of vocabulary introduction. With the data collected, the researcher considers that improving the vocabulary acquisition skill through the use of Transmedia Storytelling Method is successful since there is a difference of 10.4% between the implementation of traditional method and this innovative technique. This evidence points to the effectiveness of transmedia storytelling in engaging students and promoting deeper learning.

Transmedia storytelling enables students to interact with vocabulary across multiple media formats, allowing them to practice and apply new words in various contexts. This approach not only helps with memorization, but also promotes a more holistic understanding of vocabulary, making it easier for students to retain and utilize the language in their academic and everyday lives. For this reason, the investigation highlights the transformative potential of incorporating transmedia storytelling into vocabulary learning.

5.4 Unexpected results

During the implementation of the games designed to practice and evaluate vocabulary, it was observed that the Transmedia Storytelling method created a competitive atmosphere among students. Many were looking to achieve the best results in order to obtain a top position on the final podium, demonstrating a strong desire for recognition and success. This reaction was unexpected, as the method is typically characterized by a more individual approach to learning. The enthusiasm for competition not only increased student engagement but also encouraged collaboration as they strategized together. Furthermore, this competitive spirit motivated students to push their limits and improve their vocabulary skills.

Another emotion expressed by the students was their satisfaction in knowing that their teacher trusted them when incorporating technology into the lessons. This trust fosters a sense of independence, as the teacher does not constantly inquire about their progress. Students feel empowered to take ownership of their learning, which contributes to their overall motivation and engagement. This reaction was unexpected, as the focus was primarily on the educational impact of the technology rather than the emotional responses of the students.

5.5 Recommendations

While the overall results have been satisfactory, several areas for improvement exist that educators and future researchers should consider and implement.

5.5.1 Methodological

The first recommendation is to present the list of vocabulary words that students are expected to learn in each lesson. By doing so, students can focus their attention on the terms that will appear in the reading material and will be evaluated during the games. This approach not only enhances their understanding of the content but also creates a sense of purpose. Furthermore, having a clear list of target words allows students to track their progress and reinforce their learning through repetition. Overall, this strategy can significantly improve vocabulary retention and application in various contexts.

It is important to create a balance between transmedia storytelling and traditional methods of instruction. This balance will adapt to the diverse learning styles of students, ensuring that all learners can engage with the material effectively. At the same time, incorporating this innovative approach will bring a sense of freshness into the routine, making lessons more dynamic and exciting. By combining both strategies, educators can improve student motivation and foster a richer learning environment.

It is recommended that teachers utilize artificial intelligence tools to facilitate the creation of stories based on vocabulary lists to be evaluated. These tools can simplify the process of generating narratives, allowing educators to focus more on teaching rather than content creation. Additionally, AI can assist in generating images that complement the stories and align with the vocabulary students need to learn. This integration not only helps improve the learning experience but also makes the content more engaging and visually attractive. Moreover, using AI for visual content can save time and resources, eliminating the need to hire an artist for visual elements. Ultimately, this approach can lead to more efficient lesson planning while providing students with a richer educational experience.

If time represents a challenge for the teacher to plan a story and create games, it is and thus, it can be recommended that students be assigned the task of developing these elements themselves, evaluated as a class project. This approach not only helps reduce the teacher's responsibilities, but it also encourages student engagement and ownership of their learning. By collaborating on the creation of stories and games, students will have the opportunity to work as a team, putting into practice skills such as communication and cooperation. Additionally, this project will stimulate their creativity, allowing them to explore their ideas while reinforcing the vocabulary and concepts they have learned.

Finally, it is recommended that the teacher take advantage of the competitive atmosphere created by the games implemented during Transmedia Storytelling to celebrate students' successes. By recognizing their achievements, the teacher can create a sense of victory and motivation among learners. For instance, creating a podium to represent the top three performers can add an element of excitement and recognition. Presenting this podium to the rest of the class not only highlights individual achievements but also encourages healthy competition and peer support.

5.5.2 For Future Investigations

Future researchers in the field of Transmedia Storytelling can explore the potential of combining traditional methods with this innovative approach. Investigating how these two methodologies can complement each other may provide valuable insights into optimizing educational outcomes. By integrating familiar techniques with Transmedia Storytelling, researchers can identify effective strategies that respond to diverse learning styles and preferences. This exploration could also highlight the best practices for implementing a collaborative approach, ensuring that students benefit from both engagement and foundational knowledge.

Another recommendation is to investigate whether transmedia storytelling can be applied to develop additional skills such as listening, reading, or speaking. Exploring this potential could reveal how transmedia increases comprehension and communication abilities in various contexts. In addition, this method can be utilized to understand and improve grammatical concepts. Therefore, exploring its application in grammar instruction could reveal how transmedia storytelling enhances comprehension and retention of language rules.

Finally, it is recommended that researchers and educators enjoy the process of implementing the Transmedia Storytelling Method, as it offers a refreshing break from traditional routines. This innovative technique not only engages students but also creates a dynamic learning environment filled with enthusiasm and creativity. By allowing themselves to enjoy the process, teachers can cultivate a positive atmosphere that encourages student participation and collaboration. Ultimately, this joyful approach can enhance the overall educational experience, making learning more enjoyable and effective for everyone involved.

In summary, the findings of this chapter demonstrate the effectiveness of Transmedia Storytelling as a modern and impactful educational strategy for vocabulary acquisition. This method helps to improve student motivation, participation, and overall learning experience. By mixing storytelling with various digital platforms and interactive elements, transmedia

contributes to improving vocabulary retention and allows students to apply their knowledge in meaningful contexts. Additionally, it offers an adaptable solution for different learning preferences, making the classroom more inclusive and responsive to individual needs. The success of this method highlights its potential to revolutionize traditional teaching practices, offering educators a dynamic tool to enhance language instruction and student achievement.

Appendixes Section

Appendix A: Observation Chart for 7th Grade English Lessons

Date: _____ Time: _____
Group: _____ Members: _____ Girls: _____ Boys: _____

Categories	Indicators	Scale	Notes
Use of English Throughout the Lesson	<ul style="list-style-type: none"> -Frequency of English spoken by students -Effort to use English in discussions and answers 	<ul style="list-style-type: none"> 1. Never 2. Rarely 3. Occasionally Frequently 4. Consistently 	
Comprehension of Professor's Speech	<ul style="list-style-type: none"> -Students' ability to follow instructions. -Responses to questions show understanding. -Non-verbal cues (e.g., nodding, confusion) 	<ul style="list-style-type: none"> 1. No comprehension 2. Limited 3. Moderate 4. Good 5. Excellent 	
Motivation During the Lesson	<ul style="list-style-type: none"> -Engagement in activities. -Eagerness to participate. -Positive attitude towards tasks. 	<ul style="list-style-type: none"> 1. Not motivated 2. Slightly 3. Moderately 4. Very 5. Highly 	
Willingness to Learn Through Various Techniques	<ul style="list-style-type: none"> -Openness to different teaching methods (e.g., group work, games, multimedia) -Active participation in new activities 	<ul style="list-style-type: none"> 1. Resistant 2. Hesitant 3. Neutral 4. Open 5. Enthusiastic 	
Peer Collaboration	<ul style="list-style-type: none"> -Willingness to help peers - Ability to work effectively in groups -Communication and support within teams 	<ul style="list-style-type: none"> 1. None 2. Poor 3. Fair 4. Good 5. Excellent 	
Ability to Solve Exercises Independently	<ul style="list-style-type: none"> -Attempts to solve tasks without assistance -Level of difficulty encountered -Success in completing tasks 	<ul style="list-style-type: none"> 1. Needs constant help 2. Requires some help 3. Sometimes independent 4. Mostly independent 5. Fully independent 	

Appendix B: Observation Chart for 7th Grade during the implementation of Transmedia Storytelling

Date: _____ Time: _____

Group: _____ Members: _____ Girls: _____ Boys: _____

Categories	Indicators	Scale	Notes
Participation	-Active engagement in activities -Contribution to discussions - Willingness to share ideas -Completion of assigned tasks	1.Not engaged 2. Rarely engaged 3.Occasionally engaged 4.Frequently engaged 5.Fully engaged	
Motivation	-Enthusiasm for activities -Interest in the learning process - Eagerness to explore and learn more	1.Unmotivated 2.Slightly motivated 3.Moderately motivated 4.Very motivated 5.Highly motivated	
Digital Skills	-Ability to navigate digital tools -Use of multimedia resources effectively -Problem-solving in digital environments	1.Lacks digital skills 2.Basic skills 3.Skillful 4.Advanced	
Attitude	-Openness to the new method - Receptiveness to digital methods -Positive or negative attitude - Adaptability to different learning techniques	1. Negative 2.Resistant 3.Neutral 4.Positive 5.Very positive	

Appendix C: Observation Chart for 7th Grade during the reading traditional method

Date: _____ Time: _____

Group: _____ Members: _____ Girls: _____ Boys: _____

Categories	Indicators	Scale	Notes
Participation	<ul style="list-style-type: none"> - Engagement in reading activities - Contribution to group discussions - Asking and answering questions - Completion of assigned tasks 	<ol style="list-style-type: none"> 1. Not engaged 2. Rarely engaged 3. Occasionally engaged 4. Frequently engaged 5. Fully engaged 	
Motivation	<ul style="list-style-type: none"> - Interest in vocabulary topics - Enthusiasm for reading - Willingness to participate in class activities 	<ol style="list-style-type: none"> 1. Unmotivated 2. Slightly motivated 3. Moderately motivated 4. Very motivated 5. Highly motivated 	
Attitude	<ul style="list-style-type: none"> - Openness to the vocabulary acquisition method - Response to feedback - Positive or negative demeanor - Willingness to engage with peers 	<ol style="list-style-type: none"> 1. Negative 2. Resistant 3. Neutral 4. Positive 5. Very positive 	
Interest	<ul style="list-style-type: none"> - Curiosity about the reading material - Personal connections to vocabulary topics - Willingness to explore new words 	<ol style="list-style-type: none"> 1. Not interested 2. Slightly interested 3. Moderately interested 4. Very interested 5. Highly interested 	

Appendix D: Teacher's interview after the implementation of the Transmedia Storytelling.

1. How do you normally teach the vocabulary? *Do you use any specific tools or methods?*
2. *How do your students normally behaves when you teach vocabulary using these methods?*

3. How would you describe your initial reaction to implementing transmedia storytelling in your vocabulary lessons? *Why was this your reaction?*
4. How did your students respond to the transmedia storytelling approach?
5. *Did you notice any differences in their engagement or motivation?*
6. *Do you see any specific advantages of implementing transmedia story telling?*
7. What challenges did you encounter while integrating transmedia storytelling into lessons?
8. Do you consider that transmedia storytelling can be effectively combined with traditional vocabulary teaching methods? *How do you see these approaches complementing each other?*
9. In your opinion, what role does technology play in enhancing the effectiveness of transmedia storytelling for vocabulary acquisition? *How comfortable are you with using technology in your lessons?*
10. What advice would you give to other educators who are considering using transmedia storytelling in their classrooms? *What should they keep in mind during implementation?*

Appendix E: Student's interview after the implementation of the Transmedia Storytelling.

1. Describe the method that is used in English classes to learn vocabulary. How do you feel with these methods?
2. Do you think that they are traditional or innovative?

3. How did you feel using transmedia storytelling?
4. What did you enjoy the most about this method?
5. Do you consider that it is better to learn vocabulary using this kind of method?
6. How do you think transmedia storytelling could be improved to help students like you learn vocabulary better?
7. How comfortable are you with the technology used in transmedia storytelling activities?
8. Do you feel that your vocabulary can improve more with transmedia storytelling than with traditional methods?
9. would you like to continue using transmedia storytelling?
10. Looking ahead, do you think transmedia storytelling should be used more in vocabulary lessons, or do you prefer the traditional approach?

Appendix F: Pre-test

1. **Heritage** _____
2. **Site** _____
3. **Intangible** _____
4. **Temple** _____
5. **Craft making** _____
6. **Puppets** _____
7. **Approved** _____

8. **Diverse** _____
9. **Cuisines** _____
10. **Ceremony** _____
11. **Veil** _____
12. **Wrapped** _____
13. **Weaving** _____
14. **Promote** _____
15. **Roots** _____
16. **Martial arts** _____

- A. The skills or activities involved in making items by hand, often using traditional methods.
- B. The traditional and cultural background of a person, place, or community.
- C. A place where something is, was, or will be located or built.
- D. Not physical; something that cannot be touched or seen but is important, such as a tradition or idea.
- E. A religious or sacred building where people go to worship.
- F. To wrap or cover something in cloth, paper, or another material.
- G. Small figures or dolls controlled by strings or hands, often used in performances.
- H. Officially accepted or allowed.
- I. Having many different kinds or types.
- J. Styles of cooking, especially from a particular country or region.
- K. A formal event or ritual, often religious or cultural in nature.
- L. A piece of cloth or net worn over the face or head, often as part of a ceremony or tradition.
- M. The act of forming fabric by interlacing threads.
- N. To encourage or support the growth or development of something.
- O. A style of self-defense or combat, often practiced as a sport, with a focus on discipline and techniques.
- P. The origin or foundation of something, often referring to family or cultural background.

Appendix G: Post-test

1. The traditional _____ of our community includes language, customs, and rituals passed down through generations.
 - a) Site
 - b) Heritage
 - c) Cuisine
 - d) Veil

2. The festival celebrates _____ aspects of our culture, such as music and dance, which cannot be touched but are deeply felt.
 - a) Weaving
 - b) Intangible
 - c) Martial arts
 - d) Craft making

3. Ancient _____ were often built in high places, where people would go to worship and offer prayers.

- a) Sites
- b) Puppets
- c) Temples
- d) Ceremonies

4. Traditional _____ often involves making things by hand, such as pottery, jewelry, or textiles.

- a) Cuisines
- b) Heritage
- c) Weaving
- d) Craft making

5. The puppeteer controlled the _____ with great skill, making the characters come to life for the audience.

- a) Cuisines
- b) Martial arts
- c) Puppets
- d) Veil

6. The new policy was _____ by the board after careful consideration and discussion.

- a) Diverse
- b) Approved
- c) Wrapped
- d) Promoted

7. The country is known for its _____ culture, which includes many different languages, traditions, and beliefs.

- a) Diverse
- b) Intangible
- c) Craft making
- d) Weaving

8. Each region is famous for its unique _____, offering different styles of cooking and flavors.

- a) Sites
- b) Puppets
- c) Cuisines
- d) Temples

9. The wedding _____ included a variety of traditional rituals, each with deep cultural significance.

- a) Heritage
- b) Ceremony
- c) Martial arts
- d) Roots

10. In many cultures, a bride traditionally wears a _____ over her face, which is lifted during the ceremony.

- a) Veil
- b) Temple

- c) Craft making
- d) Intangible

11 The gift was carefully _____ in colorful paper and tied with a ribbon.

- a) Promoted
- b) Wrapped
- c) Approved
- d) Diverse

12 _____ is an ancient art form where threads are interlaced to create fabrics or designs.

- a) Cuisines
- b) Weaving
- c) Site
- d) Martial arts

13 The organization works to _____ traditional music and dance, ensuring that these arts continue to be appreciated by future generations.

- a) Promote
- b) Approve
- c) Diverse
- d) Site

14 The _____ of this community can be traced back to ancient times, with traditions that have been preserved for centuries.

- a) Weaving
- b) Puppets
- c) Sites
- d) Roots

15 Practicing _____ requires discipline and respect, as it is not just a sport but also a cultural tradition.

- a) Cuisines
- b) Martial arts
- c) Intangible
- d) Craft making

The historic _____ where the ceremony was held is considered sacred by many people.

- a) Temple
- b) Craft making
- c) Site
- d) Veil

Answer Key:

1. b) Heritage
2. b) Intangible
3. c) Temples
4. d) Craft making
5. c) Puppets

6. b) Approved
7. a) Diverse
8. c) Cuisines
9. b) Ceremony
10. a) Veil
11. b) Wrapped
12. b) Weaving
13. a) Promote
14. d) Roots
15. b) Martial arts
16. c) Site

Appendix H : Links used during Transmedia Storytelling Method

Pre-test	https://www.liveworksheets.com/w/en/reading/7888180
Video	https://www.youtube.com/watch?v=VB6ilRfyV_A
Game 1	https://es.educaplay.com/recursos-educativos/20771742-vocabulary.html
Game 2	https://es.educaplay.com/recursos-educativos/20772369-vocabulary_intangible_heritage.html
Word Cloud	https://www.menti.com/aljp255hfhqh
Post- test	https://forms.gle/P327n9uM78oX2hKQ7

LESSON PLAN

Institution: Colegio María Inmaculada

Topic: Living Treasures - Reading

Time: 90 min

Level: 7th

Objectives	Activities	Material	Time	Evaluation
To gather preliminary data on the progression of English lesson.	The researcher visited the 7-1 and 7-2 English classes to observe the lesson's progression. Observations were documented on an observation chart, and additional comments were included This happened one week before the implementation of the main activity	Observation chart	90 min	Observation checklist
To evaluate and rate the students' existing vocabulary and understanding of the topic prior to the implementation of the main activity.	The researcher implemented a test to rate the previous knowledge about the topic delivered	Quiz	15 min	Pre-test
To apply the transmedia storytelling technique with the traditional technique in teaching vocabulary.	The researcher applied the transmedia storytelling technique and the traditional technique to teach vocabulary.	-Video -Reading book -Games -Word Cloud -Observation check-list	45 min	Observation checklist
To evaluate and rate the students' vocabulary after the implementation of the main activity.	The researcher implemented a test to rate the previous knowledge about the topic delivered	Quiz	15 min	Post-test
To gather qualitative insights into the professor's perspectives on the transmedia storytelling and traditional methods for learning vocabulary.	The researcher met with the professor to interview her about her perspective of transmedia storytelling and traditional methods to learn vocabulary.	Questionnaire	15 min	Interview to the teacher
To gather qualitative insights into the students' perspectives on the transmedia storytelling and traditional methods for learning vocabulary.	The researcher met with two students to interview them about her perspective of transmedia storytelling and traditional methods to learn vocabulary.	Questionnaire	10 min	Interview to the students

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