

The Impact of Storytelling Techniques and Peer Collaboration on Vocabulary Acquisition in Early Childhood Education.

Adubuola, Elizabeth Olaoluwa¹, Gbadegesin, Motunrayo Aminat Ph.D².

¹Department of Early Childhood Care and Education, School of Early Childhood Care, Primary, Adult and Non-Formal Education (ECPAE), Federal College of Education (Special), Oyo, Oyo State, Nigeria).

²Department of Early Childhood Care and Education, School of Early Childhood Care, Primary, Adult and Non-Formal Education (ECPAE), Federal College of Education (Special), Oyo, Oyo State, Nigeria).

Abstract: This research explored the impact of storytelling techniques and peer collaboration on vocabulary acquisition in early childhood education. The data for the study was collected using a non-probability sampling technique, targeting children aged 3 to 6 years in randomly selected schools across six Nigerian states. A total of 530 questionnaires were administered to parents and teachers, with 450 valid responses used for the final analysis. Data was gathered using a validated questionnaire, and Pearson product-moment correlation (PPMC), multiple regression, T-test, and Analysis of Variance (ANOVA) were used to analyze the research questions and test two hypotheses at a 0.05 significance level. The findings revealed that both storytelling techniques and peer collaboration significantly contributed to vocabulary acquisition, with storytelling being the stronger predictor. The results also showed no significant difference in vocabulary acquisition based on gender, while there was a moderate effect based on cultural background, with Igbo children having the highest vocabulary acquisition, followed by Yoruba, other ethnic groups, and Hausa children. Recommendations were made based on these findings to enhance vocabulary acquisition through targeted pedagogical strategies.

Keywords: Storytelling Techniques, Peer Collaboration, Vocabulary Acquisition, Early Childhood Education, Cultural Background and Gender

I. Introduction

Early childhood education represents a pivotal period for the cognitive, social, and linguistic maturation of children, with vocabulary acquisition standing as a cornerstone for subsequent academic success, reading comprehension, and effective communication. Vocabulary proficiency is indispensable, as it constitutes the foundation upon which advanced language skills are constructed. [1] asserted that, educators around the globe continually seek to innovate pedagogical techniques that can expedite and optimize vocabulary acquisition in young learners. Among these methodologies, storytelling, an ancient yet efficacious practice, has been employed for centuries to disseminate knowledge, impart moral values, and preserve cultural traditions [2]. However, complementary to storytelling, peer collaboration has garnered considerable attention in recent years as a robust strategy for fostering linguistic development. Through cooperative interactions, children engage in social exchanges that not only reinforce linguistic learning but also provide opportunities for the practical

application of new vocabulary [3]. This study endeavours to examine the synergistic impact of storytelling techniques and peer collaboration on vocabulary acquisition in early learners.

According to [4], educational systems globally, exhibit diverse instructional methodologies, with each system being tailored to its respective cultural context and pedagogical philosophy. In numerous regions, storytelling continues to be an indispensable pedagogical tool in early childhood education. Whether through traditional oral narratives passed down across generations or through contemporary interactive storytelling frameworks, the technique has proven to be more than mere entertainment. Storytelling, in its essence, constitutes a multisensory experience that stimulates imagination, critical thinking, and linguistic retention, enabling children to internalize vocabulary in a meaningful and contextually relevant manner [5]. When stories are conveyed using age-appropriate language and are augmented by visual or auditory stimuli, young learners can more readily associate words with their corresponding meanings, thereby deepening their comprehension and retention of new vocabulary.

Peer collaboration, conversely, enhances storytelling by allowing children to actively practice language in interactive, cooperative settings. In collaborative learning environments, children are exposed not only to new vocabulary through their peers but also encouraged to employ these words in dialogues, inquiries, and responses [6]. This social dimension of learning taps into children's intrinsic proclivity to communicate, experiment with language, and imitate the linguistic behaviors modeled by their peers. Studies has demonstrated that peer interactions foster a low-pressure learning atmosphere conducive to language retention, enabling children to effectively integrate new vocabulary into their lexicons [7; 8; 9]. As early childhood education increasingly shifts toward learner-centered pedagogies, the integration of peer collaboration with storytelling represents a promising opportunity for educators to augment vocabulary acquisition in young learners.

Despite the demonstrable efficacy of storytelling and peer collaboration, many early childhood education systems encounter significant challenges in fully leveraging these techniques. For instance, in under-resourced classrooms, educators may struggle to implement interactive storytelling due to large class sizes and a paucity of instructional materials [10]. Analogously, the rigid structure of traditional classroom settings often limits opportunities for peer-led activities, where children could engage in organic and meaningful dialogues [11]. Educators must, therefore, adopt innovative strategies to adapt these techniques to the constraints of diverse learning environments, while ensuring that the objectives of vocabulary acquisition are fulfilled.

Furthermore, the effectiveness of storytelling in promoting vocabulary acquisition is substantially influenced by the specific techniques employed. Research suggests that certain storytelling methodologies, such as dialogic reading, where children are prompted with open-ended questions throughout the storytelling process can significantly catalyze vocabulary growth [12]. Other techniques, such as the integration of props, multimedia elements, and role-playing, can render stories more engaging and facilitate the internalization of new vocabulary. [13] opined that, not all storytelling techniques yield uniform results across diverse learner populations, especially in classrooms where students vary in terms of linguistic proficiency, cultural background, and learning style. Educators must be adept at customizing storytelling approaches to accommodate the unique needs of each student, ensuring that every child can capitalize on the vocabulary-enriching potential of storytelling.

In an increasingly globalized world, the importance of early vocabulary development cannot be overstated. According to [14], children who acquire a broad and deep vocabulary at a young age are more likely to excel in reading comprehension and writing skills as they advance through the educational system. Moreover, robust vocabulary acquisition is strongly correlated with higher academic achievement and improved communication abilities in adulthood [15]. Consequently, the role of storytelling and peer collaboration in facilitating vocabulary acquisition in early childhood education carries significant implications for the long-term academic trajectory of young learners. This study aims to explore these two pedagogical techniques in detail, analyzing how they can be effectively combined to optimize vocabulary acquisition in early learners.

II. Statement of the problem

Vocabulary acquisition plays a pivotal role in early childhood education, serving as the foundation for future reading comprehension, communication, and academic success. Despite the recognized potential of storytelling techniques and peer collaboration to enhance vocabulary development, there remains a gap in understanding how these methods can be most effectively applied in early learning environments. Storytelling provides a rich, contextual experience for introducing new words, while peer collaboration fosters social interaction and practical language use. However, challenges such as diverse learning needs, variations in teaching styles, and limited resources in some educational settings hinder the full integration of these techniques. This study seeks to investigate the impact of storytelling techniques and peer collaboration on vocabulary acquisition, aiming to identify their effectiveness and the barriers to their successful implementation in early childhood education.

III. Objectives of the Study

The main objective of the study was to examine the impact of storytelling techniques and peer collaboration on vocabulary acquisition in early childhood education. The specific objectives of the study were to determine:

- i. The relationship between storytelling techniques and vocabulary acquisition in early childhood education
- ii. The relationship between peer collaboration and vocabulary acquisition in early childhood education
- iii. The joint contribution of storytelling techniques and peer collaboration on vocabulary acquisition in early childhood education
- iv. The relative contribution of storytelling techniques and peer collaboration on vocabulary acquisition in early childhood education
- v. The significant difference in vocabulary acquisition in early childhood education based on gender.
- vi. The significant difference in vocabulary acquisition in early childhood education based on cultural background (ethnicity).

IV. Research Questions

- i. What is the relationship between storytelling techniques and vocabulary acquisition in early childhood education?
- ii. What is the relationship between peer collaboration and vocabulary acquisition in early childhood education?
- iii. What is the joint contribution of storytelling techniques and peer collaboration on vocabulary acquisition in early childhood education?
- iv. What is the relative contribution of storytelling techniques and peer collaboration on vocabulary acquisition in early childhood education?

V. Hypotheses

H₀1: There will be no significant difference in vocabulary acquisition in early childhood education based on gender.

H₀2: There will be no significant difference in vocabulary acquisition in early childhood education based on cultural background (ethnicity).

VI. Methodology

The study adopted Pearson Product-Moment Correlation, Multiple Regression, T-test and Analysis of Variance (ANOVA) for statistical analysis. These methods were employed to examine the relationship and contributions of storytelling techniques and peer collaboration on vocabulary acquisition, as well as to assess significant differences based on gender and cultural background. The population for the study was drawn from six culturally diverse states in the country. Google forms were also employed for the distant states owing to time constraints. A total of 450 early childhood learners were randomly selected from preschools and early childhood

centres across the three local governments. The target respondents included children aged 3 to 6 years from diverse cultural backgrounds and both genders. A total of 530 questionnaires were distributed to the children's parents and teachers, with 450 valid responses used for the final analysis. The random sampling technique was applied to select respondents, ensuring a fair representation of the population. Data were collected using a validated questionnaire designed to assess the impact of storytelling techniques and peer collaboration on vocabulary acquisition. The questionnaire also gathered demographic information related to gender and cultural background (ethnicity). The reliability of the questionnaire was determined through the test-retest method, ensuring consistency in the responses. The purpose of the instrument was to examine the relationship between storytelling techniques and peer collaboration on vocabulary acquisition and to explore how gender and cultural background influence this process.

VII. Theoretical Framework: Vygotsky’s Sociocultural Theory

Vygotsky’s Sociocultural Theory, proposed by Russian psychologist Lev Vygotsky in the early 20th century, emphasizes the fundamental role of social interaction in the development of cognition [16]. According to this theory, children learn through interactions with more knowledgeable others, such as parents, teachers, and peers. Language development, particularly vocabulary acquisition, is heavily influenced by these social exchanges, where children are introduced to new concepts, words, and meanings. Vygotsky posits that cognitive development is not just an individual process but deeply embedded in cultural and social contexts [17]. Central to this theory is the concept of the Zone of Proximal Development (ZPD), which refers to the range of tasks that a child can perform with guidance from a more capable peer or adult [18]. Storytelling and peer collaboration fit within this framework, as they provide structured opportunities for learners to engage with language slightly beyond their current abilities, facilitated by interaction with others. Peer collaboration, in particular, allows children to construct knowledge together, benefiting from each other's strengths. As they discuss stories or participate in collaborative tasks, children are exposed to diverse linguistic inputs, expanding their vocabulary in a contextually meaningful way. Vygotsky also emphasizes the importance of cultural tools, such as language, storytelling traditions, and symbols, in shaping a child’s cognitive development [19]. Storytelling techniques are cultural tools that allow children to engage with language in rich, meaningful contexts, helping them to internalize new vocabulary. In relation to this study, Vygotsky’s theory highlights how vocabulary acquisition is not just a result of individual learning but is cultivated through active participation in social and cultural activities, such as peer collaboration and storytelling [19]. These methods support language development by enabling children to operate within their ZPD and acquire new vocabulary in a socially enriched learning environment. In the context of peer collaboration, Vygotsky’s theory suggests that when children work together, they provide mutual scaffolding, where each participant supports the other's learning [20]. This dynamic interaction allows learners to stretch their linguistic abilities, test new vocabulary in a supportive setting, and receive feedback, all of which contribute to more effective vocabulary acquisition. The cultural and social context of learning, as emphasized by Vygotsky, reinforces the notion that vocabulary development is an interactive process, shaped by the quality of social exchanges within the learning environment.

VIII. Results

Table1. Demographic Characteristics of Respondents

Demographic Characteristics of the Respondents	Frequency	Percentages(%)
Age of Child		
3years	73	16.2
4years	104	23.1
5years	119	26.5
6years	154	34.2
Total	450	100
Gender		
Male	198	44.0

Female	252	56.0
Total	450	100
Parent/Guardian's Educational Level		
No Formal Education	27	6.0
Primary Education	102	22.7
Secondary Education	139	30.9
Tertiary Education	182	40.4
Total	450	100
Cultural Background (Ethnicity)		
Yoruba		
Hausa	245	54.4
Igbo	95	21.1
Others	68	15.1
Total	42	9.3
	450	100
Primary Language Spoken at Home		
English	148	32.9
Yoruba	189	42.0
Hausa	78	17.3
Igbo	45	10.0
Others	35	7.8
Total	450	100
Household Income		
Below ₦50,000	97	21.6
₦50,000- ₦100,000	145	32.2
₦100,000- ₦150,000	123	27.4
Above ₦150,000	85	18.9
Total	450	100
Number of Children in the Household		
1	179	39.8
2	147	32.7
3	64	14.2
4 or more	60	13.3
Total	450	100
Child's Exposure to Storytelling at Home		
Daily	204	45.3
Weekly	138	30.7
Rarely	79	17.6
Never	29	6.4
Total	450	100
Type of School Attended by the Child		
Public	206	45.8
Private	244	54.2
Total	450	100

State		
Lagos	120	26.7
Oyo	110	24.4
Kaduna	70	15.6
Anambra	60	13.3
Kano	50	11.1
Rivers	40	8.9
Total	450	100

Source: Field survey, 2024.

The demographic characteristics of the respondents show that 16.2% of the children were 3 years old, 23.1% were 4 years old, 26.5% were 5 years old, and 34.2% were 6 years old. This implies that the majority of the children in the study were 6 years old. On gender, 44.0% of the respondents were male, while 56.0% were female, indicating that the majority of the respondents were female. Regarding the educational level of the parents or guardians, 6.0% had no formal education, 22.7% had primary education, 30.9% had secondary education, and 40.4% had tertiary education. This implies that the majority of the parents or guardians had tertiary education. On cultural background (ethnicity), 54.4% of the respondents were Yoruba, 21.1% were Hausa, 15.1% were Igbo, while 9.3% belonged to other ethnic groups. This implies that the majority of the respondents were of Yoruba ethnicity. For the primary language spoken at home, 32.9% of the respondents primarily spoke English, 42.0% spoke Yoruba, 17.3% spoke Hausa, 10.0% spoke Igbo, while 7.8% spoke other languages. This implies that the majority of the respondents spoke Yoruba at home. In terms of household income, 21.6% of the respondents had a household income below ₦50,000, 32.2% earned between ₦50,000 and ₦100,000, 27.4% earned between ₦100,000 and ₦150,000, while 18.9% earned above ₦150,000. This implies that the majority of the respondents fell within the ₦50,000 to ₦100,000 income bracket. On the number of children in the household, 39.8% of respondents had 1 child, 32.7% had 2 children, 14.2% had 3 children, and 13.3% had 4 or more children. This implies that the majority of the households had 1 child. Regarding the child's exposure to storytelling at home, 45.3% of the respondents reported daily storytelling, 30.7% reported weekly storytelling, 17.6% reported rare exposure, while 6.4% reported no exposure to storytelling. This implies that most of the children were exposed to daily storytelling at home. On the type of school attended by the child, 45.8% of the children attended public schools, while 54.2% attended private schools. This implies that the majority of the children were enrolled in private schools. Finally, on study locations, 26.7% of the respondents were from Lagos, 24.4% were from Oyo (Ibadan), 15.6% were from Kaduna, 13.3% were from Anambra, 11.1% were from Kano, and 8.9% were from Rivers. This implies that the majority of the respondents were from Lagos, followed closely by Oyo.

Research Question1:What is the relationship between storytelling techniques and vocabulary acquisition in early childhood education?

Table2:Pearson product-moment correlation showing the relationship between storytelling techniques and vocabulary acquisition in early childhood education.

Variables	N	Mean	Standard deviation	df	r	Sig	r ²
Vocabulary Acquisition	450	30.56	7.23	448	0.452**	0.000	0.204
Storytelling Techniques	450	4.12	1.45				

Source: Field survey, 2024.

Table 2 reveals a significant positive relationship between storytelling techniques and vocabulary acquisition in early childhood education; $r(448) = 0.452^{**}$, $p < 0.01$. The table further reveals that increase in storytelling techniques would lead to an increase in vocabulary acquisition. Effect size ($r^2 = 0.204$) reveals that storytelling techniques explained 20.4% increase in vocabulary acquisition.

Research Question2: What is the relationship between storytelling techniques and vocabulary acquisition in early childhood education?

Table3: Pearson product-moment correlation showing the relationship between peer collaboration and vocabulary acquisition in early childhood education.

Variables	N	Mean	Standard deviation	df	r	Sig	r ²
Vocabulary Acquisition	450	30.56	7.23	448	0.368**	0.000	0.136
Peer Collaboration	450	3.85	1.32				

Source: Field survey, 2024.

Table 3 reveals a significant positive relationship between peer collaboration and vocabulary acquisition in early childhood education; $r(448) = 0.368^{**}$, $p < 0.01$. The table further reveals that increase in peer collaboration would lead to an increase in vocabulary acquisition. Effect size ($r^2 = 0.136$) reveals that peer collaboration explained 13.6% increase in vocabulary acquisition.

Research Question3: What is the joint contribution of storytelling techniques and peer collaboration on vocabulary acquisition in early childhood education?

Table4: Joint Contribution of Storytelling Techniques and Peer Collaboration on Vocabulary Acquisition in Early Childhood Education.

R= 0.592 R ² = 0.351		Adjusted R ² = 0.349 Standard error=5.85			
Model	SS	DF	MS	F	Sig
Regression	18023.42	2	9011.71	264.22	.000 ^b
Residual	33123.49	447	74.11		
Total	51146.91	449			

Source: Field survey, 2024.

Table 4 reveals the joint contribution of storytelling techniques and peer collaboration on vocabulary acquisition. The R coefficient recorded 0.592, $R^2=0.351$, when factor variables are combined, they explain 34.9% variance in vocabulary acquisition. 65.1% unexplained variance is as a result of variance outside the study. Therefore, there is a significant joint contribution of storytelling techniques and peer collaboration on vocabulary acquisition in Early childhood education.; $F(2, 447) = 264.22$, $P < 0.01$.

Research Question4: What is the relative contribution of storytelling techniques and peer collaboration on vocabulary acquisition in early childhood education?

Table5: Relative Contribution of Storytelling Techniques and Peer Collaboration on Vocabulary Acquisition in Early Childhood Education.

Model	Unstandardized coefficients		Standardized coefficients	t	Sig
	Beta	Standard error	Beta		
Constant	15.23	2.57		5.92	.000
Storytelling Techniques	0.615	0.091	0.365	6.76	.000
Peer Collaboration	0.437	0.089	0.298	4.91	.000

Source: Field survey, 2024.

Table 5 reveals that both of the two (2) factors {Storytelling techniques & Peer collaboration} are significant predictors of vocabulary acquisition in early childhood education. The most potent predictor of vocabulary acquisition is storytelling techniques ($\beta = 0.365$, $t = 6.76$, $p < 0.01$) and peer collaboration ($\beta = 0.298$, $t = 4.91$, $p < 0.01$). This implies that, increase in storytelling techniques and peer collaboration will explain 36.5% and 29.8% increase in vocabulary acquisition respectively.

Hypotheses 1: There will be no significant difference in vocabulary acquisition in early childhood education based on gender.

Table 6: T-test showing gender difference in vocabulary acquisition

Variable	Gender	N	Mean	Standard deviation	df	T	Sig	η^2
Vocabulary Acquisition	Male	198	29.84	6.98	448	-4.225	0.102	0.014
	Female	252	31.12	7.36				

Source: Field survey, 2024.

Table 6 reveals that there is no significant difference in the vocabulary acquisition of male and female children; $t(448) = -4.225$, $p > 0.05$, $\eta^2 = 0.014$. Thus, the null hypothesis is accepted.

Hypotheses 2: There will be no significant difference in vocabulary acquisition in early childhood education based on cultural background (ethnicity).

Table 7: ANOVA summary showing vocabulary acquisition in early childhood education based on cultural background (ethnicity).

Ethnicity	N	Mean	St.dv	Ss	Df	Ms	F	Sig	η^2
Yoruba	245	31.15	7.21	2341.32	3	780.44	8.72	0.000	0.068
Hausa	95	29.61	7.02	50106.44	446	112.36			
Igbo	68	32.01	6.84	52447.76	449				
Others	42	30.87	7.10						

Source: Field Survey, 2024.

Table 7 reveals that there is a significant difference in vocabulary acquisition based on their ethnicity; $F(3,446) = 8.72$, $P < 0.01$, $\eta^2 = 0.048$. Thus, the null hypothesis is rejected. The table further reveals that children from Igbo ethnicity recorded the highest vocabulary acquisition (32.01) followed by those from Yoruba ethnicity (31.15), other ethnicity (30.87) and those from Hausa ethnicity (29.61). Effect size ($\eta^2 = 0.068$) reveals that children's ethnicity explained 6.8% variance in their vocabulary acquisition. That is, ethnicity had a moderate effect on vocabulary acquisition in early childhood education.

IX. Discussion of Findings

The first research question sought to determine the relationship between storytelling techniques and vocabulary acquisition in early childhood education. The results from Table 2 revealed a significant positive relationship between the two variables, with storytelling techniques explaining 20.4% of the variance in vocabulary acquisition. This suggests that storytelling techniques play a crucial role in enhancing vocabulary development among young learners. These findings align with the work of [21], who also found storytelling to be an effective strategy for vocabulary enrichment in early childhood education. The positive impact of storytelling can be attributed to the immersive and engaging nature of stories, which provide contextual learning that supports language development.

The second research question focused on the relationship between peer collaboration and vocabulary acquisition. As shown in Table 3, there was a significant positive relationship, with peer collaboration

explaining 13.6% of the variance in vocabulary acquisition. These findings are consistent with Vygotsky's sociocultural theory, which emphasizes the importance of social interactions in cognitive development. Peer collaboration allows children to learn from one another, facilitating vocabulary usage in a supportive environment. This finding mirrors previous studies by [8], which highlighted the benefits of peer learning in language acquisition, though it also suggests that peer collaboration may be less impactful than storytelling techniques in promoting vocabulary growth.

The third research question explored the joint contribution of storytelling techniques and peer collaboration to vocabulary acquisition. Table 4 revealed a significant joint contribution, with both variables together explaining 34.9% of the variance in vocabulary acquisition. This suggests that when combined, storytelling and peer collaboration provide a more holistic approach to language learning, where storytelling introduces new vocabulary and peer collaboration reinforces its usage. These findings are consistent with the theory of constructivist learning, where learners build knowledge through interaction and active engagement with content and peers.

The fourth research question examined the relative contribution of storytelling techniques and peer collaboration. Table 5 revealed that storytelling techniques had a stronger contribution to vocabulary acquisition ($\beta = 0.365$) compared to peer collaboration ($\beta = 0.298$). This finding suggests that while both methods are effective, storytelling remains a more potent tool for vocabulary development. This could be due to the structured nature of storytelling, which provides direct exposure to new vocabulary within meaningful contexts. Peer collaboration, although beneficial, may depend more on the dynamics of the group and the level of interaction, which can vary.

The first hypothesis tested whether there is a significant difference in vocabulary acquisition based on gender. Table 6 revealed no significant difference in the vocabulary acquisition of male and female children, which is consistent with the findings of similar studies in early childhood education. The effect size ($\eta^2 = 0.014$) indicates that gender had only a minimal effect on vocabulary acquisition. This suggests that vocabulary development in early childhood may not be heavily influenced by gender, as both male and female learners benefit equally from storytelling and peer collaboration. This finding is analogous to a study conducted by [22].

The second hypothesis examined whether there is a significant difference in vocabulary acquisition based on cultural background (ethnicity). Table 7 revealed a significant difference, with children from Igbo ethnicity recording the highest vocabulary acquisition scores, followed by those from Yoruba, other ethnicities, and Hausa. The effect size ($\eta^2 = 0.068$) suggests that ethnicity had a moderate effect on vocabulary acquisition, explaining 6.8% of the variance. This finding may be attributed to differences in linguistic exposure and cultural practices related to language use at home. Similar results were reported by [23], who found that children from more linguistically rich environments tend to perform better in vocabulary acquisition tasks.

X. Conclusion

In the context of early childhood education, vocabulary acquisition is an essential component for cognitive and language development. However, the introduction of effective methods such as storytelling techniques and peer collaboration has revolutionized the learning process. Storytelling allows children to engage with language in a meaningful and contextually rich manner, while peer collaboration fosters an interactive environment that encourages language use and exploration. Both methods have proven to be significant contributors to vocabulary development, with storytelling techniques having a slightly stronger impact. Despite the positive outcomes, factors such as cultural background (ethnicity) also play a notable role in influencing vocabulary acquisition, highlighting the importance of considering diverse linguistic and cultural dynamics in the classroom. Therefore, integrating storytelling and peer collaboration into early childhood education practices is crucial to optimizing vocabulary growth and overall language proficiency in young learners.

Recommendations

1. Educators should incorporate storytelling techniques into daily lessons to enhance vocabulary acquisition in young learners.
2. Schools should implement structured peer collaboration activities to foster language development and social interaction.
3. Culturally responsive storytelling should be encouraged to reflect diverse backgrounds and promote inclusivity in vocabulary learning.
4. Teachers should receive training on effective methods for using storytelling and peer collaboration in early childhood education.
5. Parents should engage in storytelling and language activities at home to support and reinforce vocabulary acquisition.
6. Future studies should explore other factors influencing vocabulary development to expand on the findings of this study.

Reference

- [1] Haleem, A., Javaid, M., Qadri, M. A., & Suman, R. (2022). Understanding the role of digital technologies in education: A review. *Sustainable operations and computers*, 3, 275-285.
- [2] Tzima, S., Styliaras, G., Bassounas, A., & Tzima, M. (2020). Harnessing the potential of storytelling and mobile technology in intangible cultural heritage: A case study in early childhood education in sustainability. *Sustainability*, 12(22), 9416.
- [3] Erdemir, E., & Brutt-Griffler, J. (2022). Vocabulary development through peer interactions in early childhood: A case study of an emergent bilingual child in preschool. *International journal of bilingual education and bilingualism*, 25(3), 834-865.
- [4] Shahjahan, R. A., Estera, A. L., Surla, K. L., & Edwards, K. T. (2022). "Decolonizing" curriculum and pedagogy: A comparative review across disciplines and global higher education contexts. *Review of Educational Research*, 92(1), 73-113.
- [5] Bromley, M. (2024). *The Stories We Tell: How to Use Story and Storytelling to Improve Teaching and School Leadership*. Taylor & Francis.
- [6] Palmgren-Neuvonen, L., Littleton, K., & Hirvonen, N. (2021). Dialogic spaces in divergent and convergent collaborative learning tasks. *Information and Learning Sciences*, 122(5/6), 409-431.
- [7] Fernández, C. B. (2023). Explicit and Implicit Learning in Second Language Acquisition. *TEACHING ENGLISH IN GLOBAL CONTEXTS: Language, Learners and Learning*, 157.
- [8] Chen, H., Park, H. W., & Breazeal, C. (2020). Teaching and learning with children: Impact of reciprocal peer learning with a social robot on children's learning and emotive engagement. *Computers & Education*, 150, 103836.
- [9] Levy, H., & Hanulíková, A. (2023). Spot It and Learn It! Word Learning in Virtual Peer- Group Interactions Using a Novel Paradigm for School- Aged Children. *Language Learning*, 73(1), 197-230.
- [10] Singh, R. B. (2024). "Challenges and Coping Strategies of Teaching English in an Under-Resourced Context: A Narrative Inquiry". APPROVED B (Doctoral dissertation, Kathmandu University School of Education).
- [11] Marks, A. (2024). *Pedagogies of care: peer-led alternative art education during the Coronavirus pandemic* (Doctoral dissertation, Manchester Metropolitan University).

-
- [12] Knauer, H. A., Jakiela, P., Ozier, O., Aboud, F., & Fernald, L. C. (2020). Enhancing young children's language acquisition through parent-child book-sharing: A randomized trial in rural Kenya. *Early Childhood Research Quarterly*, 50, 179-190.
- [13] Lotan, R. A., & Holthuis, N. I. (2021). Complex instruction for diverse and equitable classrooms: In loving memory of Elizabeth G. Cohen. In *Pioneering perspectives in cooperative learning* (pp. 63-77). Routledge.
- [14] Kim, J. S., Relyea, J. E., Burkhauser, M. A., Scherer, E., & Rich, P. (2021). Improving elementary grade students' science and social studies vocabulary knowledge depth, reading comprehension, and argumentative writing: A conceptual replication. *Educational Psychology Review*, 33(4), 1935-1964.
- [15] Ramsook, K. A., Welsh, J. A., & Bierman, K. L. (2020). What you say, and how you say it: Preschoolers' growth in vocabulary and communication skills differentially predict kindergarten academic achievement and self-regulation. *Social Development*, 29(3), 783-800.
- [16] Veraksa, N. (2022). Vygotsky's theory: Culture as a prerequisite for education. In *Piaget and Vygotsky in XXI century: Discourse in early childhood education* (pp. 7-26). Cham: Springer International Publishing.
- [17] Dasen, P. R. (2022). Culture and cognitive development. *Journal of Cross-Cultural Psychology*, 53(7-8), 789-816.
- [18] Xi, J., & Lantolf, J. P. (2021). Scaffolding and the zone of proximal development: A problematic relationship. *Journal for the Theory of Social Behaviour*, 51(1), 25-48.
- [19] Bodrova, E., & Leong, D. (2024). *Tools of the mind: The Vygotskian approach to early childhood education*. Taylor & Francis.
- [20] Puntambekar, S. (2022). Distributed scaffolding: Scaffolding students in classroom environments. *Educational Psychology Review*, 34(1), 451-472.
- [21] Gao, Y. L., Wang, F. Y., & Lee, S. Y. (2023). The effects of three different storytelling approaches on the vocabulary acquisition and response patterns of young EFL students. *Language Teaching Research*, 27(5), 1078-1098.
- [22] Sri, I & Abas, I. (2020). Journal of Critical Reviews the Role Of Gender In Vocabulary Acquisition Through Nursery Rhymes Among Young Efl Learners In Indonesia. *Journal of Critical Reviews*. 7. 5959-5969.
- [23] Levine, D., Pace, A., Luo, R., Hirsh-Pasek, K., Golinkoff, R. M., de Villiers, J., ... & Wilson, M. S. (2020). Evaluating socioeconomic gaps in preschoolers' vocabulary, syntax and language process skills with the Quick Interactive Language Screener (QUILS). *Early Childhood Research Quarterly*, 50, 114-128.