UNIVERSIDAD TÉCNICA DE AMBATO

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Theme: "SHORT STORIES AND THE ACQUISITION OF VOCABULARY"

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SUPERVISOR APPROVAL

CERTIFY:

I, Lcda. Mg. Sarah Iza holder of the I.D No. 0501741060 , in my capacity as supervisor of the Research dissertation on the topic: "SHORT STORIES AND THE ACQUISITION OF VOCABULARY" investigated by Christian Patricio Vallejo Mera with I.D No. 180432647-6 confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Board of Directors.

Mg. Sarah Jacqueline Iza Pazmiño
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DECLARATION PAGE

I declare this undergraduate dissertation entitled "SHORT STORIES AND THE ACQUISITION OF VOCABULARY'' is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.

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TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic " SHORT STORIES AND THE ACQUISITION OF VOCABULARY" which is held by Christian Vallejo, undergraduate student from Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, academic period octubre 2020 – febrero 2021, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific, and regulatory principles.

Therefore, the presentation before the pertinent organisms is authorized.

Ambato, March 2021

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DEDICATION

This research is dedicated to my family that always have helped me to fulfill my dreams of becoming an English teacher. They always have guided me in everything they could, and I just want to say that I am so grateful for that. This investigation is also dedicated to my classmates and friends that stayed along with me throughout my career sharing with me both good and bad moments that we faced without giving up.

Christian

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Table of Contents

Index of Figures, Tables and Annexes

ABSTRACT

The current research named "Short stories and the acquisition of vocabulary" is focused to demonstrate that short stories can be used to acquire vocabulary. This research project was carried out the students in the students of the 5th semester of "Pedagogía de los Idiomas Nacionales y Extranjeros" at "Universidad Técnica de Ambato. The methodologies that were applied during this research process used both qualitative and quantitative approaches. The researcher applied a pre-test which made it possible to know the vocabulary knowledge students had. Henceforth, the students had to read a short story while being guided by the researcher within this process. After that, a post-test was applied to know whether there was an improvement or not. This research project concluded that short stories contribute to the acquisition of vocabular. Still, to have this positive result, it is essential to guide students during the reading process so that they are not only able to read the stories but to understand them while acquiring vocabulary. Therefore, it can be said that teachers can use short stories to not only improve the acquisition of vocabulary but as tools in the English learning process.

Keywords: Short stories, vocabulary, target language, learning tools, English learning process

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative Background

There had been some research works regarding the use of short stories to improve the acquisition of English.

Rodriguez (2017) in his research work *"Students' Language Skills Development through Short Stories"* stated that the use of short stories improves the acquisition of English improves the language usage of the students. The researcher applied short stories to 52 third-semester students at a University in Colombia. The results were positive as they acquired a lot of vocabulary through reading and listening. This helped them to improve their communication skills with the target language. Therefore, it can be said that the use of short stories in this group of students bettered their English skills as they were able to communicate more easily. It is also important to state that the research also allowed them to understand the importance of literature in language acquisition.

Rahma (2020) in her research work titled *"Using Online Short Stories to Promote Students' Reading Habit"* asserted that the use of online short stories in the students made them realize the importance of having reading habits. This research was carried out at a private university in Padang, West Sumatra, Indonesia with 24 students in the second semester. At the end of the research, it was found that the students were more willing to read English

materials for pleasure and, they improved their reading times. Consequently, it can be said that the use of online short stories has positive effects on both, improving the reading time spent by the students and creating reading habits. It is also essential to recall that online shorts stories are widely available on the web so students can choose stories that interest them a lot.

Biswas & Rahman (2020) in their research work *"Teaching of Grammar through Short Stories"* found that short stories are a potential tool to teach grammar in an EFL classroom. The results were positive, but they still have room for improvement as the researchers asserted. Short stories helped the teachers to avoid using traditional methodologies to teach their classes but because of the lack of resources, the researchers could not carry out in more schools as they hoped. Therefore, it can be concluded that short stories have a wide variety of uses that goes further than just reading. It helps students to learn both grammar and vocabulary in context, so they improve their overall English skills.

Parvareshbar & Ghoorchaei (2016) in their research work *"The effect of using short stories on vocabulary learning of Iranian EFL learners"* described that the use of short stories enhanced the acquisition of vocabulary in EFL learners. This study was carried out with two classes of 25 students. One class was the control group and the other was the experimental group. At the end of the experiment, the experimental group showed a considerable improvement in comparison to the control group. Therefore, it can be concluded that the use of short stories improves the acquisition of vocabulary. It is also important to state that the story must be carefully chosen so that the students will be willing to read it and hopefully, they will acquire vocabulary.

Ceylan (2016) in his research work *"Using short stories in reading skills class"* asserted that the use of short stories improves the linguistic understanding of the students. This research work was carried with forty students of first-year students at Bulent Ecevit University. At the end of the study, it was found that students are more motivated by the fact that the stories are entertaining, and they can learn English without being focused on the more mechanical aspects of language acquisition. Another positive aspect is the fact that students can get to know the culture of different countries through reading. Therefore, it can be concluded that short stories can be used as tools to improve language acquisition because they can see the language in use and learn it without realizing it. Still, the teacher must guide within this process and he or she should carefully choose the reading material that suits students' interests.

1.2 Technical Scientific Foundation

Independent Variable

English skills

These are a set of four English skills as it is stated by Morehouse (2017), these skills allow a foreign language learner to communicate with L2. It is important to remember that L1 is the mother tongue, the language a person learned when he or she was a child. L2 is the acquired language, it can be from childhood or learned after some time. To master a language, all four English skills should be learned.

These skills can be divided in:

Productive skills are the ones that produce new content. These skills are used to communicate ideas, feelings, facts, opinions, and so on.

Receptive skills are about obtaining new information by listening or reading, the person is understanding what the other is trying to communicate.

Productive skills:

Speaking skill: According to Fattah (2016), it is the ability to communicate one's ideas, thoughts, feelings information, and everything one desires in a spoken way.

Communication is a two-way process which implies that at least two people must participate in this process It is also important to know that the produced language must be understandable, so it needs to have the right pacing, grammar, spelling, and so on (Florez, 1999).

Writing skill: Olson (2020) It is the process of rendering language visible. During this process, one can express ideas, thoughts, feelings information.

As stated by Naveed (2016), it is important to have good writing skills because, in that way, people will be able to easily understand what the writer is trying to communicate. It is also stated that it takes time to master this skill so the more a writer writes, the better his or her writings will be. The sentences must be arranged logically; they also must feature correct grammar so the message could get through to the reader.

-Receptive skills:

Listening skill: According Saricoban & Metin (2000) It is an active process which enables the listeners to understand what other people said.

Some people had problems with this skill as they get distracted when the process is happening, they also do not wait for the speaker to finish communicating his or her ideas, thoughts. They answer an incomplete message which could lead to some problems such as miscommunications or misunderstandings among the speakers (Naveed 2012).

Reading skill: According to Cline et Al. (2008), it is an active process which involves decoding symbols to find their meaning. During this process, the reader recognizes the words leading to the development of comprehension what is being read.

As stated by Clark & Rumbold (2006), this skill should be learned when children are young as it is the age where they can grasp the knowledge of a

great variety of topics. When readers understand their readings, they can identify facts. They can judge the text and connect it with other passages. Therefore, as they age, they will have a useful skill which will help them throughout their lives as they will be able to quickly acquire new knowledge.

Reading

It is an active process of looking at symbols and getting meaning out of them. Students who have reading habits can read alone so when they are given a text, there are little to no problems. That is why, the reading material must be carefully and thoughtfully chosen so the little motivation the students have, will not get lost by a reading that was badly chosen (Blakeley 2014). It is also important to say that students need to be familiarized with their readings and, they would need to be assessed after the reading process has finished knowing if they have learned something from the text whether is just an idea or just new grammar and vocabulary.

Therefore, it is important to create reading habits so that students realize that reading is not a task but rather a hobby. They should know that they can learn about a great variety of topics through reading and it will be even better if they can do it with L2 as it would mean that they have acquired enough skills to be able to read in the second acquired language.

Literature

Regarding the written part, literature is one of the ways that people had been using through the years to communicate. Lexico dictionaries (2019) states that literature is written works that are thoughtfully and artistically written. Therefore, it

can be said that it is a complex way to communicate information as it aims to delight the reader while doing reading some literature.

Types of literature

Kingsbury, M. (2019) stated that there are two major types of literature, which are non-fiction and fiction. Writers can unleash their creativity within books but without genres, it would be difficult for potential readers to find what they are looking to read. Therefore, these genres are used to help readers to find something appealing to read.

Non-fiction

These types of readings are mostly used for academic purposes. Students will mostly read non-fiction text within their learning age and it will even continue in their professional lives. Las Positas College (n.d.) states that there are many non-fiction texts which are going to be explained below.

Essays: These are some of the most common works. They express the author's opinion and can vary in length. There are also many forms of essays, such as narrative, argumentative, and cause and effect.

Articles: These are mostly published within newspapers and magazines and are mostly used to explain a topic to a group of students. There are both factual and argumentative articles. The former one tries to be as objective as possible without bias by the author. The latter one gives information about a topic with some opinion by the writer.

Nonfiction Books: These are mostly used as sources of information. Some of them give a background about a topic or can tell stories about a person

like memoirs or bibliographies. These are based on the true story of someone's life so, they are non-fiction.

Anthologies: These books are mostly a compilation of works by some authors. An anthology may have works that have a common topic or were written during a period.

Fiction

The Encyclopedia Britannica (2019) states that this literature is created from the imagination. These works may be based on something that happened in real life, but it has fiction elements. Las Positas College (n.d.) states that there are some types of literature in the fiction genre.

Drama: This work of fiction is mostly intended to be performed, so there are dialogues, scenes, settings that would be followed.

Novels: These works have the length of a book. Therefore, both the characters and plot will be thoroughly developed and as a result, the readers will be hooked on the story.

Short stories: These readings are like novels, but they are smaller, so neither the plot nor the characters will have too much development. Still, the reader can be interested as these stories will also try to have the reader's attention.

Poems: These works most of the time follow a rhythmic pattern and they are intended to be performed.

Short stories

Hansen (2019) stated that short stories are readings that possess most of the features of long books but in a summarized way. The short story mostly deals with only a few characters and there are only a few episodes. Still, the importance of this literary genre lies in the fact that they should be able to give a fulfilling feeling to the readers as if they have read a fully lengthen novel.

Therefore, these stories provide a rewarding experience while considerably shorter than novels, which means they are an excellent choice for beginners. Pardere (2010) stated that short stories are easier to read and they also can be used to acquire vocabulary and to create reading habits and that will aid them to master the language. It is important to know that learners of a second language must read to acquire vocabulary, still, if they do not have enough level, they will have problems understanding long and complex readings.

Kohan & Pourkalhor (2013) stated some advantages of using short stories to teach English such as raising cultural awareness and decreasing the learners' anxiety. There are also other positive aspects about the short stories like the fact that students get in contact with the language and learners can dwell in fictional words as they must picture what they read in their minds.

Features of short stories.

According to Blackeley (2015) there some characteristics that short stories should have to be considered part of the genre.

Length: Short stories should have between 1600 and 20000 words to be considered a short story. This has not always been accepted as one of the most important authors of this genre, Edgar Allan Poe stated that short stories should take from 30 minutes to two hours to read.

Subject: Short stories mostly focus on just one subject. There can be a great variety of topics for these stories from a daily routine to a story full of fantastic elements. Still, these stories should be contained in the plot so that their a small, yet interesting narrative. can be thoughtfully developed.

"In media res": As the name implies, short stories are limited in length, so they mostly focus on just one plot and there is no room for focusing on alternative or complementary plots. It is also essential to know that some short stories may start and end abruptly and not much time occurs within the plot.

Limited number of characters: It is also essential to know that due to the shortness of this genre, there must not be lots of characters because it is not possible to have character development. The plot will be bogged down, and the readers will have problems trying to keep up with the story.

Therefore, there are many different features that short stories should have to be considered as part of the genre. On the other hand, it is not possible to avoid the fact that the students not only need to read the stories, but they must also be able to comprehend them. To do so, they need to be engaged in the plot, and in the future, reading will hopefully become a hobby and not a mandatory activity.

As Rodriguez (2017) stated, the reading materials should be carefully chosen so that it aims to both the interests and level of the students. There are some features that short stories provide to the students, and these are:

To promote creativity: There are lots of reasons why people like to read, one of them is the fact that the readers can dwell in a word full of fantasy and they can wander from reality. Therefore, short stories should aim to promote originality so that students can be more creative.

To be of easy comprehension: Short stories are not as extensive as novels, so it means that their plot is way easier to keep up. Consequently, it means that the readings should be easy to read so that students and comprehend them without too much difficulty.

To learn new words: One of the biggest difficulties that students experience when they read, is the lack of vocabulary. Short stories should provide them with vocabulary in context so even if they do not fully understand a word, they can try to guess their meaning, and then, they will be able to get to comprehend that part of the story.

Therefore, short readings while smaller than novels, are still able to provide a rewarding plot. There are many possible uses for this genre in the classroom. If the aim is to learn vocabulary, the readings materials should be aimed at the level of the readers and their interests as well. In that way, students will want to read more about it, and they will feel engaged so, in the end, they will learn more vocabulary. The other three English skills will be improved as well as the fact that possessing a good lexicon will greatly improve both the English communication and comprehension process.

Dependent variable

Language

According to Cambridge, language is the method of human communication, it can be spoken or written. It is made up of words in a specific order. Also, Sapir E. (1954) states that language is the way people express themselves. Therefore, it makes communication a process of emitting and receiving signals to communicate ideas and thoughts.

Therefore, it can be concluded that language itself, is a way to transmit information among humans. This information can be feelings, opinions, attitudes, facts, and so on. Humans can either speak or write or use different ways to communicate what was stated before.

Chomsky (2003, pg. 159), states that within the brain or the mind, there is a part that deals especially with the use of the language. He also states that language is what differentiates humans from animals.

In conclusion, there are a lot of factors that affect or aid the acquisition of the second language, that is why, a learner needs to master all four skills so that he or she can communicate easily his or her ideas, thoughts, desires, feelings, and so on.

Communication

Communication involves the transmission of verbal and non-verbal messages. It consists of a sender, a receiver, and a channel of communication. In the process of transmitting messages, the clarity of the message may be interfered with or distorted by what is often referred to as barriers.

According to Munodawafa (2008), healthy communication seeks to increase knowledge gain. This is the minimum expectation and acceptable requirement to demonstrate that learning has taken place following an intervention using communication. Once knowledge gain is established, it is assumed that the individual will use the knowledge when the need arises or at an opportune time.

There are four different categories of communication according to Willkomm (2018), which are used in a variety of ways but in the end, their objective is to communicate information.

Verbal communication

This category is about communicating with a person using words. According to Willkomm (2018), there can be many ways to speak with a person and it is not essential to have a face-to-face conversation. For instance, a person can use a telephone or a video conferencing application like Zoom, Apple Facetime, Google Meet, Microsoft Skype, or Google Duo.

It is also not possible to forget the fact that there are both informal and formal conversations. The former one can occur when a person is communicating personal ideas to a friend or family. The latter occurs within work environments where business meetings take place.

Non-verbal communication

According to Nordquist (2020), this is category is about sending information without using words, neither speaking nor writing. Non-verbal communication is mostly used to emphasize verbal communication using

gestures and body language which sometimes can even communicate more than some people would think.

One essential is aspect is the fact the non-verbal communication works together with verbal communication to send a message. Therefore, there must be an agreement within these two communication categories so that the message will not be misunderstood by the person who receives the message.

Visual communication

According to Willkomm (2018), it is the use of pictures, drawings, graphics, and so on, to communicate information. This category of communication is useful for some people as it helps them to better understand the information better than other communication categories. Still, it is not possible to avoid the fact that sometimes, it can have the opposite effect as the aids will just confuse the communication process.

There are countless examples of visual communication, such as signs, advertisements, pictures, television, and even social networks that use visual aids to communicate information in one way or another. Pictures can sometimes communicate a lot more information than words can. For example, a picture within an advertisement can create a desire to buy something that may or may not be needed at all; this could be done without even saying a single word.

Written communication

Another category is written communication. According to Willkomm (2018), it is all about writing symbols such as letters and numbers to transmit information. Books, memos, emails, blogs, letters, and so on, are used to share the information which a person can read.

It is also essential to know that it is essential to know how to correctly write so that the information will not be misunderstood. Therefore, a well-written message requires to have correct grammar, punctuation, and spelling so the ideas can be easily understood by the person who reads the message.

Words

According to the Cambridge Advanced Learners Dictionary, vocabulary is defined as the words of a language that are used by a particular person. Another definition given by Banhart (1968) defines vocabulary as set words used by a person that helps the individual to communicate. Therefore, vocabulary can be defined as the words within a language that are used by a person to communicate different ideas and thoughts to another person or a group of people. This process can occur in a written or a spoken way and it is not essential to have a face-to-face conversation because a person can use different mediums to transmit his or her ideas such as the internet through videoconferences or with a telephone.

When a child starts to learn to speak, they must have enough vocabulary to communicate their basic needs but still, they cannot talk most of the time anything more than that. As they age, they start to learn new words so that they can communicate their ideas more effectively. This process occurs within the schools where students improve their communication skills with the acquisition of new grammar structures and words which later will help them in their day to day lives.

Therefore, words are the vocabulary that a language possesses. A language can both non-borrowed and borrowed. The latter means that

originally, the language did not have a word for something, so it had to borrow the word from another language to be able to refer to that" something." Nowadays, most languages have borrowed words.

According to Nordquist (2019), most of them are not given back as English has borrowed lots of words from other languages such as French, Spanish, Italian, German, and so on. These "loan" words have not been given back as they have settled in within the lexicon of English speakers and it will hard to create new words to exchange for the borrowed ones. Still, it is not a big issue to have loan words within language as at the end, it just shows that language is rich enough to have words to refer to almost anything.

Vocabulary acquisition

Vocabulary acquisition is one of the essential parts of learning a language. As it is stated by González & Schmitt (2017), it is essential to know the meaning of words, their usage, and pronunciation. When a person knows vocabulary, he or she can use it productively and receptively. They also stated that people learn new words better when they use their vocabulary to communicate.

Erlandsson & Wallgren (2017) stated that there is a relationship between reading and the acquisition of vocabulary. Sometimes it occurs both incidentally and intentionally as readers must understand most of the words to get the grasp of the reading. It is not possible to avoid the fact that there must be prior knowledge to acquire new vocabulary because if not, new connections cannot be made.

According to Boers (2018), there are two ways for students to acquire vocabulary in the classroom, it is recommended to use both to teach it so that teacher can be sure that learners are acquiring new vocabulary.

Incidental vocabulary learning

According to Ramos & Dario (2015), incidental vocabulary acquisition occurs through indirect exposition to words. It means that vocabulary is not the main objective of the language learning process. Learners most of the time assume the meaning of the word because they can understand the context where it appears. Therefore, the learners should have multiple exposures to the words in different contexts so that they can acquire the new word. In the end, learners will be able to know how to use the words in a productive and receptive way.

Intentional vocabulary learning

Hung (2015) stated that intentional vocabulary learning refers to the act of teaching words effectively rather than expecting students to learn vocabulary in context. Teachers can use flashcards or word games to teach vocabulary. Learners need the meaning and the usage of the word to be able to use it productively and receptively. Therefore, a teaching technique should be used to teach vocabulary deliberately. Studies have shown that intentional vocabulary teaching is more effective than incidental techniques. Still, as the process of language acquisition continues, it is not possible to always teach vocabulary purposefully, consequently, learners are required to learn in context as they previously did with L1.

Regarding first language acquisition, according to Choi (2016) when a child starts to learn their first language, he or she starts to learn new words to express their necessities to their parents. As the child ages, his or her parents will teach him or her new words and their meaning so that the kid can express correctly his or her ideas. This process is most of the time incidental as there is no formal instruction. Still, it will become an intentional process as the child will continue to learn the language within the educational centers like the school where children will acquire new vocabulary that will be used for both the rest of their studies and lives.

As for second language vocabulary acquisition, Nagy (2001) stated the second language acquisition can occur at different times. Some children learn since their birth and sometimes they can become bilinguals. He also states that vocabulary is one of the key elements in the learning of the second language, as it links all the four core English skills, which are listening, speaking, reading, and writing. Therefore, when young learners acquire new vocabulary in L1 or L2, they should also learn how to use them in a way that they can communicate using those words.

According to the Florida Atlantic University (2018), children who start becoming bilinguals at a young age, have more possibilities of mastering both languages than a child who learns the language when he or she is older. Still, for most people, it is not possible to raise children within a bilingual environment, but when they begin their formal education, it would be best to have them within a bilingual education school so hopefully, they will be able to communicate with the target language effectively.

To conclude, there are different ways to acquire new vocabulary. Sometimes it is through acquisition as people live in environments where more than one language

is spoken. People also learn a new language in an incidental and intentional way in schools and through the four-language skills, new vocabulary is acquired. It is not possible to avoid the fact that the use of ready skills with books, novels, and short stories will greatly improve the acquisition vocabulary as some studies have been made about it.

1.3 Objectives

General Objective

- To analyze the influence of using short stories in the acquisition of vocabulary in the students of the 5th semester of "Pedagogía de los Idiomas Nacionales y Extranjeros" at "Universidad Técnica de Ambato".

Specific Objectives

- To sustain theoretically the use of short stories as learning tools.

- To identify the incidence of vocabulary in reading comprehension.

- To demonstrate the effectiveness of using short stories in the acquisition of vocabulary.

1.4 Description of the fulfillment of the objectives

To find out the influence of using short stories in the acquisition of vocabulary, it was necessary to gather information regarding both topics. This knowledge allowed the researcher to apply both a pre and post-tests that graded students' vocabulary knowledge. The scores of the post-test made it possible to find whether there is relationship between the acquisition of vocabulary and short stories.

To sustain theoretically the use of short stories as a reading tool, the researcher had to carefully find information about the use of short stories as English learning tools. Thanks to this, it was possible to determine that short stories can be used to fulfill different purposes in the learning process of the English language.

To identify the incidence of vocabulary in reading comprehension, it was essential to use both a pre and post-test as this test graded students' vocabulary knowledge in a reading text. If students can fully comprehend the text, they would be able to successfully complete the vocabulary test.

To demonstrate the effectiveness of short stories in the acquisition of vocabulary, it was necessary to make students read a short story to find out whether they had acquired new vocabulary knowledge. This would be found out through the comparison of the scores both the pre- and post-tests.

CHAPTER II

METHODOLOGY

2.1 Resources

To fulfill this research project, it was necessary to use the following resources.

Human Resources:

- Researcher

- Research tutor

- Students

Bibliographic Resources

- Books

- Journals

- Articles

Technological Resources

- Computer

- E-books

- A Short story (A case of Identity by Sir Arthur Conan Doyle)

- Communication apps

- Meeting apps

- Online form sites (Google forms)

Institutional Resources

- Technical University of Ambato

Pre-test & Post-test

The test was adapted from the vocabulary section of the reading part of the PET exam. It was used as both the pre-test and the post-test. Still, it is important to state the usage of this Cambridge exam, it evaluates the four language skills. Its results indicate that the test-takers have mastered the basic English skills and now he or she has a B1 level according to the common European framework of languages.

For this research project, it was only necessary to adapt the vocabulary part of the reading section of the PET exam. It is the fifth part, and it has a text with 10 gaps, each have four possible choices and test-takers must read the text to choose the word that suits best in the blank sections of the text. These gaps are mostly intended to test vocabulary, but prepositions, modal verbs, pronouns, and connectives are tested as well.

To adapt the test, it was required to use a short story and four PET exams from Cambridge University. Therefore, from these reading sections, ten questions of the vocabulary parts were selected alongside a Sherlock Holmes short story to evaluate students (see annex 1). Still, it is also essential to state the fact that the vocabulary questions remained the same as they were only adapted to the text which is a fragment of the short story "A Case of Identity" which belongs to the book "The Adventures of Sherlock Holmes" (see annex 2). Students had to take this quiz in a Google formulary (see annex 3).

Short Story

The second essential material used in this research project was a Sherlock Holmes short story. Its name is "A case of identity" written by Sir

Arthur Conan Doyle, it was first published in September 1891 in the UK in The Stand Magazine (see annex 2). This story was selected as it features both common and new vocabulary, so it helps students to improve their overall English skills. It is also a well-known story of Sherlock Holmes and besides, it is easy to comprehend as it features neither too many characters nor a complex plot.

Accompaniment

To help the students with comprehension of the Sherlock Holmes story, some aids were made, and these are:

- A list of words with their definitions that may or may not be new for the readers and they are both bolded and sorted as they appear in the text (see annex 4).

- A list of characters that features both a picture and a short description of their role within the short story (see annex 5).

- The short story was divided into eight pages and at the end of every page, some follow-up questions must be answered so that students can be sure that they had gotten the grasp of that specific page (see annex 6). These questions would help them to enhance the knowledge of the story while they also put into practice the new vocabulary. It is also essential to state the fact that these questions were only used as accompaniment and thus, they were only monitored by the researcher but not graded.

- Finally, students were also guided throughout the weeks through instant messages and videoconferences.

2.2 Methods

Quali-quantitative approach

This research project was based on a mixed approach as it had features of both qualitative and quantitative characteristics. The former one was used because it gave a broad look regarding both the attitude and performance throughout the research process. The latter one, as stated by Baena (2017), was employed to analyze statistically the data that had been collected throughout the research project. This research project used both a pre and post-test to grade students' vocabulary knowledge, so it was necessary to analyze the scores quantitatively to find whether they can fulfill it successfully or not. Moreover, Finally, these two approaches helped the researcher to find conclusions regarding the use short stories and the acquisition of vocabulary.

Field Research

According to Sabino (2014), field research is the most suitable methodology if the researcher wants to collect information for a specific purpose. Still, it is also not possible to avoid the fact that the on-going pandemic that does not allow the researcher to be within the classroom but only in a virtual classroom. Nonetheless, the researcher gave both synchronous and asynchronous help to the students whenever they required. Moreover, virtual accompaniment was given to the students throughout the research so that the objectives of the research could be met.

Bibliographic

According to Matos. (2020), this research project also was labeled as a documentary investigation as information about different investigations was used to carry out this research project. Throughout the investigation, bibliographic sources such as books, journals, and websites were used to collect information regarding both short stories and the acquisition of vocabulary. Therefore, this knowledge was used to carry out the investigation and to fulfill its objectives as well.

Descriptive research

Descriptive research, Sampieri (2010) stated that it describes the properties and any important feature of the population, situation. So, in this research project, it had been gathered information to about vocabulary knowledge of the students. This information was used to describe accurately whether there is a relationship between the acquisition of vocabulary and the short stories or not.

Pre-experimental Research

This research project is also pre-experimental as there are no control groups. Zambrano (2010) stated that a treatment will be applied after the pre-test to find whether there are differences in the results of the post-test in comparison to the pre-test. It is also important to point out the fact that the test was taken without students knowing that they were going to be evaluated.

It was essential to use this research methodology to determine the effect produced by the independent variable (short stories) on the dependent variable

(vocabulary acquisition). This modality provides a trustworthy method to determine the relationship of cause and effect between both variables.

Population

This research project was carried in Ecuador, Tungurahua province, in the city of Ambato. with students from PINE (Pedagogía de los Idiomas Nacionales y Extranjeros) at Universidad Técnica de Ambato. It was necessary the participation of 29 students from 5th semester.

Table 1

Population

Population	Number of populations	Percentage %
Students	29	100%
Total	29	100%

Note: This table shows the population of the Fifth semester of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato.

Hypothesis

The two hypotheses that were being used in this research work are the following:

H_1 Short stories contribute to the acquisition of vocabulary.

H_o Short stories do not contribute to the acquisition of vocabulary.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of results

In this chapter, the results of both the pre and post-test that were obtained by the researcher are analyzed. To start with the study, the adapted vocabulary test explained in Chapter II was given to 29 students from the 5th semester of PINE (Pedagogía de Los Idiomas Nacionales y Extranjeros) from Universidad Técnica de Ambato. After that, guidance was given to the students throughout the week to read the whole Sherlock Holmes short story. This accompaniment was explained in detail in Chapter II, but it included:

- Eight lists of new words with their definition that were sorted as they appeared in the short story (see annex 4).

- A list of characters with both a small description of their role and a picture (see annex (see annex 5).

- The short story is divided into eight pages and at the end of every page, some follow-up questions must be answered daily so that students can be sure that they have gotten the grasp of that specific page (see annex 6).

- It is also essential to state the fact that the researcher provided help when the students required it through instant messages and videoconferences.

These tools were used to help with the reading comprehension of the short story. Afterward, the same adapted test was given to the students as a post-test. The Student's T-Test was adopted to make the statistical analysis which was later used to verify the hypothesis and to reach the conclusions.

3.2 Interpretation of Data

Representation of Students' grades

To classify the results of both the pre and the post test, it was considered appropriate to use a valuation scale from the same place that the research occurred. Therefore, the valuation scale of "Universidad Técnica de Ambato" was used to organize students according to their grades.

Table 2

Representation of Students' grades

Ranks	Grades	
	From	To
Deficient	0	3,9
Regular	4	6,9
Good	7	7,9
Very Good	8	8,9
Excellent	9	10

Note: This table was taken from the Regulation of the Student Assessment System of "Universidad Técnica de Ambato"
(https://www.uta.edu.ec/v3.2/uta/reglamentosinternos/RESOLUCI%C3%93N1617-CU-P-2017REGLAMENTODELSISTEMADEEVALUACIONESTUDIANTILDELAUTA.pdf)

Figure 1

Students' classification according to the pre-test' s results

Figure 1: Bar chart titled "Students' classification according to the pre-test's results." X-axis categories: Deficient: 0-3.9 = 27,61%; Regular: 4-6.9 = 62,07%; Good: 7-7.9 = 3,44%; Very Good: 8-8.9 = 3,44%; Excellent: 9-10 = 3,44%.
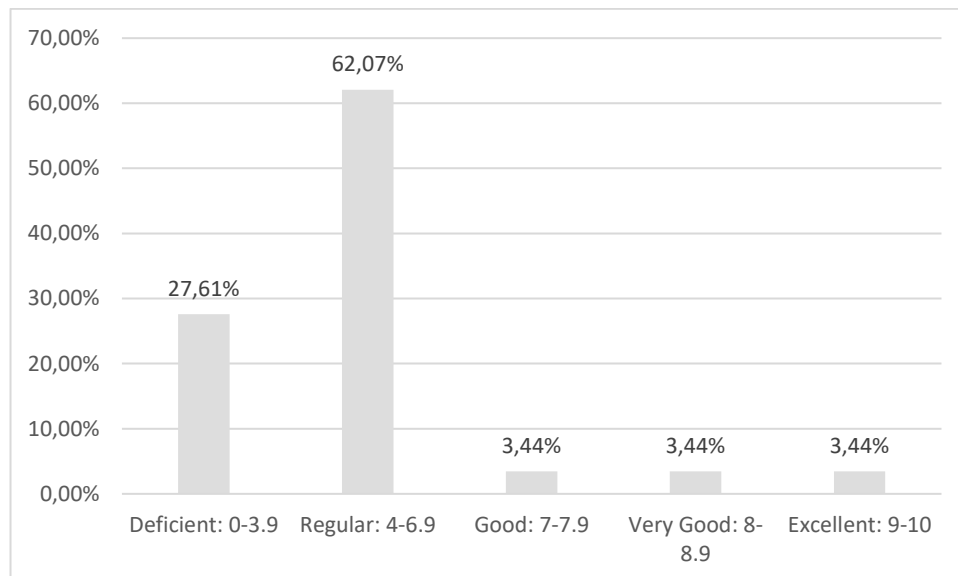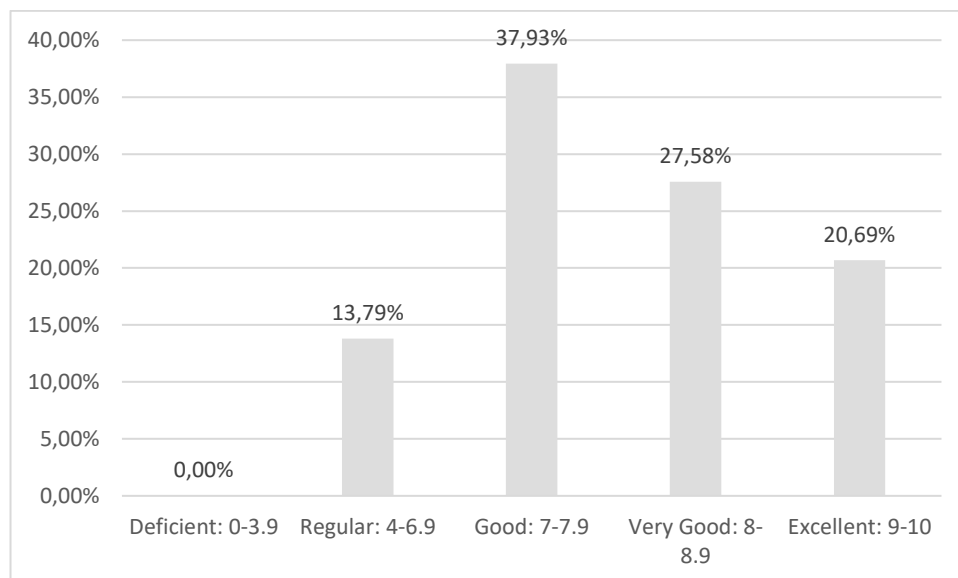
Figure 1: This figure shows the classification of the results of the pre-test addressed to the students from fifth semester of "Pedagogía de los Idiomas Nacionales y Extranjeros" according to the chart of the Regulation of the Student Assessment System of "Universidad Técnica de Ambato."

Analysis and Interpretation

As it can be seen in Figure 1, the grades of the pre-test of 29 students are represented with a bar graphic. Only 3 students which represent 10,32% of the population got a grade equal or above to seven. From this group, 1 student was on the "good" group, 1 was on the "very good" group and 1 was on the "excellent group". On the other hand, 26 students who represent 89,68% of the population students got scores below seven. From this group, 8 students got a score below four which put them "deficient group", 18 students obtained scores above four but less than seven that rank them in the "regular" group.

Thus, these results show that most students lack the vocabulary to comprehend the text. To improve these scores, students must increase their lexis knowledge so that they can not only read the text but to understand it as well.

Treatment and Post-test

After obtaining the results, it could be seen that 89,65% of the population needed to improve their scores. Therefore, the researcher proceeded to give the students the short story with its accompaniment which was explained in the detail in Chapter II and at the beginning of this chapter, but it consisted of:

- Eight lists of new words with their definition (see annex 4).

- A list of characters (see annex 5).

- The short story is divided into eight pages and at the end of every page with some follow-up (see annex 6).

- Help through both synchronous and asynchronous communication tools.

Throughout the week, students had to read "A Case of Identity" by Sir Arthur Conan Doyle and fulfill the activities that were part of the accompaniment. Still, it is also essential to state the fact these activities were only monitored by the researcher but not graded.

After finishing with the short story, the students had to take the post-test so that the researcher could find whether there had been any change in the results of the test.

Figure 2

Students' classification according to the post-test' s results

Figure 2: This figure shows the classification of the results of the post-test addressed to the students from fifth semester of "Pedagogía de los Idiomas Nacionales y Extranjeros" according to the chart of the Regulation of the Student Assessment System of "Universidad Técnica de Ambato."

Analysis and Interpretation

The 29 students had to take the post-test (see annex 1) after finishing reading the short story, "A Case of Identity" by Sir Arthur Conan Doyle. This test has a text with 10 gaps, each with four possible choices. Test-takers must read the text to choose the word that suits best in the blank sections of the text. These gaps are mostly intended to test vocabulary, but prepositions, modal verbs, pronouns, and connectives are tested as well.

As it can be seen in Figure 2, the grades of the post-test of these students are represented with a bar graph. It can be noticed that 25 students which represent 86,20% of the population got a grade equal or above to seven. From this group, 11 students

which represent 37,93% were on the "good" group, 8 which represent 27,58% students were on the "very good" group and 6 which represent 20,69% students were on the "excellent group". On the other hand, 5 students which represent 13,79% of the population students got scores below seven. This whole group got scores that put them in the regular group.

These results show that 86,20% which represent most students improved their scores as only five of the twenty-nine students got scores below seven. It also means that the short story helped them to improve their acquisition of vocabulary and thus, they improved their scores.

Figure 3

Comparison between the scores of the pre and post-tests
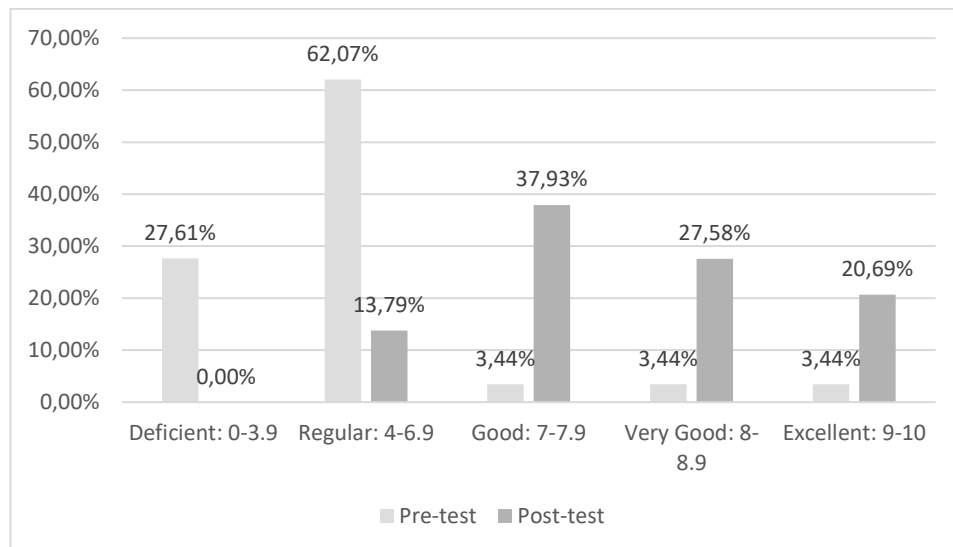
Figure 3: This figure shows the comparison of the results of the pre and post-test which were both addressed to the students from fifth semester of "Pedagogía de los Idiomas Nacionales y Extranjeros" of "Universidad Técnica de Ambato".

As it can be seen in Figure 3, the scores of both the pre and post-tests are presented through a bar graph. The scores of the pre-test were not satisfactory as all only three students which represent 10,32% of the population had scores equal or above seven. Meanwhile, 26 students which represent 89,68% got scores below seven. In comparison, after applying the treatment, 25 students which represent 86,20% got scores above seven, which means they are in the "good" group. On the other hand, 5 students which represent 13,79% of the population students got scores below seven.

Therefore, it can be noticed that there is a positive influence of using short stories to improve the acquisition of vocabulary as the average improved in the post-test in comparison to the results of the pre-test. Still, short stories need to be given alongside guidance to have positive results. Within this research it could be seen, some aids were given as accompaniment and in the end, students improved their scores.

3.3 Verification of the Hypothesis

Hypothesis

The two hypotheses that were used in this research work are the following:

H₁   Short stories contribute to the acquisition of vocabulary.

H₀   Short stories do not contribute to the acquisition of vocabulary.

To verify the hypothesis, the T-student was used, and its procedure is the following:

<table>
<tr><td align="center">Pre-test</td><td align="center">Post-test</td></tr>
</table>

$$\overline{x_1} = \frac{\Sigma X_1}{N}$$

$$\overline{x_1} = \frac{129}{29}$$

$$\overline{x_1} = 4{,}448$$

$$\overline{x_2} = \frac{\Sigma X_2}{N}$$

$$\overline{x_2} = \frac{220}{29}$$

$$\overline{x_2} = 7{,}586$$

The first step was to calculate the average of the pre and post-test.

$\overline{x_1}, \overline{x_2}$ represent the average of the pre and post-test, respectively.

<table>
<tr><td align="center">Pre-test</td><td align="center">Post-test</td></tr>
</table>

$$S_1 = \sqrt{\frac{\Sigma X_1^2}{N_1} - \overline{X_1}^2}$$

$$S_1 = \sqrt{\frac{681}{29} - 4{,}448^2}$$

$$S_1 = \sqrt{\frac{681}{29} - 19{,}784}$$

$$S_1 = \sqrt{23{,}482 - 19{,}784}$$

$$S_1 = \sqrt{3{,}698}$$

$$S_1 = 1{,}923$$

$$S_2 = \sqrt{\frac{\Sigma X_2^2}{N_2} - \overline{X_2}^2}$$

$$S_2 = \sqrt{\frac{1716}{29} - 7{,}586^2}$$

$$S_2 = \sqrt{\frac{1716}{29} - 57{,}547}$$

$$S_2 = \sqrt{59{,}172 - 57{,}547}$$

$$S_2 = \sqrt{1{,}625}$$

$$S_2 = 1{,}274$$

The second step was to calculate the standard deviation.

S_1, S_2 represent the standard deviation of the pre and post-test, respectively.

<table>
<tr><td align="center">Pre-test</td><td align="center">Post-test</td></tr>
</table>

$$\sigma\bar{x}_1 = \frac{S_1}{\sqrt{N_1 - 1}}$$

$$\sigma\bar{x}_1 = \frac{1{,}923}{\sqrt{29 - 1}}$$

$$\sigma\bar{x}_1 = \frac{1{,}923}{\sqrt{28}}$$

$$\sigma\bar{x}_1 = \frac{1{,}923}{5{,}291}$$

$$\sigma\bar{x}_1 = 0{,}363$$

$$\sigma\bar{x}_2 = \frac{S_2}{\sqrt{N_2 - 1}}$$

$$\sigma\bar{x}_2 = \frac{1{,}274}{\sqrt{29 - 1}}$$

$$\sigma\bar{x}_2 = \frac{1{,}274}{\sqrt{28}}$$

$$\sigma\bar{x}_2 = \frac{1{,}274}{5{,}291}$$

$$\sigma\bar{x}_2 = 0{,}240$$

The third step was to calculate the standard error of both averages.

$\sigma\bar{x}_1, \sigma\bar{x}_2$ represent the standard error of the average of the pre and post-test, respectively.

$$\sigma_{dif} = \sqrt{\sigma\overline{X_1}^2 + \sigma\overline{X_2}^2}$$

$$\sigma_{dif} = \sqrt{(0{,}363)^2 + (0{,}240)^2}$$

$$\sigma_{dif} = \sqrt{0{,}131 + 0{,}057}$$

$$\sigma_{dif} = \sqrt{0{,}188}$$

$$\sigma_{dif} = 0{,}433$$

The fourth step was to calculate the standard error of the difference.

It is represented with σ_{dif}

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sigma_{dif}}$$

$$t = \frac{4{,}448 - 7{,}586}{0{,}433}$$

$$t = \frac{-3{,}138}{0{,}433}$$

$$t = -7{,}247$$

The fifth step was to convert the difference between sample means to standard error units of the difference.

$$gl = N_1 + N_2 - 2$$
$$gl = 29 + 29 - 2$$
$$gl = 56$$

The sixth step was to find the number of degrees of freedom. To do so, it was necessary to add both populations and then, that result must be subtracted two.

T reason = 7,247

T reason of the table = 2,003

$GL = 56$

P = 0,05

Therefore, the null hypothesis is rejected while the alternative hypothesis is accepted. This is confirmed by the fact that the T-reason should be greater than 2,003 to be accepted and the obtained T-reason is 7,247. Therefore, the short stories improve the acquisition of vocabulary in the fifth-semester students of "Pedagogía de Los Idiomas Nacionales y Extranjeros" of "Universidad Técnica de Ambato".

Student's T-Test with SPSS

On the other hand, the hypothesis was also verified with SPSS software and these are the results.

Table 3.

T-test

						95% Confidence Interval of the Difference				
	ean	td. Deviation	td. Deviation	td. Error Mean		ower	pper		D	-Value
air	3,13793	83342	15476	3,45495	3,45495	2,82092	20,276	8	000
re-test and post-test.										

Note: This table shows the verification of the hypothesis with the scores of both the pre and post-test which were both addressed to the students from fifth semester of "Pedagogía de los Idiomas Nacionales y Extranjeros" using the SPSS® program.

These results were obtained with a T-test which was carried out in SPSS®. It is observed that the p. Value is less than the level of significance $\alpha = 0.05$; for this reason, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. Thus, the short stories improve the acquisition of vocabulary in the fifth-semester students of "Pedagogía de Los Idiomas Nacionales y Extranjeros" of "Universidad Técnica de Ambato".

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After carrying out this research work, it was possible to reach to the following conclusions.

- Through this investigation, it was identified that short stories can be used to acquire vocabulary. These stories can provide plots that are both interesting and easy to follow and, in this way, students can read them effortlessly while learning new words. This was proved as the population with which this research was carried out, showed positive results positive results as the grades of the post-test indicate in comparison to the ones from the pre-test. Still, it is also important to state the fact that different aids must be used as accompaniment to help with the reading process and consequently with the acquisition of vocabulary.

- Thanks to the development of this research work, it has been found that there are studies that show that short stories can be used as reading tools within the classroom to improve the acquisition of vocabulary. Nonetheless, it is still essential to specify that while short stories are contained in both narrative and characters. they are still able to provide a rewarding plot while being shorter than novels.

- It was identified that during the reading process of a text, the vocabulary knowledge influences its comprehension. Some students are not able to understand it as they do not know most of the texts' words. Learners who have

this problem often have trouble with the reading process as it becomes more difficult because of the lack of comprehension.

- The effectiveness of using short stories in the acquisition of vocabulary was confirmed through this research project and with the verification of the hypothesis. It also was proved by the fact that there was a substantial improvement in the grades of the pre-test in comparison to the ones from the post-test. This was thanks to the use of a short story alongside aids that were used as an accompaniment for the acquisition of vocabulary.

4.2 Recommendations

- To improve the acquisition of vocabulary with short stories, it is essential to provide guidance. While students can read by themselves, they need to be supervised in this process, this can be done by supervising them or by giving them different tools as accompaniment material.

- There are many different types of reading materials, including short stories. So, it is recommended that teachers emphasize their benefits so that students become acquainted to use different texts as a reading tool to improve their English skills and the acquisition of vocabulary.

- Both teachers and learners must realize the fact that vocabulary greatly influences reading comprehension. Therefore, the former should use activities that improve its acquisition while the latter should recognize that to improve reading comprehension, they need to acquire as much vocabulary as possible.

- It has been demonstrated through this research project that short stories improve the acquisition of vocabulary. Therefore, it is suggested to continue using these reading materials alongside guidance to improve the learning of vocabulary. Teachers could use different materials as accompaniment, or they could employ the ones used in this research project.

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ANNEX 1: PROCESS TO ADAPT THE TEST

WILLIAM THE HERO!

Brave William Baldock, **(0)** .... is six years old, is a hero after helping his mother when she fell downstairs. William quickly rang **(26)** .... an ambulance when he discovered his mother had broken her leg. In spite of being frightened, he **(27)** .... the emergency services what had happened and answered all the questions they asked him. He also telephoned his father **(28)** .... work, and then his grandmother, to explain what he had **(29)** .... While waiting for **(30)** .... people to come, William looked after his 18-month-old sister.

When ambulance man Steve Lyn went to the house, he was amazed: 'It's **(31)** .... that a young boy of six knew the right number to **(32)** .... , and was able to give us the correct information. **(33)** .... of William's quick thinking, we were able to **(34)** .... there immediately.'

Mrs Baldock left hospital yesterday, very **(35)** .... to both William and the ambulance service.

26	A To	B Off	C For	D With
27	A Said	B Talked	C Spoke	D Told
28	A In	B At	C On	D By
29	A Done	B Made	C Acted	D Worked
30	A These	B Every	C Each	D This
31	A Pleased	B Fine	C Clever	D Great
32	A Put	B Set	C Dial	D Hit
33	A Since	B Because	C As	D Although
34	A Manage	B Find	C Get	D Reach
35	A Agreeable	B Happy	C Grateful	D Approving

Test 3
Reading • Part 5
Questions 26–35

Read the text below and choose the correct word for each space.
For each question, mark the correct letter **A, B, C** or **D** on your answer sheet.
Example:

	A get	B help	C have	D give

Answer: 0 [A] [B] [C] [D]

WATER

You're thirsty and you **(0)** .... yourself a glass of water. Do you ever **(26)** .... how old that water really is? The glass of water that you're **(27)** .... to drink may have fallen from the sky as rain only last week. However, water itself has been around pretty much as **(28)** .... as the earth has! In fact, **(29)** .... oceans, seas and rivers cover 70% of the earth, there is a **(30)** .... supply of water, which keeps on moving round the earth. This is **(31)** .... of what's known as the water cycle. The sun heats up water and it turns into clouds, which are **(32)** .... from water vapour. When the clouds become **(33)** .... , the water falls back onto the earth as rain.

Of course, clean water is absolutely essential for good health. The amount of safe drinking water has gone up around the world, but **(34)** .... one billion people still lack easy **(35)** .... to clean water.

26	A Decide	B Enquire	C Wonder	D Suggest
27	A Around	B Ahead	C Along	D About
28	A Soon	B Far	C Early	D Long
29	A Unless	B Although	C Until	D Despite
30	A Limited	B Narrow	C Slim	D Lacking
31	A Except	B Due	C Because	D Instead
32	A Risen	B Formed	C Raised	D Found
33	A Strong	B Heavy	C Complete	D Broad
34	A Mostly	B Particularly	C Approximately	D Handle
35	A Access	B Admission	C Entry	D Contact

A Case of Identity

As he **said**, what interest could anyone have **in** bringing me to the doors of the church, and then leaving me? Now, if he had borrowed my money, or if he **had** married me and got my money settled on him, there might be **some** reason, but Hosmer was very independent about money and never would **look** at a shilling of mine. And yet, what could have happened? And why could he not write? Oh, it drives me half-mad to think of it, and I can't sleep a wink at night." She pulled a little handkerchief out of her muff and began to sob **heavily** into it. "I shall glance into the case for you," said Holmes, rising, "and I have no doubt that we shall reach some definite result. Let the weight of the matter rest upon me now, and do not let your mind dwell upon it further. Above all, try to let Mr. Hosmer Angel vanish from your memory, as he has done from your life." "Then you don't think I'll see him again?" "I fear not." "Then what has happened to him?" "You will leave that question in my hands. I **should** like an accurate description of him and any letters of his **which** you can spare." "I advertised for him in last Saturday's Chronicle," said she. "Here is the slip and here are four letters from him." "Thank you. And your address?" "No. 31 Lyon Place, Camberwell." "Mr. Angel's address you never had; I understand. Where is your father's place of business?" "He travels for Westhouse & Marbank, the great claret importers of Fenchurch Street." "Thank you. You have made your statement very **clearly**. You will leave the papers here and remember the advice which I have given you. Let the whole incident be a sealed book, and do not **allow** it to affect your life." "You are very kind, Mr. Holmes, but I cannot do that. I shall be true to Hosmer. He shall find me ready when he comes back."

1.	A. said	B. told	C. talked	D. spoke
2.	A. in	B. on	C. by	D. at
3.	A. got	B. helped	C. had	D. gave
4.	A. one	B. some	C. any	D. many
5.	A. watch	B. look	C. notice	D. see
6.	A. strongly	B. heavily	C. completely	D. broadly
7.	A. ought	B. need	C. must	D. should
8.	A. who	B. where	C. which	D. what
9.	A. allow	B. mean	C. let	D. intend
10.	A. So	B. as	C. but	D. or

San Francisco

Whatever you **(0)** .... for from a visit to San Francisco in the USA, you won't be disappointed. The hills are just as steep as you imagined they would be, and the Golden Gate Bridge is just as spectacular. It's no **(26)** .... then that the city is among the world's **(27)** .... tourist destinations. **(28)** .... many people live there, San Francisco **(29)** .... more like a small town than a city of more than 4 million people. Its **(30)** .... on the water, its parks, and its hills all **(31)** .... that you can never see further than a few blocks.

One of the most **(32)** .... trips is a drive across the Golden Gate Bridge. This is a journey **(33)** .... should be saved for a sunny day so that you can **(34)** .... the fantastic view, and Golden Gate Park has wonderful gardens, **(35)** .... addition to being great for a picnic.

26	A Guess	B Excuse	C Question	D Surprise
27	A Complete	B Top	C Proper	D Full
28	A Although	B Besides	C Unless	D Despite
29	A Shows	B Fits	C Seems	D Makes
30	A Location	B Point	C Each	D This
31	A Allow	B Mean	C Let	D Intend
32	A Amazed	B Popular	C Interested	D Positive
33	A Who	B Where	C Which	D What
34	A Admire	B Approve	C Accept	D Attract
35	A In	B As	C On	D By

Reading • Part 5
Questions 26–35

Read the text below and choose the correct word for each space.
For each question, mark the correct letter **A, B, C** or **D** on your answer sheet.
Example:

	A one	B some	C any	D many

Sharks

Sharks are **(0)** .... of the most frightening creatures in our oceans. They are well prepared for feeding under water because they can **(26)** .... very well, and they can also **(27)** .... movement through special lines on the sides of their bodies. These make sharks very **(28)** .... for smaller sea creatures that become their food.

Although sharks are similar **(29)** .... other fish in a number of ways, their bodies are different. For example, unlike other fish, most sharks **(30)** .... to swim all the time in order to breathe and stay alive, **(31)** .... they hardly sleep at all. Also, if sharks are turned over on their backs, they can stop moving **(32)** .... This is a very useful technique for researchers **(33)** .... are often required to **(34)** .... sharks. It allows them to **(35)** .... out more about these fascinating creatures.

26	A Watch	B Look	C Notice	D See
27	A Touch	B Feel	C Know	D Catch
28	A Dangerous	B Difficult	C Serious	D Important
29	A With	B From	C To	D Of
30	A Ought	B Need	C Must	D Should
31	A So	B As	C But	D Or
32	A Perfectly	B Finally	C Fully	D Completely
33	A Which	B Who	C What	D Whose
34	A Sort	B Care	C Deal	D Handle
35	A Discover	B Search	C Find	D Study

Source: Four PET exams and a fragment of "A case of Identity" by Sir Arthur Conan Doyle

Adapted by: Vallejo C. (2020)
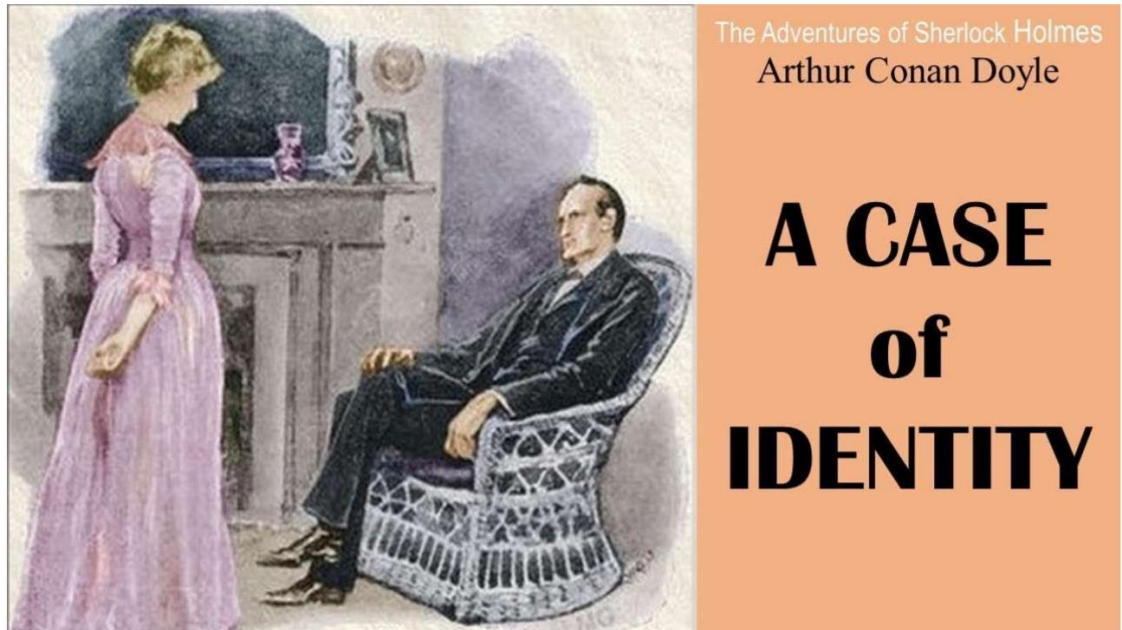
Source: "The Adventures of Sherlock Holmes"

Written by: Sir Conan A. 1892

ANNEX 3: ADAPTED QUIZ ON GOOGLE FORMS

Universidad Técnica de Ambato

*Obligatorio

Questions

Read the text below and choose the correct word for each space.
For each question, mark the correct letter A, B, C or D.

A Sherlock Holmes short story

As he _____(1), what interest could anyone have _____(2) bringing me to the doors of the church, and then leaving me? Now, if he had borrowed my money, or if he _____(3) married me and got my money
settled on him, there might be _____(4) reason, but Hosmer was very independent about money and never would _____(5) at a shilling of mine. And yet, what could have happened? And why could he not write? Oh, it drives me half-mad to think of it, and I can't sleep a wink at night." She pulled a little handkerchief out of her muff and began to sob _____(6) into it. "I shall glance into the case for you," said Holmes, rising, "and I have no doubt that we shall reach some definite result. Let the weight of the matter rest upon me now, and do not let your mind dwell upon it further. Above all, try to let Mr. Hosmer Angel vanish from your memory, as he has done from your life." "Then you don't think I'll see him again?" "I fear not." "Then what has happened to him?" "You will leave that question in my hands. I _____(7) like an accurate description of him and any letters of his _____(8) you can spare." "I advertised for him in last Saturday's Chronicle," said she. "Here is the slip and here are four letters from him." "Thank you. And your address?" "No. 31 Lyon Place, Camberwell." "Mr. Angel's address you never had; I understand. Where is your father's place of business?" "He travels for Westhouse & Marbank, the great claret importers of Fenchurch Street." "Thank you. You have made your statement very clearly. You will leave the papers here and remember the advice which I have given you. Let the whole incident be a sealed book, and do not _____(9) it to affect your life." "You are very kind, Mr. Holmes, _____(10) I cannot do
that. I shall be true to Hosmer. He shall find me ready when he comes back."

(1) *
- ( ) A. Said
- ( ) B. Told
- ( ) C. Talked
- ( ) D. Spoke

(2) *
- ( ) A. In
- ( ) B. On
- ( ) C. By
- ( ) D. At

(3)
- ( ) A. Got
- ( ) B. Helped
- ( ) C. Had
- ( ) D. Gave

(4) *
- ( ) A. One
- ( ) B. Some
- ( ) C. Any
- ( ) D. Many

(5) *
- ( ) A. Watch
- ( ) B. Look
- ( ) C. Notice
- ( ) C. See

(6) *
- ( ) A. Strongly
- ( ) B. Heavily
- ( ) C. Completely
- ( ) D. Broadly

(7) *
- ( ) A. Ought
- ( ) B. Need
- ( ) C. Must
- ( ) D. Should

(7) *
- ( ) A. Ought
- ( ) B. Need
- ( ) C. Must
- ( ) D. Should

(8) *
- ( ) A. Who
- ( ) B. Where
- ( ) C. Which
- ( ) D. What

(9) *
- ( ) A. Allow
- ( ) B. Mean
- ( ) C. Let
- ( ) D. Intend

(10) *
- ( ) A. So
- ( ) B. As
- ( ) C. But
- ( ) D. Or

Adapted from: Four PET exams and a fragment of "A case of Identity" by Sir Arthur Conan Doyle

ANNEX 4: VOCABULARY OF THE SHORT STORY "A CASE OF IDENTITY"

First Page

Lodgings: An apartment

Hover: To float

Peep: Look

Queer things: Strange things

Outre: Extraordinaire

Foreseen conclusions: Conclusions that are expected

Platitudes: Something that is well-known.

Puzzled: Amazed

Bruise: An injury

Teetotaler: Someone who does not drink.

Wind up: To finish

Hurl: To throw

Pinch of snuff: A bit of tobacco

Amethyst: A mineral

The parted blinds: Objects to cover the windows.

Panoply: A type \of armor.

Affaire de Coeur: A love interest.

Second page

Grieved: To be sad or ashamed.

Loomed: To look.

Startled: To be surprised

Plumber: Someone who fixed pipelines

Tidy: Something that is sorted.

Foreman: Someone that takes care over something like a boss.

Rambling: That does not make sense.

Flush: To become blushed, reddish.

Third page

Folk: People

Chaffed: Mocked

Axiom: Something that does not need to be demonstrated.

Quinsy: An illness.

Dreadful: Horrible

Fonder: To be attached to.

Fourth page

Hansom: A carriage.

Pledge: A promise

Settled: To establish, to give or to pay.

Handkerchief: A cloth to clean the nose.

Shilling: A British coin.

Wink: One eye

Muff: A handwarmer

Sob: To cry

Dwell: To live in

Vanish: To disappear

Spare: To have something to share

Slip: A paper

Vacuous face: A emotionless face

Fifth Page

Wreath: Crown

Straw: A cloth material

Chuckled: To laugh

Plush: A cloth material

Dip: To immerse something

Sallow: An unhealthy skin color

Sixth page

Bears: Influences

Tangle: A mess

Unravel: To fix

Bridegroom: A man that is about to becoming married

Curled up: To sleep very tightly.

Pungent: Having a strong smell

Seventh page

Slurred: That is not written right.

Glitter: That shines.

Moisture: Sweat

Utterly: Absolutely

Connivance: Consent

Eighth page

Whip: Something used to punish

Swift: Quick

Scoundrel: A shameless person

Whiskers: A mustache.

Snatches: To take by force.

Source: "A case of Identity" by Sir Arthur Conan Doyle

Elaborated by: Vallejo C. (2020)

ANNEX 5: CHARACTER OF CASE IDENTITY

A Case of Identity		
Characters		**Source**
Sherlock Holmes		https://www.deviantart.com/lorenzothekiller/art/Sherlock-Holmes-167374269
	A private detective of the late 19th and early 20th centuries. He is brilliant London-based detective, Holmes is famous for his prowess at using logic and astute observation to solve cases.	
Dr. Watson		https://www.deviantart.com/samvinci/art/Dr-Watson-166676890
	Dr John H. Watson is a medical doctor, formerly in the British Army.	
Miss Sutherland		https://bakerstreet.fandom.com/wiki/Mary_Sutherland
	She is the client of Holmes. She uses fancy dresses and works as a typist.	
James Windibank		https://classic-literature.co.uk/a-c-doyle-a-case-of-identity-the-adventures-of-sherlock-holmes/
	He is the stepfather of Miss Sutherland. He is younger than his mother.	

Source: "A case of Identity" by Sir Arthur Conan Doyle

Elaborated by: Vallejo C. (2020)

ANNEX 6: ACCOMPANIMENT ON GOOGLE FORMS

Source: "A case of Identity" by Sir Arthur Conan Doyle

Elaborated by: Vallejo C. (2020)

ANNEX 7: RESEARCH EVIDENCES

Evidence 1: Socializing the research process.
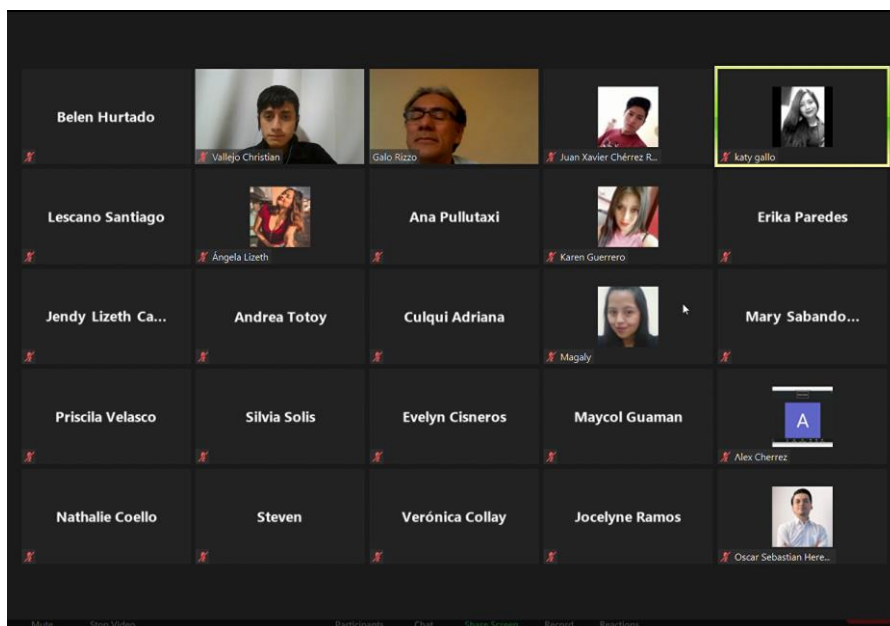
Source: Execution of the investigation "Universidad Técnica de Ambato"

Elaborated by: Vallejo C. (2020)

Evidence 2: Socializing both the pre-test.
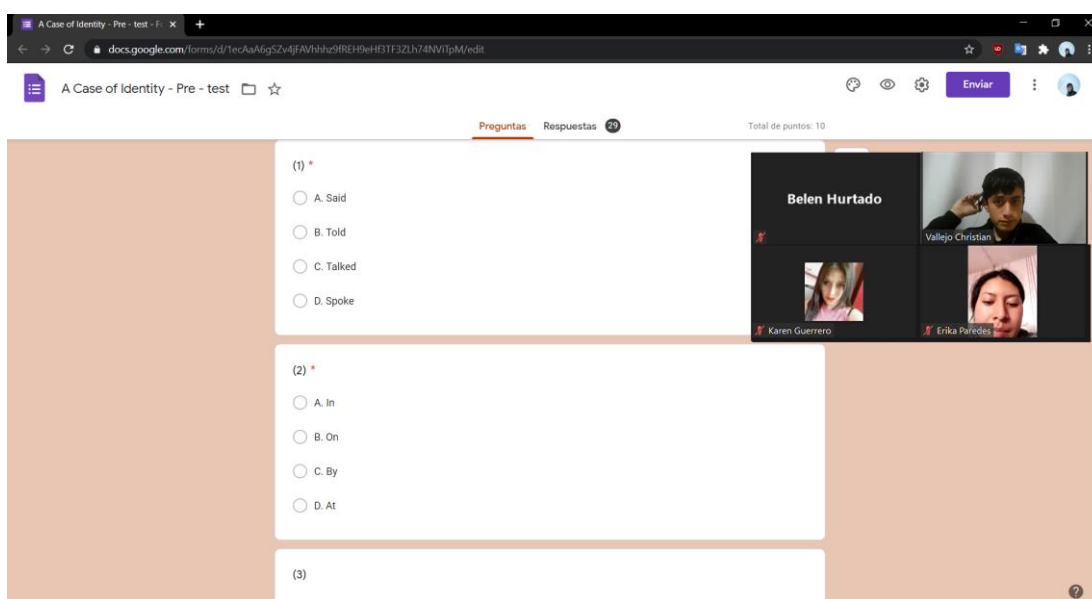
Source: Execution of the investigation "Universidad Técnica de Ambato"

Elaborated by: Vallejo C. (2020)

Evidence 3: Socializing the accompaniment

Source: Execution of the investigation "Universidad Técnica de Ambato"

Elaborated by: Vallejo C. (2020)

Evidence 4: Answers given by the students in the accompaniment.

Source: Execution of the investigation "Universidad Técnica de Ambato"

Elaborated by: Vallejo C. (2020)