UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Informe final del trabajo de Integración Curricular previo a la obtención del título de Licenciado/a en Pedagogía del Idioma Inglés.

Theme:

STORYTELLING STRATEGY AND THE ENGLISH VOCABULARY LEARNING

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Ambato – Ecuador

2023

SUPERVISOR APPROVAL

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I, Mg Elsa Mayorie Chimbo Cáceres, holder of the I.D No. 180269645-8, in my capacity as supervisor of the Research dissertation on the topic: "Storytelling strategy and the English vocabulary learning" investigated by Mr. Luis Miguel Valla Bonilla with I.D No. 1805061569, 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 Directors Board.

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DECLARATION PAGE

I declare this undergraduate dissertation entitled "Storytelling strategy and the English vocabulary learning" 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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DEDICATION

TO:

God for giving me the strength and ability to keep going day by day and guide me on the path of good, my parents as the fundamental pillars, for their love, work and sacrifice in all these years, thanks to you I have managed to get here and become what I am. It has been the pride and privilege of being their son, they are the best parents. To all the people who have supported us and have made the work successful, especially my professors, who opened the doors for us and shared their knowledge. To my little boy who was always with me telling me that I am the best in the world.

Miguel.

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TUTOR: Dra. Mg. Elsa Mayorie Chimbo Cáceres

ABSTRACT

The main objective of this study was to investigate how the storytelling strategy promotes the improvement of ninth grade English vocabulary at "Unidad Educativa Hispano América". This research was developed with a quantitative approach and used a pre-experimental methodology. For level analysis, the Cambridge English A1 Movers test was used. This test was applied before and after the application of the narration strategy. The application of the strategy was in six interventions of 35 minutes each one during four weeks. Also, lesson plans based on CLT and TBLT were designed, for each intervention. The plans allowed students to work on activities that developed communication skills such as conversation, questions, and answers. On the other hand, support material such as flashcards and graphic organizers was used before each narration to help students to focus on the vocabulary. As a result, it was found that the narration strategy efficiently contributes to the development of students' English vocabulary because its content helps students understand the main ideas, grasp new words, improve spelling, recognize and use some academic words that that can apply them to have a better interaction and communication. Moreover, the strategy used helped the teacher to encourage students to develop their communication skills differently, being the promoter of the activities by developing their imagination by using guessing the new words and implementing those words to ask and answer questions in the communication.

Key words: storytelling, vocabulary learning, English learning, stories, spelling.

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RESUMEN

El presente estudio tuvo como objetivo principal investigar cómo la estrategia de narración de cuentos promueve el mejoramiento del vocabulario de inglés de grado noveno en la "Unidad Educativa Hispano América". Esta investigación se desarrolló con un enfoque cuantitativo, y utilizó una metodología de preexperimental. Para el análisis del nivel se usó la prueba Cambridge English A1 Movers. Esta prueba se aplicó antes y después de la aplicación de la estrategia de narración. La aplicación de la estrategia fue en seis intervenciones de 35 minutos cada intervención durante cuatro semanas. También, para cada intervención se diseñaron planes de lecciones basados en CLT y TBLT. Los planes permitieron a los estudiantes trabajar en actividades que desarrollaron habilidades de comunicación como conversación, preguntas y respuestas. Por otro lado, se usó material de apoyo como las flashcards y organizadores gráficos antes de cada narración para así ayudar los estudiantes al enfoque del vocabulario. Como resultado, se encontró que la estrategia de narración contribuye de manera eficiente al desarrollo del vocabulario en inglés de los estudiantes porque su contenido ayuda a los estudiantes a comprender las principales ideas, captar nuevas palabras, mejorar la ortografía, reconocer y utilizar algunas palabras académicas que pueden aplicarlas para una mejor interacción y comunicación. Además, la estrategia utilizada ayudó al docente a alentar a los estudiantes a desarrollar sus habilidades de comunicación de manera diferente, siendo el promotor de las actividades al desarrollar su imaginación al adivinar las nuevas palabras e implementar esas palabras para hacer y responder preguntas en la comunicación.

Palabras claves: contar historias, aprendizaje de vocabulario, aprendizaje del inglés, historias, deletreo.

1.1. Research background:

Storytelling strategy and the English vocabulary learning.

1.2. Problem statement:

1.2.1. Contextualization

This research has relevant arguments and research on the pedagogical power of storytelling in learning. The study began with some idea of the story and vocabulary learning to support the study. The study then provides a brief overview of the different uses of storytelling in the classroom and in English vocabulary learning. English proficiency is lower in Latin countries. The insufficient level is the evidence because some countries do not appreciate the process and importance of proper application of English language education.

According to the Ministry of Education in Ecuador, English language learning had been established, the first year of primary education in Highland region in 2016 and the first year of English language education in Coast region in 2017and these are compulsory. One of the main reasons students learn English is to make it a requirement for graduation, but there are other reasons such as employment opportunities, access to information, and travel.

Gladstone (2019) studied about the use of Digital Storytelling method (DTS) in mental illness field and found out that children's mental health is improved with a single story that connect individuals and institutions to achieve real social change. This study mixed the use of digital storytelling and conventional ethnographic and participatory analysis methods. In order to initiate this study, Gladstone took some examples to start the critical dialogues about the due of DTS. Gladstone took in mind how multiple human and institutional characters negotiate and construct stories, and the

extent to which the story constraints imposed by DST problematize claims of "voice" and representation. This investigation contributed to the research because every single person who is part of the students' learning plays an important role.

Matamit et al., (2020) investigated the use of storytelling in teaching elementary science on the topic of 'Sense Organs' at the Grade 1 level. The population was 21 students from one of the elementary schools in Brunei Darussalam. Qualitative analyses of the observations and video recordings were used in the lessons identifying four categories such as language aspect, development aspect, external challenges and existing knowledge. The categories help the researcher to understand the main aspect considering how storytelling may enhance the students' understanding of science concepts. One of the most important thing in this research is that storytelling could be taught in different subjects. For this reason, this research helped to introduced different topics to make students encourage into the learning, in this case science.

According to Lemonidis and Kaiafa (2019), the research studied was to investigate the role that the use of storytelling can play in teaching fractions to third grade students. The population was students from third grade. The population was divided into experimental and control group. For the interventions target-focused teaching stories were used according with the objectives of a new Curriculum for rational numbers teaching. The results showed that using storytelling in fractions had a positive effect on students' achievement in fractions and on specific mathematical skills. This research make the researcher to divide the story in fractions. Students could mix different parts of the story and create a new one with a different plot.

Landrum (2019) suggested that narrative strategies are universal and fundamental to the teaching profession. The importance of stories in an educational setting, suggesting that storytellers could present material as a mystery, and students

naturally tend to "make up" that story. Landrum found out that the basic conventions that storytelling uses to convey stories are shared across disciplines concluding that a typical story as one that typically included a beginning, middle, and end. The results varied because depended on the genre, and stories can include resolved conflicts, resolved investigations, or unsolved mysteries. For this reason, the researcher used the five elements of the story to make students get more into the stories. Students could replace characters and the setting to create different endings.

According to Massa (2018), every classroom in a school has demographically diverse students whose English proficiency is well below grade level. This therefore means that students at this level have difficulty following simple instructions and understanding the text that is read to them. In this research, Massa used different techniques to make teachers adapt their teaching methods to acquire the necessary skills to understand the process at hand. Massa gave another example where some students appeared to be fluent readers, but when asked some comprehension questions, they could not repeat what they had already read. The results showed that students do not have the language skills or background to support a clear understanding of history. This research made understand that teachers need to adapt their lesson plans with the student's level and needs.

Albishi and Alqiawi (2022) stated that English is no longer the inviolable property of English speakers and they agreed that English is a common language with a global presence people learn. Storytelling inspires students to learn new topics and learn new vocabulary by adding story music, special effects, images and amazing filters. Albishi and Alqiawi in their study that was conducted using a descriptive method and aimed to collect data on vocabulary learning among students at the University of Jeddah. As a result, students could improve their English language learning, increase

their motivation to learn foreign languages and improve their vocabulary. Special sounds and effects were one of the most significance elements presented in the lesson plans on this research. Students paid more attention when teacher used special sounds and effects into the story.

According to Nair and Yunus (2022), in order to know the effectiveness of digital storytelling in students around some countries which their foreign language is English, it was necessary to determine the use of authentic digital storytelling as an alternative strategy to improve the English speaking skills. This research used a comparative research or more known as descriptive comparison; to get data collection the researchers use a PRISMA (The Preferred Reporting Items for Systematic Review and Meta-Analyses) checklist and this research was for 50 participants, 4th level of English language learners. The results showed that digital storytelling provided realistic and relevant learning experiences in order to make participants as fluent English speakers and creative thinkers. It was necessary to use real stories, with real events that students could be identified.

According to Aprilani (2021), the student perceptions of the use of Quizlet in learning English vocabulary had been the main focus to be investigated because students feel bored and stressful remembering a big range of vocabulary words. The population was five students from senior high school. The main purpose on this research was to obtain information and explanations related to the student perceptions of learning English vocabulary. The main conception was to investigate the effect of the use of Quizlet on these students' performances. The information was analyzed through thematic analysis for classification and summary purposes. Finally, the results showed that Quizlet is one of the most effective tool that teachers need to implement in their classes to make students learn vocabulary interestingly and felt more enthusiastic in

learning English vocabulary. This previous background contributed to this research because it is necessary to use technology to teach vocabulary. However, for this research it was necessary to use Youtube and flashcards.

Tran (2020) aimed a study which explores students' attitudes towards LA in English vocabulary learning. The participants were two hundred English majors from a Ho Chi Minh City based higher institution. The instrument used was a closed-ended questionnaire, and ten students took part in semi-structured interviews. The information found indicated that the participants were cognitively aware of the importance of LA in English vocabulary learning, but emotionally and behaviorally they were less interested in LA in English vocabulary learning. The results showed that the participants could improve English teaching and learning in general and English vocabulary in particular in research backgrounds and other similar EFL backgrounds. This previous background helped this research because students learnt more if they use different strategies in this case a well-structured collection of flashcards.

Flores et al., (2021) maintained that the effects of the use of Kahoot! Help students to improve English vocabulary learning in an EFL context. The method used in this research was quasi-experimental post-test design. The population was participants from the two 9th grade classes and was divided into an experimental and a control group. The instrument used was a pre- and post-test that were applied to both groups. In order to get real information a comparison between of both groups was necessary to determine whether there was any discrepancy. It was necessary to make two interventions per week, in total it took four weeks. The final information showed that the experimental group made an improvement using English vocabulary knowledge using the Kahoot! App. Flores et al., suggested that professors need to implement new strategies with the available ICTs at hand to intensify and improve the learning of

English in Chilean classrooms. It was necessary to used digital technological apps but for this research it was just necessary to use printed pictures, mimes and gestures.

According to Omidbakhsh (2021), the development of the L1 on students was extended to learn a second language and researchers are looking to new strategies to teach oral and communicative skills to learn a foreign language. Even if there were lot of researches, it still being a lack of production and comprehension of the English language for students to the intermediate level and it is also limited. The methodology implemented was a queasy-experimental research. The population was nighty Iranian students from six classes (each one with fifteen students), they were divided into three groups: storytelling (tell stories), story reading (read stories), and conventional groups (not stories). The instruments used were ANOVA to get data production and comprehension oral language and Bonferroni to analyze data and place some differences. The results showed that telling and reading stories are effective techniques to improve the production and the recognition of the oral language on students who want to learn a foreign language. This research background contributed to the target research with methods where students can improve their communicative skills in this case the researcher chose CLT and TBLT to make all the activities more communicative interactive.

1.3.   Theoretical framework:

1.3.1. Independent variable:

Methodology

   Brown (2006) stated that methodology is a general and philosophical framework within which researchers conduct their researches or their foundations upon which the researches are based. O'Leary (2004) reported that methodology is a framework which is associated with a particular set of paradigmatic expectations that researchers have used to direct their researches.

Communicative Language Teaching

   Dos Santos (2020) remarked that CLT uses communication to learn through interaction, rather than how traditional (memorization) is. One of the main features of this approach is that students are able to interact with each other with real situations and contexts, making students use their language naturally according to the situation they are in. Language learning does not only mean training and language skills but also concentrating on the ability to communicate. In other words, the communicative approach is at the core of the teaching process, the process of communication.

Task-Based Language Teaching

   Ellis (2017) described Task-Based Language Teaching (TBLT) as an approach that contrasts with traditional approaches. This approach emphasizes the importance of captivating the natural abilities of learners. It acquires language fortuitously through the performance of tasks that unsheathe learners' attention on form.

   Beglar and Hunt (2002) pointed out the use of tasks that facilitate meaningful communication and interaction is at the heart of various proposals for "task-based instruction that seeks to apply principles from second language acquisition research to language teaching. Tasks also provide learners with input and opportunities for

meaningful language use. Opportunities for production can force learners to pay close attention to form and the relationship between form and meaning.

Ludic activities

Following Lopez's (1992) suggestions, a ludic activity means that activities are related to play or game. It means that students are involved to activities which encourage oral language learning activities. It also allows children's creative use of limited language resources, promotes indirect learning and makes the most of the children's need to play and have fun. One of the most important thing is that ludic activities not just aiming for learners just have fun, but taking into account the overall development of the child, social, emotional and cognitively.

According to some dictionaries defined a ludic activity as an activity which gives students opportunities to practice the language easily and motivated, allows for learner's creative use of limited language resources, promotes indirect learning, makes the most of the children's need to play and have fun, is spontaneous, is mentally and emotionally stimulating, is associated with a feeling of joy, and is a more natural way to learn.

What activities are ludic?

Bernardo (2009) referred to a ludic activity as an activity where teachers need to consider the goals that learners are going to achieve through the activity. Considering this reason, there are a wide range of activities which can be related as ludic. However, learners must understand that reason and purpose to use any ludic activity is that they need to realize about the main goal of it.

Bernardo (2009) suggested the following activities that are focused not only in the ludic aspect but also in the pedagogical aspect such as games which let learners use the language in a more natural and spontaneous way, pair/group work promotes

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collaboration, interaction, and the perception that students can also learn by interacting with their peers, songs/rhymes/chants makes students to improve their positive attitudes and motivation towards learning English, and it makes students to consolidate the listening comprehension and speaking skills, role-plays/dramatizations intensify imagination, fantasy, collaborative and interaction skills, flashcards/illustrations stimulate students' visual support to reproduce their imaginable and meaningful language, and stories which build on children's natural capacity to open imaginative doors and create a fantasy and imaginative world (Read, 2007).

Storytelling strategy

Trujillo (2020) concluded that storytelling is an art in which the storyteller uses any skill (music, art, creativity) or props of choices to convey information, truth, information, knowledge or wisdom to the audience in an interesting way. Storytelling improves audience enjoyment, message retention and understanding. Sometimes storytelling is just for fun and enjoyment. Perhaps our definition should fit oral narrative. Like happiness, storytelling means different things to different people. Writing a definition is like taking the wings off a butterfly and watching it fly. Trujillo also defined storytelling as a very personal activity.

Storytelling activities

Shin (2000) remarked some pre-activities, during, and post-activities. Pre-activities which can capture pupils' attention, connect to prior knowledge and experiences, review language pupils have learned, pre-teach new vocabulary or expressions, predict what will happen in the story, and give pupils a purpose for listening according to the purpose of the story. During and post-activities such as questions and answers, Total Physical Response: use movements in order to make more didactic your lessons, group retelling, create your own ending, drama: ask pupils act out

the plot of the story by retelling, and story mapping: give pupils a graphic organizer to map out the plot of the story or just let them compare the characters of the story.

Techniques for storytelling

Brewster et al., (2004) suggested the following storytelling techniques: teachers need to start classes using short sessions in order to make them understand better what storytelling about to not fatigue students' concentration is, make your students sit on the floor and form a circle in order to everyone can see the flashcards and listen clearly, try to make a little pauses when read or tell a story (this technique makes students to take time to associate about what they are listening with what they are looking in the flashcards), ask students make quick comments about the flashcards and suggest them to focus on the students' attention, cheer students up to be part of the storytelling activities by asking them to repeat some key vocabulary items and phrases (make students feel pleasant), encourage students to pay attention when the teacher is using gestures, mime, and facial gestures (make students transfer the meaning), use a variation of the pace, when you are telling story the tone and volume is so much important (make some pauses to include some dramatic effects), let students acquire some details based on the flashcards or pictures, act out with different characters, especially with voice, to acquire the meaning of the story (special effect like sounds are necessary, so use them whenever is necessary), engage students in the stories by asking questions, monitor the class to find doubts or if someone do not understand the meaning of the story, and ask about doubts and if it is necessary to repeat, do it.

The elements of storytelling

Leighfield (2022) determined five key elements of story. These elements are setting that is the time and location and creates an intended mood and provides the scenery and a good environment for your story, character which means that a story

generally has many characters a protagonist who is the main character and the antagonist is any person, thing or situation that has a conflict with the protagonist, the plot is the arrangement of events that connect the audience to the protagonist, the conflict makes audience get into the story. This part makes a story interesting and the theme which means what the story is about. This represents the main idea or underlying meaning of the story.

1.3.2. Dependent variable

Language

Fromkin et al., (2013) concluded that language is any way which humans use to communicate. In this case, human beings talk every time, in every opportunity, and every day. Language possession make humans different from animals. If someone knows at least one language, others can communicate with him/her in the same language. People talk all the time even when they have a dream. Most everyone knows a language even deaf people who use signs and mimes to communicate.

Chomsky (1957) determined that all humans might be born with a natural capacity to understand language and how it works. Chomsky and others linguistics believed that human beings have an innate capacity to understand sounds and sings to communicate between each other.

Semantic

Blakeley (2021) cited that semantics is a formal term for a branch of linguistics that is concerned with studying how meaning is constructed and communicated in written or spoken language. Both of these senses of the word are important and connected to one another. Semantics can help determine how people interpret a text, individual reading comprehension, and how people communicate with each other.

Types of semantic

Blakeley (2021) described three types of semantics: formal, lexical, and conceptual. Formal semantics: formal semantics is the study of the relationship between words and meaning from a philosophical or even mathematical standpoint. This branch of semantics is concerned with the truth of utterances and how that truth is determined. Lexical semantics: this type is what many people are describing when they talk about semantics in general. It is the study of the meaning of individual words, especially in the context of things like metaphor and other literary devices that can alter the meanings of words and phrases. Conceptual semantics: conceptual semantics is all about the dictionary definition of a word before any context is applied. In linguistics, a word that represents a concept is usually referred to as a sign. The study of signs is most applicable to conceptual semantics.

Lexis

Alexander and Dallachy (2020) underlined that lexis is the stock of words that a speaker have and use to draw a language. Lexis is a Greek term meaning "word" or "speech." The adjective is lexical. The study of lexis and the lexicon, or collection of words in a language, is called lexicology. The process of adding words and word patterns to the lexicon of a language is called lexicalization. In grammar, the distinction between syntax and morphology is, by tradition, lexically based. In recent decades, however, this distinction has been disputed by research in lexical grammar: lexis and grammar are now generally perceived as interdependent.

Lexis features

Ahmad (2022) proposed these lexis features. Formal features are the main characteristics about the type of word. They also show the information of the syntactic content they have and the type of alteration that the word in question has. Semantic features are constituted by the data that has a lexical unit (word). In addition, they

contain the essential properties of that word. Phonological features refers to the sound qualities of each word. It is a very broad field of study, but simple. It involves each letter that makes up our vocabulary.

Vocabulary learning

Stahl (2005) pointed out that vocabulary fits in the world, and not just because vocabulary means knowledge but also how that vocabulary fit on it. People throughout their lives continue learning new words because words give power. Words open people's doors which facilitate communication in any situation.

According to some authors vocabulary refers to words that people use to transfer a message effectively by using expressive vocabulary and receptive vocabulary; others argued that vocabulary is a vital skill in learning a foreign language. The acquisition of new words is essential when people use them to communicate in a foreign language by speaking or writing way.

Incidental vocabulary learning

Graves and Watts-Taffe (2002) suggested that the most students acquire vocabulary incidentally, by listening to books read aloud to them and by reading widely on their own. Extensive reading provides students with repeated or repetitive exposure to words and is a way for students to view vocabulary in a rich context.

Intentional vocabulary learning

Hung (2015) defined an intentional vocabulary as a learning method that consists of deliberate attempts at vocabulary learning. These attempts consist of various techniques such as learning word lists or word cards (flashcards), which is one of the most commonly proposed techniques to achieve L2 vocabulary acquisition in an effective and efficient manner. Hung concluded that effective, intentional vocabulary instruction includes: learning specific words (rich, powerful instruction) to promote

comprehension of texts containing those words, teaching vocabulary learning strategies

that students can use independently, and promoting word awareness and using word

games to motivate and engage students in learning new words.

The importance of vocabulary learning

Nation (2011) argued that vocabulary acquisition is essential for successful

second language use and plays an important role in the production of complete spoken

and written text. Alqahtani (2015) also suggested that vocabulary is essential to all

language skills (listening, speaking, writing and reading), whether English as a second

language or English as a foreign language.

According to Mofareh (2015), students who do not have access to a wide

vocabulary will not be able to communicate intelligibly. Vocabulary acquisition is one

of the problems that English language learners face. The inability to use vocabulary

makes it difficult to learn a language effectively. One way to engage and engage

students in vocabulary learning is to integrate new strategies to engage students in

learning.

Strategies for teaching vocabulary

According to Anuthama (2010), selecting words with high frequency is the best

way to encourage students and make them more familiar with words they already know.

There are some strategies, such as selecting appropriate textbooks, as these textbooks

need to be analyzed before their introduction. If it is necessary, teachers need to make

suitable textbooks that make it easier for students to learn the words easily. Anuthama

suggested these strategies are "well tried" but least successful or true. Definition

copying usually involves students finding definitions from a list of words on the board.

Context clues asks students to guess the meaning based on the part of the text they

understand. Text sections are chosen by the teacher. Students must recognize the

reading passages. The following strategies require more active student engagement and a higher level of cognitive processing in the sense of Bloom's Taxonomy. Selecting words prescribe vocabulary for specific units of study, and textbooks often list vocabulary for chapters or sections. These words should be based on prior knowledge and relate to current student understanding. Words should be chosen based on their relationship to other words that the student will learn or already know. Graphic organizers center the vocabulary and includes additional links or cells that connect to the central word or concept. Research on the use of graphic organizers in teaching vocabulary has yielded convincingly strong results.

1.4.OBJECTIVES:

1.4.1. General objective:

- To investigate the effectiveness of the storytelling strategy to develop the English vocabulary learning in students of ninth year of basic education at "Unidad Educativa Hispano America"

1.4.2. Specific objectives:

- To define the elements of storytelling strategy that contribute to English vocabulary learning.

- To enhance vocabulary learning through the application of storytelling strategy.

- To identify the students' vocabulary learning before and after the experiment.

Fulfillments of the objectives:

- To identify the elements of the storytelling was necessary a bibliographic research. There were five elements of the storytelling such as setting, plot, characters, theme, and conflict. These elements helped students to engage into the learning process and improve the development of the vocabulary learning.

- Beneficial to this research, it was necessary to look for some activities to the implementation of the storytelling strategy. It was necessary a bibliographic research to find some activities that teachers can use such as graphic organizers, copying definition, mimes, gestures and flashcards.

- In order to identify the students' English level. It was mandatory to use an official test. For this research, Cambridge A1 Movers, listening part will be used to evaluate students' listening sub-skills such as listening comprehension and listening for details.

CHAPTER II

METHODOLOGY

2.1. Resources:

To carry out this research, it was necessary human, bibliographic, and material resources. In first place, it was necessary to ask for permission from the Unidad Educativa "Hispano America" to develop the research process in the ninth year of basic education. Furthermore, the principal resource needed within this research was the lesson plans. Lesson plans were developed following the ESA process, based on CLT and TBLT to make students get into the activities and ask them to be more communicative. On the other hand, a pre-test was used to determine and identify the level of the students' vocabulary using the listening part of the KET exam, this test was taken from Cambridge. It was necessary to adjust the test just using part 2 and 4. Indeed, the listening part of the Cambridge English A1 Movers test (KET) was applied as the pre-test and post-test of the research. Therefore, 6 lesson plans focused on listening skills were developed. Other technological resources like laptop, and speaker were necessary to apply the lesson plans.

Interventions required lot of activities planned such as interactive activities, warm-up activities, flashcards, worksheets, and slip paper. However, the stories were written to tell students, these stories were written by the research based on some students' experiences and real facts. These stories included my favorite superhero, going to the zoo, living in the savannah, my day, and my family. Indeed, these stories also included some vocabulary words that students have to get those words. Some strategies used to catch students' attention were spelling, guessing the meaning, word-wall, and the ripple effect. There were two websites that research used like ERIC and Google Scholars. The researcher looked for existing information based on online scientific papers, journals and books, undergraduate theses, etc. that supported this study.

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2.2. Methods:

2.2.1. Research Approach:

Approach

This research is a mixed approach which means that this research used a quantitative and a qualitative approach, combining qualitative and quantitative research methods to investigate students' vocabulary level and preferences for the use of storytelling strategy (topics). Bhandari (2020) described a qualitative research as the process of collecting and analyzing non-numerical data to get knowledge about concepts, opinions, or experiences. On the other hand, a quantitative research is used to collect and analyze numerical data for statistical analysis.

2.2.2. Modality:

Experimental research

This research was an experimental group and the interventions was developed with it to get data information at the end of the process. Sirisilla (2022) concluded that an experimental research is used for researchers in order to accomplish their research objectives with more clarity and transparency. In this type of research there was a development in a controlled environment. In the ongoing research there was a hypothesis based on the effect of storytelling in English vocabulary learning. On the other hand, the independent variable (storytelling) could be handled by the researcher while the dependent variable (English vocabulary) could be quantified and compared through the investigation process.

2.2.3. Type of research:

Bibliographic research

Frederick and James (2006) defined a research as the process in which a researcher read, understand, and review previous researchers such as scientific articles,

papers, and experimental works to set down the principals in which this research could be threated. For instance, this research needed to have strong basis about the two variables, the independent variable (storytelling) and the dependent variable (English vocabulary). It was necessary to surf on the internet looking for some scientific articles, books, scientific papers, and also previous works from UTA repository. The information took from those papers were the beginning of this investigation.

2.2.4. Level or type of research:

Exploratory research

According to Tegan (2021), an exploratory research is the way the researcher used it to find more information about the problem of the current investigation. This research was used to get more information of the variables. In this research, there were a lot of information about the implementation of storytelling in speaking skills, but there was not too much information about the English vocabulary development using storytelling. Furthermore, researcher used exploratory research to find information of the two variables and the development of them.

2.2.5 Design

This research used a pre-experimental design. There was just one group which the researcher worked with it, the experimental group as a whole group. According to website Voxco (2021), a pre-experimental design determines the intervention on a group of people. It also guarantee that the experiment could or could not be successful. For this research, there was just one experimental group with a total of 28 students.

2.2.5. Techniques/tools:

Instruments:

This research used a pre-experimental design. A pre-test was used and taken from Cambridge, English language assessment, a listening test adapted for vocabulary

engagement, A1 Mover Key test listening parts (2, 4). This test includes: 10 questions, each question carrying 1 point. This test scored about 10 points and was administered by paper. This test included vocabulary about animals, ways to travel, family members, colors, hobbies, etc. In the first part, students had to write the answer of some questions, Second part, they had to choose the correct answers. This test was used to activate participants' previous knowledge and to rank students' knowledge. Teacher explained the instructions carefully in order to make students understand what they have to do. Later, teacher explained each section of the test, each question very carefully, asked students if they understood what they had to do. Teacher played the audio once and asked students to pay attention to the key words and details. The second time, teacher asked students to check answers. Finally, teacher gave time to the students to transfer their answers to the answer sheet correctly, it took about 10 minutes.

In order to determine the statistical part, IBM SPSS (statistical software suite) program was used for the analysis of the statistical data. According to the website Techtarget (2018), SPSS program is a software package used to analyze a wide range of data such as survey results, scientific research results, server log file, and among others, known as IBM SPSS program.

2.2.6. Population:

During this investigation the population were 28 students (ages from 12 to 13 yeas)of A1 level (Table 1) who are studying in the ninth year at Unidad Educativa "Hispano America" in the school year September 2022- July 2023. These students belonged to class "C". The whole group worked as a completed group. The group was evaluated twice by applying a pre-test and a post-test. The interventions were applied to the whole group. An entire class assigned for the researcher to teach was selected for the data collection. The population is located in a rural area in Ambato city. Participants

were exposed to real English topics and they were studying simple present tense, adverbs of time, simple sentences which facilitate the use of storytelling strategy. The participants come from various backgrounds. According to their situation, the majority of students come from rural areas, where their parents support them through farming activities, and business people.

Table 1.   Population

Female	Male	Total
13	15	28

Note: This table shows whole population for this research.

2.2.7. Procedure:

Lesson plans.

For the interventions, six lesson plans were planned to carry out the research. The topics were about vocabulary of going to the zoo, number, colors, animals, adverbs of frequency, daily activities, family members, physical appearance, and along with others. These lesson plans were about 35 minutes each session where students learnt different topics and new vocabulary, lesson plans were adjusted in the annex section. In each intervention the methodology used was ESA (engage, study, and activate) following by CLT and TBLT methods to get the students' attention in every intervention to bring to the classes something different.

Development

The classes were conducted face to face during supplementary class hours, and also the pre-test and post-test were carried out in the same educational unit at the times established by the tutor assigned by the institution. Additionally, students were evaluated in a traditional way by using a sheet of paper.

Implementation

The implementation focused on the application of the lessons in the classroom, every lessons was designed to allow them to improve the English vocabulary learning with the help and support of the storytelling strategy. In this research there was just the experimental group that is why is called experimental group. Every lesson plan followed a communicative methodology.

Evaluation

After having carried out the implementation as was the application of the lessons in the classroom, the evaluation was the last step. Later on, a post test was used to evaluate the vocabulary knowledge of the experimental group in order to know the difference of the improvement on the beginning group that was exposed to the interventions with same groups after applying the storytelling strategy. Likewise, the classroom intervention to the experimental group and the application of the post-test, the statistical test was applied with the help of SPSS and Excel to verify the hypothesis, after the pre-test. Based on and supported by the findings and results of the pre-test, post-test, it was feasible to establish the conclusions and their respective recommendations at the end of the study.

2.3. Hypothesis:

2.3.1. Alternate hypothesis:

- Storytelling strategy is effective to develop the English vocabulary learning.

2.3.2. Null hypothesis:

- Storytelling strategy is not effective to develop the English vocabulary learning.

CHAPTER III

3.1 Analysis and discussion of the results

In this chapter, the results of the investigation are explained in a specific explanation. It also shows numerical data and the interpretation of each table. It also shows the hypothesis verification because the numerical data has not a correct distribution and it is necessary to use a t-test.

3.1.1 Pre-test result

Table 2. Pre-test result

Average performance over 10 in pre-test

	Part 1: Listening comprehension	Part 2: Listening for details	Difference	Total Pre-Test Score X over 10
Average	2,71	1,64	1,07	4,29

Note: This table shows the total average of the pre-test (part 1 and 2).

Analysis and interpretation

Table 2 shows the results of the evaluation before applying the storytelling strategy. Three averages were obtained, one from part one, another from part two and the last one from the final grade of the pretest. In addition, the table shows a result of the difference between part one and part two of the diagnostic test. The averages were out of 5 points each part and the total score was evaluated out of 10 points.

The first part of the pre-test evaluated listening to comprehension, obtaining the average result of high marks, low marks, and final marks. First, five students got the maximum score, which was 5. Next, four students got the minimum score of 0. Finally, the remaining 17 students scored within the average range, which was 2.71 points. In

the second part, listening for details was evaluated, the results are described in the same way as in the first part. First, six students obtained the maximum score of 3 points. Second, three students obtained the minimum score of 0 points. Finally, 22 students obtained an average grade of 1.64 points. The difference between the average of the first half and the second half was 1.07 points. Consequently, the final average result was 4.29 out of 10 points.

These averages show that listening for details and listening comprehension sub-skills are not well developed according to level A1. This means that students have trouble recognizing details such as names, numbers, characteristics, objects and places. In addition, students have difficulties to understand a message in a narrative, or the context of it. For example, when listening to the audio, the students could not identify the action that the protagonist of the story was doing. As a conclusion, the results show that the students have a medium low level in listening skill.

3.1.2 Post-test result

Table 3.   Post-test result

Average performance over 10 in post-test

	Part 1: Listening comprehension	Part 1: Listening for details	Difference	Total Post-Test Score X over 5
Average	3,50	2,61	0,89	6,18

Note: This table shows the total average of the post-test and the difference and average of the general result.

Analysis and interpretation

Table 3 shows the results after applying the storytelling strategy. Mean scores and the difference between part one and part two were obtained in the same way as in the pretest.

The first part was rated out of 5 points, this part evaluated listening comprehension. It was obtained as a result that eight students obtained the maximum score of 5, and only one obtained the minimum, which was 1 point. Consequently, the rest of the students were in the range of 3.50 from the mean. On the other hand, in the second part listening for details was evaluated, out of 5 points. In this part, seven students obtained the maximum score of 4, while another five students obtained the minimum score of 1 point. Finally, the remaining 18 students obtained an average grade of 2.61. Accordingly, the difference between both parts was 0.89 and their total average over 10 points was 6.18.

These averages demonstrate that students' sub-skills, such as listening comprehension and listening for details, have developed after applying the storytelling strategy in class. In consequence, the strategies and the support material helped the comprehension of the vocabulary because they were applied in different stages of development of the lesson plan. For example, students were able to identify details such as names, animals, physical characteristics by showing them flashcards before class. They were also able to understand the context and message of a narrative, as they were able to identify the setting or situation described, as they were used riddles to recognize the vocabulary. As a result, in the post-test, the students improved their level from medium low to medium high in listening skills.

3.1.3 Comparative results pre-test and post-test

Table 4.   Comparison results

Pre-test and post-test average and comparison

Parts	Pre-test	Post-test	Comparison
Part 1: Listening comprehension	2.71	3.50	0.79
Part 2: Listening for details	1.64	2.61	0.97
Total	4.29	6.18	1.89

Note: This table shows the average and the comparison of the pre and post-test of listening comprehension and listening for details.

Analysis and interpretation

The results of table 4 show the average of the pretest and post-test of the students. First, in the part one of the listening comprehension test, an improvement of 0.79 points is noted from the post-test over the pretest. Then in the second part there is an improvement of 0.97 points, which are from the post-test over the mean of the pre-test. Finally, the total average shows an improvement of 1.89 points in the post test.

The students demonstrated their improvement of the listening skills by using the storytelling strategy and some materials. The useful materials were flashcards, stories based on real events, riddles, mimes, and gestures. However, the most useful technique was flashcards because students could guess the name just by looking. Likewise, the way in which the strategy was applied helped to improve the use and application of vocabulary since the students had to listen, write, and infer the meaning of new words before telling the story and while the story was being told, for this reason the teacher told the story twice. In addition, definitions were used with the objective that they guess the vocabulary without using audios because the teacher told the story.

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3.1.4. Hypothesis verification

Table 5.   Hypothesis verification

Test of normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	0,192	28	0,010	0,929	28	0,06
Post-test	0,169	28	0,039	0,941	28	0,12

a. Lilliefors Significance Correction

Note: This table shows the normality test results of the test to verify the hypothesis.

Analysis and interpretation

Table 5 shows the analysis of the normality test of the results based on their probability values. First, the Shapiro-Wilk data has been chosen because the population is 28 students. Then according to the analysis of the normality test, the probability value of the pre-test was 0.06; this result is greater than 0.05, which means, the null hypothesis is accepted, and the alternate hypothesis is rejected. On the other hand, the p-value of the post-test is 0.12, which turned out to be greater than 0.05, which annulled the hypothesis and does not have equality.

The pre-test and post-test probability values were higher, the results have a normal distribution. Consequently, the parametric t-test method was used to analyze the validity of the hypothesis.

3.1.5. t-test

Table 6.   t-test

T-test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-test - Post-test	-1,893	1,969	0,372	-2,656	-1,129	-5,087	27	0,000

Note: This table shows a t-test to validate the hypothesis based on the probability value.

Analysis and interpretation

Table 6 shows the results of the parametric t-test. The probability value obtained is 0.000, which turns out to be less than 0.05. This value showed that the null hypothesis is rejected, and the alternative hypothesis is accepted. In conclusion, the storytelling strategy is effective to develop the English vocabulary learning.

Consequently, it can be affirmed that there are good results when applying different strategies and materials. However, the best strategy was flashcards. The reason was that students can figure out the word by looking at the pictures. All these materials and strategies focused on the storytelling strategy helped to develop the vocabulary of the students, because at the end of the interventions they were able to understand details and messages that at first it was difficult for them to grasp. However, the students showed better interactions and results when showing the flashcards of the new vocabulary before the activity, and the students could tell what the word was, even if they did not pronounce it correctly. In addition to this, the strategy of using support material helped the students not to get tired or bored and to pay attention to the story and identify the vocabulary previously presented in the flashcards.

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CHAPTER IV.

CONCLUSIONS AND RECOMMENDATIONS

4.1. Conclusions

The next chapter concludes the current research work. Once the collected information has been analyzed and interpreted with respect to Storytelling strategy and the English vocabulary learning, three conclusions have been reached.

- The storytelling strategy have five elements which help to make the stories being well-done structured and engaging. These elements are setting, plot, characters, theme, and conflict. All of these elements contribute to improve students' vocabulary in the learning process because students can notice where and when the story takes place, the sequence in which the story is told, who are the characters and what role they take; finally the conflict of the story, it was the most useful element, in which students are wondering what was the story about and they pay attention to new words and what could happen to the characters and at the end they asked many questions using the new words.

- Vocabulary development was improved because students were exposed to the application of different activities and techniques such as the use of flashcards, riddles, and graphic organizers. This type of material helps the audience not to get tired, and it allows them to concentrate on the specific vocabulary that is going to be used. The application of storytelling strategies is an art that forces the teacher to use teacher's creativity, gestures, mimes, or movements to motivate the audience to pay attention. Also, another way to improve vocabulary learning is by allowing the audience to intervene in the story, for example, allowing them to communicate with each other to create their own plot outcome.

Finally, the vocabulary can be improved with the storytelling strategy, through specific vocabulary questions that were used during the narration of the story. This last stage have influenced positively because teachers can emphasize in specific words that students can guess. In this way, the teacher will be able to assess whether the student understood the meaning and make decisions such as repeating a certain part of the story or a certain new word.

- The vocabulary learning of ninth grade students was diagnosed by applying the Cambridge English test. After applying the pre-test, students could not identify the context of a story. Also, they could not capture information in detail such as names, words, and phrases. However, after applying the storytelling strategy, a development of the students' vocabulary was observed because students were exposed to activities where they could practice the listening comprehension and listening for details by asking about the main idea of the story and specific information. Therefore, it is important to apply the storytelling strategy as a teaching medium to examine how vocabulary control and use can be improved. An improvement was evidenced in the post-test. Students could have better scores with a final score of 6,18 which means that students could improve their vocabulary by using the storytelling strategy.

4.2. Recommendations:

After having analyzed and examined the storytelling strategy as a teaching tool to improve vocabulary, it is suggested to consider the following recommendations.

- It is recommended to use the five elements of the storytelling strategy in the English classes to promote the development of listening skills, at least twice a week. Students like the use of the elements of the storytelling such as the characters and the plot of the story because they allow the students to develop themselves in an active way. Storytelling strategy is considered necessary to create a non-traditional class where students have fun while learning.

- There are many techniques that involved the use of storytelling strategy but the most recommended is always the use of flashcards. The use of supporting material helps the storytelling strategy flow more frequently, since students will not get tired and will focus on learning where, when and how a certain new vocabulary word is used. Flashcards is the main technique in which students feel more comfortable to learn new vocabulary as they can see the pictures and guess the word, in the application of the storytelling strategy.

- Cambridge tests are standardized and teachers can used them to test students' level. It is recommended that the teachers always used these tests depending on the student's English level to know what, how, and when to use activities for teaching and learning process. Teachers have to be the promoters of the activity. The test used in this research is one of the basic test for beginners in order to know what previous methodology, materials and sources to be implemented in the lesson plans.

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ANNEXES

Annexe 1. Compromise letter.

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 06 de Octubre del 2022

Doctor
Marcelo Núñez
Presidente
Unidad de titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Master Franklin Flores en mi calidad de Rector de la Unidad Educativa "Hispanoamerica", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "STORYTELLING STRATEGY AND ENGLISH VOCABULARY LEARNING" propuesto por el estudiante Valla Bonilla Luis Miguel, portador de la Cédula de Ciudadanía 180506156-9, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

Master. Franklin Flores.
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franklinfloresflores@gmail.com

Recibido
06-10-22

Annexe 2. Lesson plans.

Unidad Educativa "Hispanoamérica"

English Lesson Plan N° 1

Trainees: Miguel Valla
Discussion topic: My favorite superhero (Luca and Marcus).
Students: 9th year EGB
Communicative aim: To talk about their favorite superheroes and describe them using simple present.
Strategy: Students will be able to brainstorm some ideas about their superheroes and use a graphic organizer to describe their favorite superhero.
Date: November 15th, 2022.
Time begin: 17:20 pm
Time end: 17:55 pm

Time	CLT TPR	Participants organization	Activities/procedure	Teaching aids/materials
35 minutes approximately	Engage students in a short brainstorming	Individually	In this lesson students begin closing their eyes and thinking about a superhero they might want to be. They have to create in their minds a superhero, choose the name, the superhero suit, and a super power. Then, students will write down on in a worksheet those characteristics.	Worksheet N°1
	Study Students listen to a short story about my favorite superhero (Luca and Marcus)	Whole class	Students listen carefully to the teacher's story. They must pay attention on the details (characters, the main idea, and the ending). They have to write down some key ideas on sheet of paper. While teacher is telling the story, he was showing some pictures on the wall about two little boy's superheroes.	Sheets Flashcards N°1 Pen or pencil
	Activate Students play a game activity to reinforce the details listened in the story.	Groups	Students work in groups of seven students. The groups have to take turns and go to the front to write the information they can take from the story. The categories are character names, superpowers, and the main idea. The first group to complete all of them, that group is the winner.	Sheets Markers Board

Anticipated problems:
Students are not familiar with some vocabulary words (superheroes and superpowers).

Discussion:
Students interested in the topic and to develop their previous and new vocabulary

Link - Worksheet:
https://drive.google.com/file/d/146WdVxPJNhGfUJhlmM_wqf3rUQKucGAp/view?usp=sharing

_____
Student

_____
Lcda. Norma López
Tutora Institucional

English Lesson Plan N° 2

Trainees: Miguel Valla
Discussion topic: My first time in the zoo.
Students: 9th year EGB
Communicative aim: To talk about their favorite wild animal and describe them using simple present.
Strategy: Students will be able to use a graphic organizer to classify animals and describe them.
Date: November 17th, 2022.
Time begin: 16:40 pm
Time end: 17:15 pm

Time	CLT TPR	Participants organization	Activities/procedure	Teaching aids/materials
35 minutes approximately	Engage students in a short brainstorming	Individually	In this lesson students begin closing their eyes and think about a wild animal they might know. They have to figurate out their wild favorite animal, the name, the size, the color and where these animals live. Then, students will write down on in a worksheet those characteristics and how many animals they know.	Worksheet N°2 Pencils
	Study Students listen to a short story about the first time going to the zoo. Introduce the grammar topic "there is" "there are"	Whole class	Students listen carefully to the teacher's story. They must pay attention on the details (characters, the main idea, and the ending). They have to write down how many animals were mentioned in the story on sheet of paper. While teacher is telling the story, he was showing some pictures on the wall about some wild animals who live in the zoo.	Speaker Cellphone Sheets Flashcards N°2
	Activate Students tell their favorite wild animal and the characteristics.	Groups	Students work in groups of five students to share their ideas to create a zoo. They have to include the five wild animals of each student with all characteristics (name, the habitat, size, and what they eat). Finally, they have to draw a zoo and put the animals in the drawing to present them in front of the class and complete some exercises using "there is" and "there are".	Worksheets N°3 Pencil Colors

Anticipated problems:
Students are not familiar with some vocabulary words (zoo's animals).

Discussion:
Students interested in the topic and to develop their previous and new vocabulary

Link - Worksheet:
https://drive.google.com/file/d/146WdVxPJNhGfUJhlmM_wqf3rUQKucGAp/view?usp=sharing

_____
Student

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Tutora Institucional

Unidad Educativa "Hispanoamérica"

English Lesson Plan N° 3

Trainees: Miguel Valla
Discussion topic: An amazing animal.
Students: 9th year EGB
Communicative aim: To describe an animal, its characteristics and what kind of habitat they live and also the food animals eat by using simple present.
Strategy: Students will be able to use the word-wall to relate animals' names words, and answer some specific questions about the story presented using Q&A.
Date: November 17th, 2022
Time begin: 17:20 pm
Time end: 17: 55 pm

Time	CLT TPR	Participants organization	Activities/procedure	Teaching aids/materials
35 minutes approximately	Engage students in a discussion making a circle.	Whole class	In this lesson students begin making a circle. They have to answer some questions about the teacher's previous story. Then, they have to choose a color red or green. Later, they have to divide the class into two teams, the green team (herbivorous) and the red team (carnivorous) in order to play a game. The game is about spelling the animal. Each team take turns to pick up a card with the name of one animal so they have to spell it. The team who can complete 5 well-done spelling is the winner.	Flashcards Teacher resource Pencils
	Study Students listen to a short story about the beast in the moorland.	Whole class	Students listen carefully to the pronunciation of some new vocabulary. Students also listen to a new story about LIVING IN THE SAVANNAH. Students need to list and classify the animals that they hear in the story (herbivorous or carnivorous)	Sheets Flashcards Pencils
	Activate Students tell their favorite wild animal and the characteristics.	Groups	Students work in two groups (herbivorous and carnivorous) to make a different ending of the story. They have to use the previous vocabulary learning and use to create a different ending for the teacher's story. They have to use unrealistic scenario, and characters.	Sheets of papers Pencil Colors

Anticipated problems:
Students do not know how to pronounce some words and that make a little difficult to use the spelling.
Discussion:
Students loved animals and feel look like they are like a wild animal.
Link – slip papers:

_____
Student

_____
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Tutora Institucional

English Lesson Plan N° 4

Trainees: Miguel Valla
Discussion topic: I have a wild animal.
Students: 9th year EGB
Communicative aim: To identify the main ideas of a story and put them in order to recreate the story.
Strategy: Students will be able to describe how many animals a zoo has using there is and there are.
Date: November 24th, 2022
Time begin: 16:20 pm
Time end: 17: 15 pm

Time	CLT TPR	Participants organization	Activities/procedure	Teaching aids/materials
35 minutes approximately	Engage students in Q&A free activity.	Whole class	In this lesson students begin playing unscramble game using wild animals vocabulary. First, they have to choose an animal and they have to decide if the word is correct written or not. If it is not correct, they have to write it correctly. They need to spell the word at the end of their turns.	Board Markers Flashcards
	Study Students listen to a short story about living in the savannah.	Whole class	Students listen carefully to the pronunciation of some new vocabulary. Students also listen to a new story about LIVING IN THE SAVANNAH. Students need to list and classify the animals that they hear in the story (herbivorous or carnivorous)	Board Markers Sheet of paper
	Activate Students re order the story and describe the characters of the story using "there is" and "there are"	Individually	Students work individually. They have to use their notes in order to work individually. Students have to use "there is" and "there are" to make them retain the grammar learnt.	Worksheet N° 4

Anticipated problems:
Students do not want to performance some scenes of the story because they are shy.

Discussion:
Students discuss about what a true love is and how they feel about love.

Link – Worksheet 4:
https://drive.google.com/file/d/146WdVxPJNhGfUJhImM_wqf3rUQKucGAp/view?usp=sharing

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Student

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English Lesson Plan N° 5

Trainees: Miguel Valla
Discussion topic: A well-created story.
Students: 9th year EGB
Communicative aim: To describe how to make a short story about students' childhood using simple present.
Strategy: Students will be able to tell a short story about them using simple present and adverbs of frequency.
Date: November 24th, 2022
Time begin: 15:00 pm
Time end: 15: 35 pm

Time	CLT TPR	Participants organization	Activities/procedure	Teaching aids/materials
35 minutes approximately	Engage students into a creative game of vocabulary.	Whole class	In this lesson students begin taking two slip of papers from a hat. These slip of papers contain adverbs of frequency (often, rarely, always, etc.) and time expressions (every day, twice, three time, once a week, etc.) each student come to the front and choose two slip of papers. They have to ask a question to other student, e.g., if the slip said three times you can ask *How often do you brush your teeth?* If the other student guess the correct answer the student in front could sit if the student doesn't guess, the student ask other student. They will have three chances.	Board Markers Slip papers Flashcards N° 5
	Study Students listen to a story about My day.	Whole class	Students listen carefully to the new story and pay attention on the adverbs and time expressions they can hear in the story. After that, they take turns and come to the front and write on the board the adverbs of frequency and time expressions they heard in the story. They have to guess the person who is speaking about, e.g., "This person get up early in the morning", for a mother.	Flashcards N° 6 Board Markers
	Activate Students write their daily activities and explain them in front of the class.	Individually	Students work individually. They have to use the adverbs of frequency and time expressions in order to tell what they do in their daily activities. Then, they have to complete some exercises in a worksheet to reinforce the adverbs of frequency and time expressions. In the worksheet they have to write the beginning of the story, the middle and the end of the story based on the teacher's story.	Worksheet N°5

Anticipated problems:
Students do not place the adverb of frequency in the correct place.

Discussion:
Students choose the correct word to complete sentences and realize the correct way to place them.

Link – Worksheet: https://drive.google.com/file/d/146WdVxPJNhGfUJhimM_wqf3rUQKucGAp/view?usp=sharing

_____
Student

_____
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English Lesson Plan N° 6

Trainees: Miguel Valla
Discussion topic: A multicultural country.
Students: 9th year EGB
Communicative aim: To describe things people can and can't do when they travel abroad.
Strategy: Students will be able to describe themselves and their families using simple present.
Date: December 07th, 2022
Time begin: 14:20 pm
Time end: 15: 55 pm

Time	CLT TPR	Participants organization	Activities/procedure	Teaching aids/materials
35 minutes approximately	Engage Beginning Alphabet game	Group work	Students asked to play a short game called alphabet game. This activity consists in how students can write as many vocabulary words about holidays as they can. For example, with the letter "P" write "passport", for letter "S" write "suitcase". Students are divided in two teams and they have to play the game. The game starts by asking two students to tell a word with any letter. If one student answer first, one point is for that team. The game continues until one team got 10 points.	Board Markers
	Study International Dancing Championship	Whole group	Professor starts telling a good experience when traveling to another country to participate in an International Dancing Championship in Peru. Professor emphasizes in the use of "can" and "can't". Professor tells the story twice to encourage students notice the new vocabulary and the grammar structure. Students use the copying definition technique to understand better the holiday vocabulary. Students use the grammar structured presented in the story which is can and can't. They have to work in a worksheet about can and can't to improve it	Flashcards Handouts
	Activate Simple present sentences using can and can't	Individually	Students have to write where they want to go on holidays; it needs to include the place, and the things they can and can't do there. For example, if students wants to go to Galapagos Island, they need to write In Galapagos people can take pictures but people can't drink in public. They need to explain at least three things people are allowed and not. They can use the vocabulary about holidays, too.	Worksheets Board Markers

Anticipated problems:
Students do not know the difference between can and can't.

Discussion:
Students can discuss about their favorite holiday.

Link – Worksheet: https://drive.google.com/file/d/146WdVxPJNbGfUJhlmM_wqf3rUQKucGAp/view?usp=sharing

_____
Student

_____
Lcda. Norma López
Tutora Institucional

Annexe 3. Worksheets, flashcards and more materials

Worksheet 1

Name:_____   Date:_____

1. Write down some ideas about your superheroes.

Superhero Name

Superpowers

Characteristics

2. Draw your own superhero. Use the notes in the exercise 1.

Elaborated by Valla, M.

Worksheet 2

Name:_____   Date:_____

1. Brainstorm some ideas about a wild animals. Write the information in each circle.
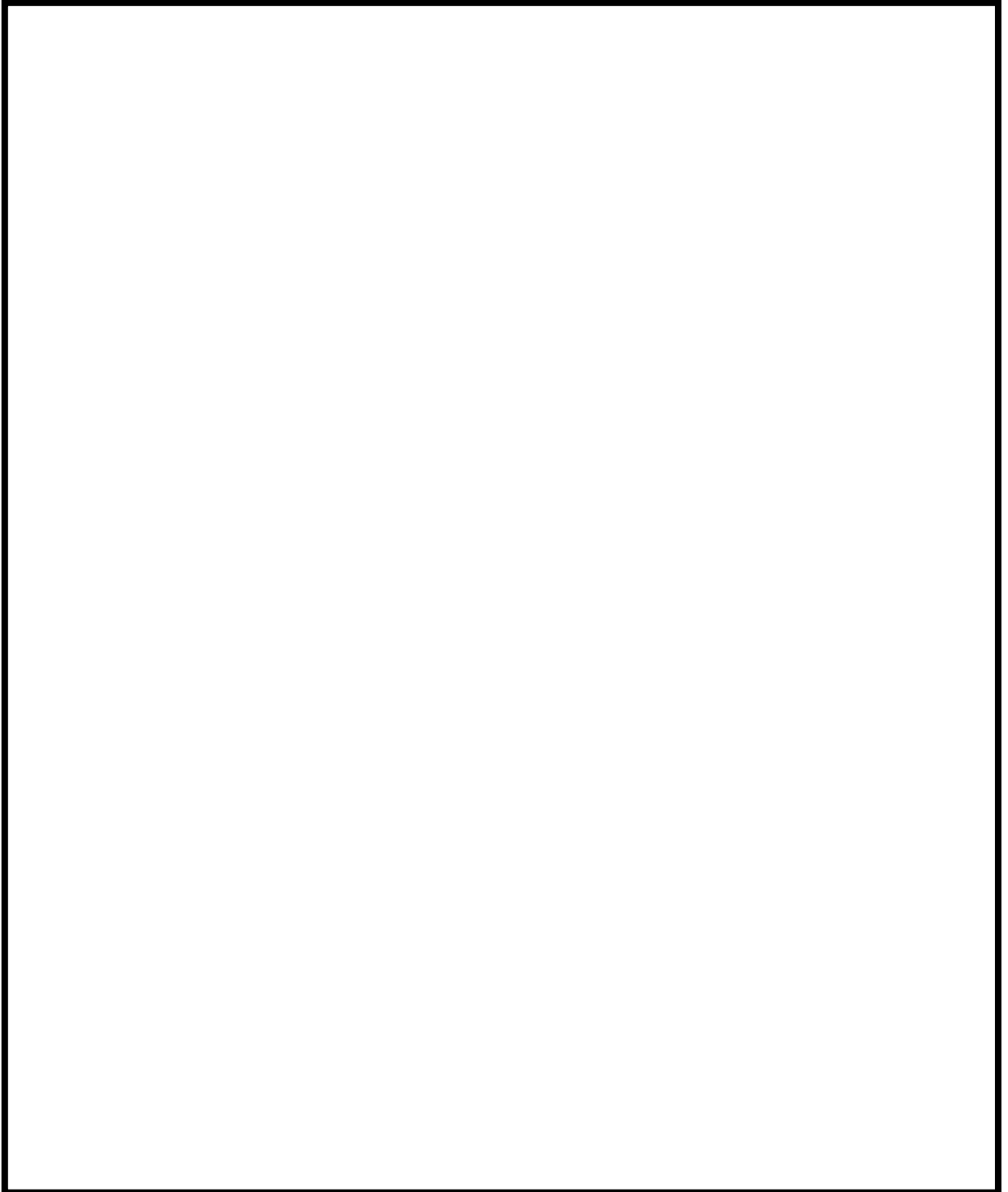
Name
·

Size:

Food:

TOPIC:

_____

Habitat:

Color:

Elaborated by Valla, M.

WORKSHEET 3

MY ZOO

Name:_____   Date:_____

1. Draw and write the name of the animal and the habitat.

WORKSHEET 4

There is – There are

Name:_____   Date:_____

1. Look at the picture and write the correct answer. Use "there is" or "there are" and the correct number of the animals.

Nota: Source:
https://www.canva.com/design/DAFRqUex_Es/JxsHmOSIwTDWeTRBWD5JBg/edit?utm_content=DAFRqUex_Es&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

1.   _____ _____ elephant next to the parrots.

2.   _____ _____ lion and ____ lioness separate by the giraffe.

3.   _____ _____ zebras in front the lion.

4.   _____ _____ polar bears in front of the hippo.

5.   _____ _____ hippo next to the lioness.

6.   _____ _____ monkey behind the parrots.

7.   _____ _____ parrots back to the elephants.

8.   _____ _____ bear between the parrots and polar bears.

9.   _____ _____ giraffes between the lion and the lioness.

10. _____ _____ tiger at the back of the hippo.

Elaborated by Valla, M.

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Worksheet 5

STORY MAP

Name:_____   Date:_____

Title:_____

Authors:_____

Who:

Main character:

_____
_____

Other characters:

_____
_____

Setting:

Where (place):

_____
_____

When (time):

_____
_____

Beginning:

_____
_____
_____
_____
_____

Middle:

_____
_____
_____
_____
_____

Ending:

_____
_____
_____
_____
_____

Elaborated by Valla, M.

Worksheet 6

SLIP PAPERS

Name:_____   Date:_____

always	sometimes	usually	generally
often	rarely	never	seldom
yesterday	last week	last month	last year
recently	this morning	today	this week
now	at this moment	these days	nowadays
tomorrow	next day	next week	next month
in an hour	soon	in the future	later this evening
three times	twice	once	Everyday

- -

1. Listen and write the adverbs of frequency and time of expressions

Adverbs of frequency   Time of expressions

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

Worksheet N°7

ALWAYS ✹✹✹✹✹✹   USUALLY ✹✹✹✹✹✷   OFTEN ✹✹✹✷✷

SOMETIMES ✹✹✹✷✷   NEVER ✷✷✷✷✷✷

Name:_____   Date:_____

1. Look at the picture and write the correct adverb of frequency.

✹✹✹✹✹✹

My sister _____ brushes her teeth.

✹✹✹✷✷✷

My brother _____ has lunch late.

✹✹✹✹✷✷

Angela _____ does her homework every day.

✷✷✷✷✷✷

My parents _____ check their social media accounts.

2. Write the correct adverb of frequency and the correct verb.

✹✹✹✹✹✹

a. My brothers _____ _____ their teeth in the morning.

✹✹✹✹✷✷

b. Juan _____ _____ lunch with his girlfriend.

✷✷✷✷✷✷

c. Marcelo _____ _____ a shower before 6 o'clock.

✹✹✹✷✷✷

d. My uncle _____ _____ exercise at night on weekends.

✹✹✹✹✷✷

e. Peter _____ _____ bread on Christmas dinner.

✹✹✹✹✹✹

f. My grandmother _____ _____ early in the morning.

Elaborated by Valla, M.

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Worksheet 8

Could / couldn't

Name: _____   Date: _____

1. Write the correct word: could or couldn't.

    ✓

    a. People _____ eat on trains.

    b. Teenagers _____ drink alcohol in class.   ⊘

    c. Girls _____ choose their husbands to get married.   ⊘

    d. Women _____ vote in any elections.   ✓

    e. Men _____ smoke.   ⊘

2. Unscramble the types of holidays according to the picture.

Nota: Source:
//research.unimelb.edu.a
u/work-with-us/case-
studies/making-rock-
fishing-safer

Nota: Source:
//www.forestryen
gland.uk/cycling

Nota: Source:
www.self.com/ga
llery/best-hiking-

Nota: Source:
//www.switchbacktravel.
com/camping-checklist

amcnpgi   _____

gnylcci   _____

higsfin   _____

kinghi   _____

ingski   _____

Nota: Source:
unsplash.com/es/s
/fotos/skiing

3. Write some vocabulary words about summer holiday depending on the

    first letter.

    S _____

    Nota: Source:
    //es.dreamstime.com/im%C3%A1genes-de-
    archivo-libres-de-regal%C3%ADas-sun-

    T _____

    Nota: Source:
    //www.goodhousekeeping.com/uk/produc
    t-reviews/house-garden/g28782352/best-
    bath-towels/

    S _____

    Nota: Source:
    //www.collinsdictionary.com/e
    s/diccionario/ingles/swimsuit

    S _____

    Nota: Source:
    //hakimoptical.ca
    /sunglasses/

Elaborated by Valla, M.

Annexe 4. Pre-test and post-test

UNIVERSIDAD TÉCNICA DE AMBATO

SAMPLE PAPER

Name: _____   **Date:** _____

Instructions:

- The test is about 10 points.
- Each question score 1 point.
- There are 10 questions.
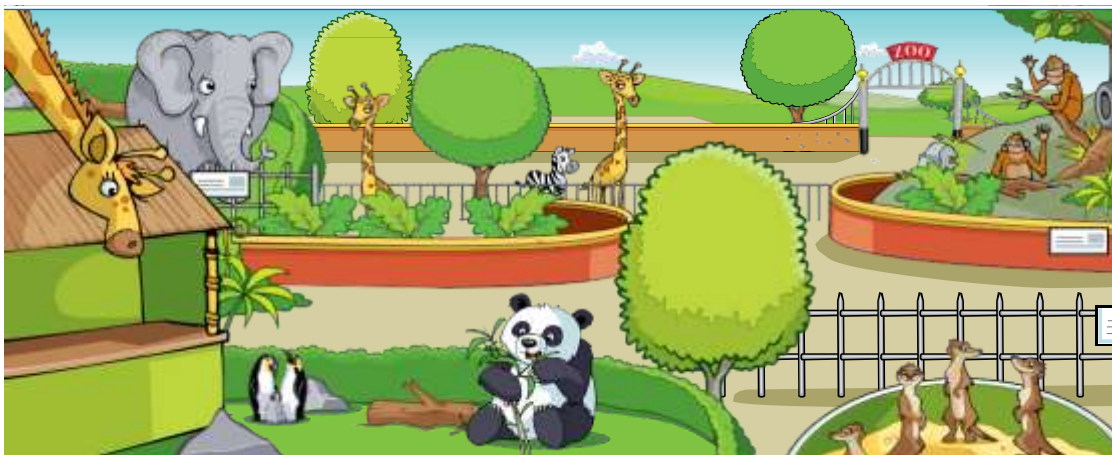- You have 25 minutes.
- You will need a pen or pencil.

A1 Movers

Listening

Part 1

– 5 questions each question 1 point–

1. **Listen and write. There is one example.**
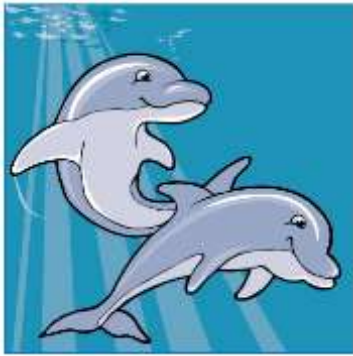

Going to the zoo

Going to zoo today by: ....t.r..a.i.n...............

1	Name of zoo:	Jungle ....
2	Number of different kinds of animals:	....
3	Can give food to:	....
4	Animal food in store next to:	....
5	Food on train:	.... and lemonade

Part 2
– 5 questions each question 1 point–

1. **Listen and tick (✓) the box.** *There is one example.*

What is the DVD about?
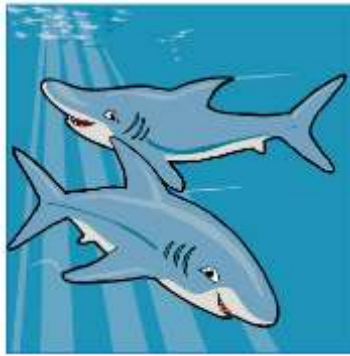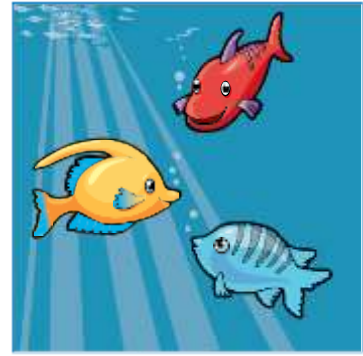
A ✓   B ☐   C ☐

1. **Who is Vicky's piano teacher?**

A ☐   B ☐   C ☐

2. **What clothes does Nick want to wear at school today?**

A ☐   B ☐   C ☐

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3. Where did Peter find the shell?

A ☐   B ☐   C ☐

4. What is Daisy doing now?

A ☐   B ☐   C ☐

5. What sport did Anna get a cup for?

A ☐   B ☐   C ☐
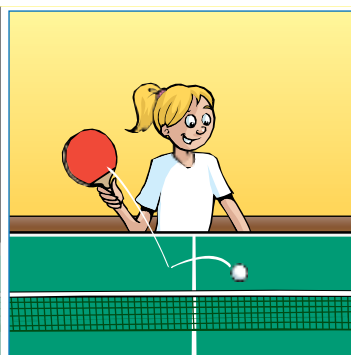
STORY 1

My favorite superhero

Once upon a time, there was a little boy, called Marcus, who dreamed of becoming a superhero. He was sitting in the center of his living room playing with a new toy. Suddenly, he heard a strange sound outside. He was sneaking up and walking to the window to see what happened out there. There was his best friend Luca who came to his home to talk about a mission they had to take. Luca and Marcus were born with superpowers. Luca had the ability of phasing and Marcus had the power of telekinesis. Both boys had to prevent bullying in the school because a group of students also had superpowers and used their superpowers to bully others. Some superpowers they had were appearance change, telepathy, and fly. However, Luca and Marcus were different because they used colorful dresses like spiderman dresses. Their superhero's names were Fat-fast boy and Unknown boy. They could stop bullying in the school by making others join to stop the boys who loved bullying. In the end, the groups of students used their superpowers to help others in other schools.

STORY 2

I am going to the zoo

Today I am going to the zoo. I am going to the zoo by bus because the train left me. I arrive to the zoo and I can see many people there. I am going to tell you what I can see there. The first animal is a lion and there are 3 lionesses. Next to the lions, there is a big giraffe. The giraffe is so beautiful. I am walking to the next animal and there are three bears in the cage. They are playing with a ball. We cannot feed animals. Next cage, there is a brave and terrific tiger. At the end of the path, there are two fat hippos. They are sleeping. There are many parrots. People can feed them because they are not dangerous. There is just one zebra. She looks like she need a friend and finally the last cage is for monkeys. There are many monkeys. I cannot count them, but the guard say that there are 13

monkeys between males and females. The zoo is amazing and I want to come back again with my brother.

Story 4

Living in the Savannah

I start remembering my amazing life in the African savanna. I live with my mother, my father and my son. It is a wonderful feeling living here in Africa. In Africa, you can see grasslands, dry plains and landscapes.

My family and I went to a mission to find herbivores and carnivores. First we see many zebras stamping their way through muddy water. My mother says that they are migrating. Next, we see giraffes munching through leaves and elephants bending down to eat grass.

The sun was beating down on the grasslands making it a very hot place. It is boiling! How can animals survive this heat? Maybe because some of them are in the trees like parrots. They were under the shadow of the trees and they are waiting and sleeping.

Suddenly, my sister yells Oh no! Carnivores! Fiercely lions, tigers, and hyenas thundered across the plains with the young ones playing as they went. My father says: Look there are 5 cheetahs eating a poor gazelle. This is the scariest part of our holiday.

This day is the best holiday ever because I can see lots of animals close up in the magical African savanna. As I finish looking through my binoculars all the memories of Africa faded away.

Story 5

My day

From Monday to Friday, my day starts very early. I always get up at 6:30 and I have a 20-minute shower. Then, I always get dressed and sometimes comb my hair. At 07:00 a.m., I usually have breakfast, and I sometimes have coffee and cereal. After that, I go to work.

At 10:00 a.m., I often have a snack and at 12:00 I usually have lunch at the office with my colleagues. They are wonderful people who have a good sense of humor, and they are good friends too. At 3:30 I rarely have a snack again, I never have some tea and biscuits.

At 5:00, generally I go to take my son from the school to the home. After that, I seldom go to the gym after work. When I get home, I always have a shower again, I frequently prepare dinner and I occasionally watch TV for a while. I normally go to bed around 9:30. Yes, this is my day.

Annexe 6. Intervention pictures

Nota: Source: students creating a new plot.at Unidad Educativa "Hispano América"

Nota: Source: photos taken at Unidad Educativa "Hispano América"

Annexe 7: Extra resources

Nota: Source: speaker and cellphone used in the intervention

Linkography

- https://www.canva.com/design/DAFRqUex_Es/JxsHmOSIwTDWeTRBWD5JBg/edit?utm_content=DAFRqUex_Es&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

- https://www.switchbacktravel.com/camping-checklist

- https://www.forestryengland.uk/cycling

- https://research.unimelb.edu.au/work-with-us/case-studies/making-rock-fishing-safer

- https://www.self.com/gallery/best-hiking-leggings

- https://unsplash.com/es/s/fotos/skiing

- https://es.dreamstime.com/im%C3%A1genes-de-archivo-libres-de-regal%C3%ADas-sun-image2972259

- https://www.goodhousekeeping.com/uk/product-reviews/house-garden/g28782352/best-bath-towels/

- https://www.collinsdictionary.com/es/diccionario/ingles/swimsuit

- https://hakimoptical.ca/sunglasses/

Urkund