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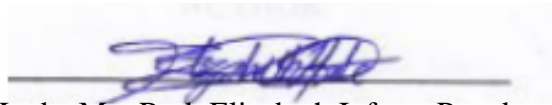
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DEDICATION

This research is dedicated to God for giving me the wisdom to finish this student stage and achieve this goal. Also, I want to dedicate this to my family specially my mother Myrian Niacato who supported and helped me all this time until her last day of life. To my father Victor Gallardo and my brother Gabriel Gallardo who have been always there encouraging me to continue every day.

“Can do all things through Christ who strengthens me.”

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TOPIC: The Moth Stories and The Speaking Skill

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DATE: December 14th, 2020

ABSTRACT

This research project tries to investigate the influence of the Moth stories in the development of the speaking English skill. This study was experimental with the participation of 39 students from the second semester “A” of “Pedagogía de los Idiomas Nacionales y Extranjeros” program at Technical University of Ambato. The whole experimental group was allowed to use The Moth stories to practice and complete some speaking tasks during 4 weeks. The researcher assessed the students’ knowledge by using the analysis, in this case it was used the standardized Ket speaking part (Cambridge English exams), which was applied at the beginning and at the end of the experiment as a pre and post-test. In order to analyze the collected data, it was used SPSS program and T-Student test to have the precise results. To conclude, the results showed that The Moth stories had positive effects on the development of the students’ speaking skill. Its interface, resource, structure, and methodology were catching to students so they improve mainly the pronunciation sub-skill and its branches which are the intelligibility, the correct use of word-stress and intonation. Thus, the positive effect of using storytelling strategy were obvious in this research.

Keywords: The Moth stories, storytelling, speaking skill, pronunciation and intelligibility.

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CARRERA DE IDIOMAS

TEMA: *The Moth Stories and The Speaking Skill*

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RESUMEN

Este proyecto de análisis trata de investigar la influencia de las historias The Moth en el desarrollo de la destreza de hablar en inglés. Este estudio fue experimental con la participación de 39 estudiantes del segundo semestre "A" del programa "Pedagogía de los Idiomas Nacionales y Extranjeros" de la Universidad Técnica de Ambato. A todo el grupo experimental se le permitió usar las historias The Moth para practicar y completar algunas tareas de habla durante 4 semanas. El investigador prueba el conocimiento del estudiante usando la investigación, en este caso se usó la parte estandarizada del examen Ket especialmente la parte de habla (exámenes de inglés de Cambridge), que se aplicó al principio y al final del experimento como pre y post prueba. Para analizar los datos recogidos, se utilizó el programa SPSS y el test T-Student para tener los resultados precisos. Para concluir, los resultados mostraron que las historias de The Moth tenían efectos positivos en el desarrollo de la destreza de hablar de los estudiantes. Su interfaz, recurso, estructura y metodología eran atractivos para los estudiantes, de modo que mejoraron principalmente la sub-destreza de pronunciación y sus ramas que son la inteligibilidad, el uso correcto del acento tónico y la entonación. Por lo tanto, el efecto positivo de usar la estrategia de narración de historias fue obvio en esta investigación.

Palabras clave: Historias The Moth, narración de historias, destreza de hablar, pronunciación e inteligibilidad.

CHAPTER I

1. THEORETICAL FRAMEWORK

1.1 Investigative background

According to Sharma (2018), the original way of teaching is the storytelling strategy, which has the ability to encourage emotional intelligence and allows the learner to gain insight into human behavior. Thus, his study applied the Cooperative Storytelling Technique in Nepal Rastriya Chandraganga Secondary School, Gagretal, Surkhet to improve student speech skills of 11th grade students. This research was a collective study of classroom behavior whose main aim was to know whether or not the storytelling technique could enhance the ability of students to communicate. In the meantime, the basic goals were to describe: In order to develop their speaking skills, to introduce storytelling strategy in 11th grader students at our school. To increase their faith in the ability to talk and to build fluency in speaking. The data from this study was derived from the results of the story telling contest and the speaking exam. The outcome showed that after the introduction of the storytelling technique, there was an increase in the speaking skills of students. The outcome of the speaking test in cycle two explained that there was strong improvement in the talking dimensions of the students. Their understanding, fluency, vocabulary, grammar, and pronunciation were strengthened by storytelling. Therefore, it can be said that the strategy of storytelling will enhance the students' speaking skill.

Powell and Murray (2012), conducted a pilot study of eight sociology classes examines the feasibility of using storytelling in online classes as a way of improving student understanding. The results indicate that student understanding of complex theories and concepts increases and grades increase when content is presented in story format rather than conventional text book format. This paper discusses the techniques investigators have evaluated for storytelling and makes recommendations for using storytelling in online classes across disciplines. The purpose of using storytelling in class are to develop better the language knowledge of students and have better results when they use it in some areas of the language.

Kosa (2008), presented an article called “tell a story” that discusses why storytelling is effective and when to use a story. Tips are added to tell a story. The article illustrates that storytelling has been around for thousands of years and is a teaching tool. Stories express

ideals, engage the imagination, and encourage society. Efficient storytelling silences the room and encourages the participation of any form of learner. This allows the conversation to be silent and the silence to speak up.

Coulter, Michael, and Poyner (2007), led an investigation that examines how the use of methods of narrative analysis can serve as pedagogical techniques in the education of preservice teachers. We see the intersection of narrative inquiry and storytelling-as-pedagogy in this research. The two frequently intersect, but the intersection has seldom been explored in a systematic way. This research explores knowledge gathered when an ESL preservice teacher and a bilingual preservice teacher were followed into student teaching from their language arts techniques class and then their first year of teaching to see how they reflected on, challenged, and learned from their experiences. Incidents were investigated where narrative investigation acted as pedagogical tools. While in this review, storytelling-as-pedagogy was not an objective, we found that it was a result of using narrative inquiry as a technique.

Zuhriyah (2017), has a research that applied storytelling in a speaking class to ensure that novices are eager to speak English. This study was a collaborative classroom action study whose primary objective was to understand whether or not storytelling could enhance the ability of the students to communicate. In the meanwhile, the basic purposes consisted of explaining the actions of the instructor, the activities of the students, and the reactions of the students when storytelling was applied in the speech class. The subjects were 23 Class N students from the second semester of Hasyim Asy'ari University's Comprehensive English Program around the years 2016 and 2017. The information from this study was derived from the collaborator's observations and the speech examination. The outcome showed that after the introduction of storytelling, there was an increase in the speaking capacity of students. The outcome of the speaking test in cycle two explained that there was strong improvement in the talking dimensions of the students. Their understanding, fluency, vocabulary, grammar, and pronunciation were strengthened by storytelling. Thus, it can be said that storytelling can boost the ability of students to communicate.

Finally, other interesting article is “Effects of storytelling using Web-based multimedia framework to promote EFL speaking”. In the English as a Foreign Language (EFL) classroom, this study applied storytelling to encourage the speaking skill. By creating individual and interactive stories with a Web-based multimedia framework, students were

asked to practice speaking EFL. In order to promote language learning, researchers sought to explore the feasibility of applying individual and interactive storytelling to speech skills and the possible effects of multimedia aids in storytelling. In addition, they examined the relationships with learning achievement between research variables from this analysis, such as speaking output on individual and interactive storytelling, the amount of animation representations, and the actual use of the device. In this study, four key findings were found. First, students who used the framework to build stories outperformed students who did not use it in the post-test substantially. This result implies that the system-supported storytelling practice was beneficial for enhancing speaking abilities. Second, the performance of speaking and the amount of animation representations correlated significantly with the achievement of literacy. During learning tasks, students who performed well typically studied diligently and scored higher on the final exam. In order to explain their animated stories, animations could help students remember vocabulary and practice speaking. Third, the significant indicator of learning achievement was only the speaking output of individual storytelling. Students working on storytelling individually were independent; they were less distracted from others and had more practice opportunities. Finally, the majority of students shared optimistic views and attitudes towards the method and teaching practices. Based on the results, researchers indicate that it could be helpful to promote speaking skills through storytelling learning activities assisted by the Web-based multimedia framework and implementing them in the EFL learning classroom. Students can better recall new words, practice speaking skills more often, become fluent in speaking the target language, and increase the efficiency of learning. (Hwang, et al., 2014)

1.2 Independent variable

1.2.1 Teaching strategies

Norland and Pruett-Said (2006), state that a strategy is seen as one operation, activity or procedure used within a teaching plan. It is possible to describe the most efficient teaching strategies as those that take into account some levels of Bloom's Taxonomy, such as understanding, application, analysis and in some cases evaluation and creation. Teachers who use productive teaching strategies can have a direct effect on their students' outcomes

(Flynn, Mesibov, & Vermette, 2004). However, as the conditions and needs of EFL students differ so much, there is no one best strategy.

Therefore, educators have to take into account several factors in order to use the correct strategies for their students. For example, class size, topic of the unit, students' needs, age, area, level, and others (Norland & Pruett-Said, 2006). As strategies are part of the material that educators use very often they can be applied the times that teachers want in order to have the expected results. Furthermore, it is also possible to employ various strategies to teach specific skills and educators can apply some changes in just one strategy, so in that way teachers and students can achieve their goals.

There has been plenty of study on strategies for EFL students to learn English. It may be to enhance the reading, writing, listening or speaking learning process. In Ecuador, communicative language is one of the core concepts of the proposed curriculum. Language is a way of connecting and communicating with others rather than something that is only technically memorized (Ministerio de Educación, 2016). Using teaching strategies effectively requires study and a lot of practice, the ideal is to gradually integrate these tools into teaching.

Moreover, there are some strategies that can work for two or three skills at the same time. For example, according to Gardner (1998), strategies used to improve the listening skill can be also helpful to improve the speaking skill because while students listen to something, they can improve their pronunciation, intonation, among others of many words by hearing. It is the same case of reading and writing because they are connected. So, it is important to know how and when the strategies can be used in order to improve students' knowledge and teachers' teaching.

1.2.2 Storytelling

Storytelling is one way to promote the students' emotional intelligence and language acquisition. Thus, some authors such as Cortijo (2014), Cassady (1990) and Salaberri (2011), state some advantages of teaching a foreign language through Storytelling, some of them are vocabulary and expressions appear contextualized, helping to understand and make sense of them. Also, helps to practice pronunciation and therefore the communication process in the target language. Students' creativity, understanding and imagination are fostered, creating a relationship between the real and the fictional.

In addition, storytelling serves as a complement to work and stimulate the development of the basic language skills: Listening, Oral and Written Comprehension and Expression. Thanks to the wide range of authors and themes, storytelling serves to understand the needs and interests of each student or group. It also enhances and increases students' confidence and inspiration. Furthermore, it creates a great interest in learners due to the direct relationship established between their day-to-day life and the educational establishment, that is, the social context of the student is interrelated with the educational one (Cortijo, 2014; Cassady, 1990; Salaberri, 2011).

Storytelling strategy is helpful when applying it correctly according to the students' knowledge, level and interests. Further, it is important to have a clear idea of what area is going to be improved such as speaking, listening, among others. Moreover, there are different ways to use storytelling, so it is important to find a resource such as Information and communications technology (ICT) which is helpful these days. Some examples of technological resources for this storytelling category are podcasts storytelling or broadcasts storytelling, the use of them can be a good idea because those can be found easily.

1.2.3 Podcasts

This is a technological tool, which is about the production of a piece of a digital audio with something important to share. In other words, podcasting is how amateur radio is produced and transmitted, pure and simple (Richardson, 2010). Being something amateur means that it is something that is not planned but rather something that flows just having a topic or a main idea. Therefore, podcast is something more based on real life so it is useful and important for learning and teaching a language since the objective of acquiring a new language is that, to use it in a real context.

In early 2005, the first podcasts appeared. ELT educators soon joined the campaign, and there has been an increase in the number of ELT podcasts on websites since the second half of 2005. (SZE, 2006). Besides using podcasts to provide additional listening practice for their students, teachers may also make their own podcasts or direct their students to develop their own. The advantage of podcasting is that making it work is not difficult. So, it is not necessary technical ability. That is why this technological resource can be used in any circumstance and this is suitable for all kind of people.

Currently, there are a lot of organizations that create podcasts by inviting known people and sharing their opinion about different topics, in that way people can choose the best option that can be helpful for them. Some of the most important organizations are The Moth stories, Ted Talks podcasts, Talking about organizations podcasts. Those organizations have been on the web for many years but as technology improves they have applied various methods and ideas that help them reach people. For example, some ideas are to create podcasts, YouTube videos, radio programs, and others. And they can be used to reflect, teach, learn or enjoy.

1.2.4 The Moth stories

According to Green (1997), The Moth's aim is to encourage the storytelling art and craft, and to respect and celebrate the variety and commonality of people's experience. Moreover, The Moth has presented thousands of stories told live and without notes since its first presentation in 1997. Moth shows are known for their wide variety of human experience that they show. Each program begins with a theme, and is explored by the storytellers, sometimes in unexpected ways. Since each story is real and each voice genuine, the shows dance between documentary and theatre, providing a special, intimate and sometimes enlightening experience for the viewer and the listener.

The Moth organization was created by George Dawes Green a famous novelist who wanted to recreate the feeling of sultry summer evenings with his friends in his native Georgia in New York. The Moth has delivered more than 30,000 stories to stand-alone audiences worldwide through ongoing initiatives in more than 29 cities, and it currently produces more than 500 live shows per year. In addition, The Moth is a series of national live storytelling gatherings, as well as an Emmy-winning radio hour, podcast and website, where you can upload your own one-minute plot (Williams, 2012).

The Moth podcast is downloaded more than 50 million times a year, and over 480 radio stations around the world hear the Peabody Award-winning Moth Radio Hour each week. The Moth's first novel, *The Moth: 50 True Stories* was published in March 2017 as a NYT Bestseller and its newest novel, *All These Wonders: True Stories About Facing the Unknown* (themoth.org). There are some categories that The Moth organization includes in order to reach all kind of people and they are really important in some areas of the actual world not only to learn but also to help and encourage people in various activities.

Mainstage: The Moth Mainstage is a curated flagship program, which is a "staple" of New York City and Los Angeles literary scenes and frequent tours around the U.S. and the world like The Moth on the Lane. Storytellers at the Mainstages include famous celebrities, former winners of StorySLAM or GrandSLAM, and ordinary individuals who may have sent their stories via The Moth Pitchline (themoth.org).

StorySLAMS and GrandSLAMS: The organization also holds Moth StorySLAM gatherings, which are free competitions for micro storytelling free to anyone in cities around the U.S. The model was influenced by poetry slams, and is similar (themoth.org).

Community program: This initiative seeks to promote the art of storytelling in cultures that are traditionally underrepresented by mass media. They teach and encourage budding raconteurs to tell their stories effectively to those who are both willing and reluctant to listen, and also feature workshop participants on the website and podcast of The Moth (themoth.org).

The Educational program: It works with students, teachers, and professors across college to foster stronger ties of community within the student body and administration. The ultimate goal is to prepare students for the world before them by teaching critical aspects of language and rhetoric, and to allow students and teachers to encounter each other in a more intimate atmosphere (themoth.org).

Mothworks: It uses Moth storytelling's basic elements at work and in other unlikely ways. Private seminars enable workers to use the power of storytelling to advance their company goals and ideas, while custom activities showcase an organization's personalities and mission in a unique environment.

In addition, it is assumed that when teaching people with The Moth stories, processing experience through narration will provide insight and agency. It is also mentioned that listening to narratives will expand our perspective and help us understand what we have in common (themoth.org). Finally, it is believed that a community can be reinforced when its members exchange stories with each other. So, it can be said that this stories are helpful to acquire knowledge anyway. However, it is necessary to apply the stories correctly and the topics need to cover people's needs and interests.

Furthermore, the moth teaching stories create a welcoming environment in which people can listen and be heard. They also have storytelling tools, including story art and

performance tools. And they provide a forum for stories to be heard through the channels: podcast of The Moth, Radio Hour award-winning Peabody, and live performances. (themoth.org). Those tools are necessary and important to cover the expectations of all kind of people and all kind of likes or learning ways. Besides that, people can change the place where they choose to listen to the stories according to what they are using in that moment, it can be the computer, their cell phone or others.

The stories specially of the education part contain some activities that teachers or students can use because they include a set of questions and also the script of each story. Moreover, for having better results it can be include more extra activities such as listening activities or speaking activities. (Jenness, 2019) states that she has been with The Moth for about 15 years, and she has seen it expand and develop into a phenomenon through personal stories, building culture. It is important to mention that the majority of performers are Americans it can be helpful for learners of the American intonation and pronunciation it means that in that way students can develop the speaking part.

Additionally, the majority of the stories are included in The Moth YouTube channel. It can be a good option for people who cannot join the educative program that this organization has. Also, this organization has a Facebook account that usually share small parts of each story that have a complete idea of the story, in that way teachers can use those small parts and not the whole story so that we can have more time to teach extra things and have them and the students perform in one class. This is very helpful as some videos are very interesting but last a long time.

As it was said, the mission of the Moth is to encourage the art and craft of storytelling and to respect the richness and commonality of human experience and to celebrate it (themoth.org). Thus, all the Moth stories we can find are important and can be used for teaching the English language specially to develop speaking and listening skills. The use of them depends on the area and topics we as teacher are teaching and developing in our classes. Moreover, there are no excuses for not being able to use it since the stories are totally free and it is full of topics of all kinds.

1.3 Dependent variable

1.3.1 English language learning

For decades the English language has started a process of expansion adhering to the worldwide movement known as globalization. More and more people are learning to

speak this language, and it relies on more and more people to get a job or succeed in it. Moreover, English language learners are students that are unable to talk fluently or study English easily, who frequently come from homes and cultures that are not English-speaking, and who usually need advanced or updated training in both their academic courses and the English language.

Argentine teachers and researchers Biava and Segura (2010) affirm that the use of a foreign language focused on the English language, has gone from being a luxury to being a requirement in the various productive sectors. The phase of globalization has been the key reason why English has gained worldwide popularity, to the point of being known today as the universal business language. Thereby, it is important to learn English not only in Ecuador but in the entire world. And being so, this learning becomes a competition of countries to see who teaches and learns this foreign language best.

Since English has been considered the most commonly used language in the world, it is being introduced into the curriculum by many educational institutions. When using English as a foreign language, it means that it is learning a language different than the mother tongue, which is also not the language used in the everyday life of the students and that language is not part of their environment (Lin, 2008). As it is not our first language it needs in many cases an outside help to develop the areas of this foreign language because it is a standardized language so it means that it is complex and contains many pieces to develop.

Language acquisition and language development are also part of the English language learning. Thus, the difference between language learning and language development is that language acquisition is the initial stage of acquiring basic communication skills in a language, while language development is the subsequent stage of acquiring the ability to successfully use the language for a wide range of purposes in a wide range of media and genres (Tomlinson, 2007). It includes to develop the language skills and show a complete knowledge of the English language.

1.3.2 Language skills

Skillfully taught under acceptable circumstances, the learning of a foreign language offers a new perspective, steadily widening the scope of the students by adding a new means of contact and a new cultural trend, and gradually increasing the feeling of fun accomplishment (Rivers, 2018). When learning a language, one of the most important

aspects is gaining a range of skills that when mastered long enough, will become a real area for professional use. This range of skills are the most specific and important when teaching a language because they include some senses.

Language learning includes four important skills. These language skills are listening, speaking, reading and writing. Al-Jawi (2010), states that the key justification for isolating and addressing these skills separately is to emphasize their value and to enable teachers to put emphasis on their instruction and work with them in a healthy manner. During school instruction, some language skills are overlooked and thus granted inadequate and insufficient exposure; study indicates that in some nations, listening and communicating are almost neglected and not well understood. These skills are largely considered to be passive.

Furthermore, language skills are classified primarily into receptive and productive ones. Receptive skills require listening and reading, while speaking and writing are productive. It is also possible to break language abilities into aural and visual ones (Al-Jawi, 2010). The aural abilities deal with the ability to listen and speak, while the graphic abilities concentrate on reading and writing. Extensive receptive skills exposure leads to a productive skill. In addition, Wilkins (1984), insists that as the study of language learning indicates, the transition of linguistic information from receptive to productive is possibly a relatively slow process, but it does take place.

Therefore, to gain mastery and competence in natural production, it is necessary to be exposed to listening and reading activities. Thus, even if the language skills are divided into groups they need to be practiced to have the results that students and teachers want. Additionally, there are other skills that need be developed but they are going to be exposed to learners progressively while still learning the new language, but first it is necessary to start with the basic ones.

1.3.3 Productive skills

When one begins studying a foreign language he/she is naturally and subconsciously exposed to all language groups. Effective skills also called productive skills, it means the transmission of knowledge generated either in spoken or written form by a language user. Without the help of responsive people there would be no effective skills. For any language studied this theoretical context applies. It can be said that both skills are inseparable, and that without the other one cannot exist. Usually receptive skills come first when studying

a foreign language and they should be accompanied by realistic application of productive ones. If one of them lacks a learning mechanism, the final result won't be complete (Djigunović, 2006).

Many learners regard the most important language skill as speaking. Researchers such as Bygate (1987), define it as a multilevel and complex skill. Part of the difficulty is explained by the fact that speakers must make use of their language skills and enable their capacity to do so under specific constraints. Additionally, writing in a foreign language was viewed differently throughout the past. It was only used in the past, as Rivers (1968), put it nicely several decades ago, as a handmaid to the other language skills, it was considered useful for improving the knowledge of vocabulary and learning of grammar.

Moreover, writing has gone from not really being seen as an ability that should be taught to a very significant ability that gives us access to information, power and wealth. Recently writing has been recognized as an ability that is a necessary and compulsory part of FL teaching for which teachers need further training to teach well (Silva, 1993). Cumming (1989), Raimes (1985) and Zamel (1983) state that the most important findings points to the need to achieve a FL level of competence before FL learners can participate in the efficient processes they use when writing in L1.

It is generally believed that the distinction between speaking and writing is central to every conversation regarding language. Indeed, many would find the difference so clear and simple that the need to devote some room to it could be challenged at all. Speech (speaking) uses the transmitting medium of 'phonic material,' usually air-pressure motions created by the vocal organs, while writing uses the transmitting medium of 'graphic content,' generally marks on a hand-made surface using an instrument. It is just a matter of physical things (Crystal, 2005).

1.3.4 Speaking skill

Speaking in oral mode is a productive skill. It is more complex than it seems at first and requires more than just pronouncing terms, like the other skills. According to Bygate (1987), this is known as a very complex skill since it includes grammar, vocabulary, pronunciation, intonation, voice projecting skills and accuracy. Psycholinguistic models of speech production understand that variability is both socially and psycholinguistically driven, focusing on ways in which speakers prepare and control their production (Djigunović, 2006).

Many language learners consider speaking skills to be the indicator of knowing a language. These learners describe fluency as the ability to converse with others, far more than the ability to read, write, or understand oral language (Listening). They consider speaking to be the most valuable ability they can learn and they measure their success in terms of their spoken communication achievements (Bashir, Azeem, & Dogar, 2011). Bashir, Azeem and Dogar (2011) said that there are areas of knowledge related to the speaking skill.

As it was mentioned, ESL speaking requires many dynamic competencies such as grammar, vocabulary, intonation, pronunciation, stress and language feature preference (Nunan, 2003). So, learners must be able to generate English speech sounds and sound patterns in a speaking class; use word and sentence stress, intonation patterns and English rhythms; choose appropriate terms, collocations and phrases according to the appropriate social environment, audience, circumstance and subject matter; arrange their thoughts in a coherent and logical sequence (Nunan, 2003).

Pronunciation: according to Dalton and Seidlhofer (1994), pronunciation is the development, in two senses, of substantial sound. Firstly, it is used as part of a formal language code and it is also used to gain significance in the sense of use. Thereby, we should talk about pronunciation in regard to acts of speaking. Good pronunciation is necessary when people speak plain language (Kline, 1989). In addition, clear words would be more accessible and will help listeners to get a clear message. Further, some of pronunciation components are word stress, intonation, intelligibility and phonology (segmental, suprasegmental features).

Word stress: in English, we can use the word 'stress' to refer generally to the way we emphasize something or give it prominence (Dalton & Seidlhofer, 1994). If we listen to spoken language, we can hear that certain elements seem to be given more prominence or emphasis. In many languages the stress rules change like in Spanish it depends on the end of each word to give the stress category, but in other languages it is necessary to take into account if there are suffixes or prefixes to know where could the stress be present. That's why it is important to domain that to have a good pronunciation.

Intonation: In certain examples, intonation can be the rising and fall of the voice in conversation. Moreover, intonation is the melody of speech and during the articulation of an utterance it includes the rising and lowering of the voice at varying degrees of pitch.

These can be very sudden, or slow, and in different configurations they can be added together. Furthermore, Intonation is closely related to tension or speech, which indicates the tune that you use when you produce the language, or use the music of speech. (Maldonado, 2010).

Intelligibility: according to Rosas and Sommerhoff (2008), speech intelligibility is defined as a measure of effectiveness in understanding clearly the spoken voice. In addition, this intelligibility refers to the speaker's interpretation of the knowledge expressed in what they say. The speaker's knowledge of the topic they are talking about is very critical in order to prevent confusion being presented to their listeners. In the meantime, interpretation can be inferred from the nonverbal and verbal responses provided by speakers (Cohen, Manion, & Morrison, 2005). So, intelligibility is how people share something spoken in a clear way.

Phonology

Segmental features: They are those segments of an existing speech flow that can be separated from an examined phonological community. The inventory of phonemes and such free transitions are applied to (boundary elements). They are categorized into Phonemics and Phonetics. First, phonemics studies in a language the relevant, distinctive and essential elements that are used to create variations in context. The phoneme is the Unit of Phonemics. Second, phonetics is the analysis and explanation of the sounds created by the human voice in conversation. (Maldonado, 2010)

Phoneme

Maldonado (2010) states that it is the smallest speech unit that shows and produces sense distinctions. Phonemes also refer to vowel and consonant sounds. Some important vowel sounds are /e/, /ɜ:/, /ɔ:/, /ɒ/, /ɑ:/ /æ/ /ɪ/, /i:/, /u/, /u:/, /ʌ/ and /ə/. It is important to know the area (front, central & back), tongue position (high, middle & low), lip shape (rounded, neutral & spread) complexity (complex or simple), tension (tense or lax) and length (lengthened or shortened) of the vowel sounds in order to use them correctly (Kelly & Harmer, 2001). Moreover, it is necessary to pair them according to their sound in because in that way it is easy to notice the difference of each sound.

Furthermore, the consonant sounds that used to be more difficult to recognize are /ð/, /ŋ/, /ʃ/, /h/, /t/, /d/, /k/, /r/and /θ/. The whole English consonant sounds are classified into place,

manner and vibration. Talking about the place in the mouth there are bilabial, labio dental, interdental, alveolar, palatal, velar and glottal. Additionally, we have the manner classification and they are plosives, fricatives, affricative, nasal, lateral, retroflex, and approximants (Roach, 2009). Finally, according to the vibration there are voiced and voiceless consonant sounds. This classification is part of the 24 consonants of the English language.

Besides that, when learning a language, it is important to know the different parts of this, because each language is complex and each one has their level of difficulty, so it is important to know the background of the language we want to learn in order to develop all the areas that it contains. To conclude, when producing a language, it is important to do that in a good way in order to reflect that we really understand and domain the language. Thus, it is important to practice the times we want in order to master the English language since it is necessary around the world.

Table 1: Vowel sounds characteristics

Vowel Sound	Area	Tongue Position	Lip Shape	Simple or Complex	Tension	Length
1. ɪ	Front	High	Neutral	Simple	Lax	unlengthened
2. e	Front	Middle	Spread	Simple	Tense	unlengthened
3. æ	Front	Low	Spread	Simple	Tense	unlengthened
4. ʌ	Central	Middle	Neutral	Simple	Lax	unlengthened
5. ɒ	Central	Low	Neutral	Simple	Lax	unlengthened
6. ʊ	Back	High	Rounded	Simple	Lax	unlengthened
7. ə	Central	Middle	Neutral	Simple	Lax	unlengthened
8. i:	Front	High	Spread	Complex	Tense	lengthened
9. u:	Back	High	Rounded	Complex	Tense	lengthened
10. ɜ:	Front	Middle	Spread	Complex	Tense	lengthened
11. ɔ:	Back	Low	Rounded	Complex	Tense	lengthened
12. ɑ:	Central	Middle	Neutral	Complex	Lax	lengthened

Source: English phonetics and phonology by Peter Roach
 Author: Yadira G. (2020)

Table 2: English consonant phonemes

Place Manner	Bilabial		Labio Dental		Interdental		Alveolar		Palatal		Velar		Glotal	
	Plosive	/p/	/b/					/t/	/d/			/k/	/g/	
Fricative			/f/	/v/	/θ/	/ð/	/s/	/z/	/ʃ/	/ʒ/			/h/	
Affricative									/tʃ/	/dʒ/				
Nasal		/m/						/n/				/ŋ/		
Lateral								/l/						
Retroflex								/ɻ/						
Approximants		/w/								/j/				
<i>Voiced: Vd</i>	<i>Vl</i>	<i>Vd</i>	<i>Vl</i>	<i>Vd</i>	<i>Vl</i>	<i>Vd</i>	<i>Vl</i>	<i>Vd</i>	<i>Vl</i>	<i>Vd</i>	<i>Vl</i>	<i>Vd</i>	<i>Vl</i>	<i>Vd</i>
<i>Voiceless: Vl</i>														

Source: How to teach pronunciation by Gerard Kelly and Jeremy Harmer
 Author: Yadira G. (2020)

1.4 Objectives

1.4.1 General objective

- To analyze the influence of The Moth stories in the Speaking skill of students from second semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” program at Universidad Técnica de Ambato.

1.4.2 Specific objectives

- To determine the types of The Moth stories that can help student improve the speaking skill.
- To state the speaking sub-skill that students need to improve through the application of a validated test.
- To apply The Moth stories that enable students to improve the speaking skill.

CHAPTER II

2. METHODOLOGY

2.1 Methods

2.1.1 Basic methods of research

Experimental research

The following study was experimental as it was based on Ket exam applied to the entire group chosen for this experiment, so this test was applied to students of the second level of “Pedagogía de los Idiomas Nacionales y Extranjeros” at Technical University of Ambato before and after the experiment. The experiment was designed by the author to cover the needs of the 39 students of the class by applying some activities that needed to have The Moth stories as a main tool. Additionally, the student had the opportunity to work individually and with a partner in order to interact and use the English language.

2.1.2 Research modality

Quantitative and qualitative research

The current research project was focused on a quantitative, and qualitative mixed approach. Quantitative, primarily because it can present and use quantitative methods to produce outcomes as reliable as it is possible to help improve the learners' attitude, actions or other characteristics. Furthermore, this study had a qualitative approach because it was aimed to explain the evidence presented by the use of storytelling podcasts based on developing the speaking skill of the students. Thereby, both statistical results and non-numerical feedback are important for students' development.

Field and bibliographic research

This research project was based on field and bibliographic research. First of all, it is field because it was held with individuals at the Technical University of Ambato. The data and the whole information was collected with students from that institution. When knowing the problem, it was improved with the correct procedure in the same environment. On the other hand, this project was bibliographic since the information for this project was taken from official sources such as scientific articles, thesis, books, papers and other interesting sources all focused on the variables of this research or documents with related topics.

2.1.3 Level or type of research

Exploratory research

Sparks (2020), thinks that qualitative data is generated by exploratory study. This implies that this type of analysis includes discussions between a researcher and the individuals being examined. For this reason, exploratory testing was used in this project because the data collected from the experiments was complete because of the experimental research. This project also explored the reliability of the research tool and its suitability for further studies or just continue studying the results that we never studied before in order to show everything that was done.

2.2 Resources

Human

Human resources is one of the most important for this research, it was needed the participation of 39 Ecuadorian students from second semester of "Pedagogía de los Idiomas Nacionales y Extranjeros" program at Technical University of Ambato with an A2 Level of the CEFR. The participants have the Spanish language as their mother tongue and the range of ages is between 18 to 25 years old. The students' participation was crucial for applying The Moth stories.

Techniques and instruments

There were some resources used in this research, the most significant instruments were technical and technological tools. First, it was important to get the authors knowledge and statements to take their researcher as reference for this research. Additionally, a computer was necessary for data processing and collection. On the other hand, the opportunity to use the Internet was the technological resource used to obtain The Moth stories, some important tests, and others.

Besides that, to develop this study it was used a standardized test, in this case it was used the speaking part of a KET (Key English test) which is one of the most important Cambridge test. It was applied at the beginning and at the end of the research period taking them as a pre and post-tests. This test was attentive by virtual classes using the applications appropriate for such classes which were Zoom, some recording applications and a social network. Those test are helpful to track students' progress in proving or rejecting the hypothesis of this research.

Moreover, the rubric of this exam taken from Cambridge.org was important in order to test students in a good way. The scores are between 1 to 5 points being 5 an excellent

score, **4** between excellent and ok, **3** is ok, **2** between ok and bad, and **1** is the lowest or a bad grade. According to the results obtained it is easy to know the level of the students and what they need to improve. Thus it is important to have a rubric in order to know what Ket tests. In addition, the rubric gives the idea of what area was going to be developed in this research was the pronunciation which tests the intelligibility and control over phonological features at utterance and word levels.

Furthermore, when having all the first results it is necessary to have a plan to develop the rest of the experiment. In this study it was used a pronunciation lesson plan taken from (Beck), it is an adapted lesson plan from TESL 525. It contains some pronunciation activities. Also, this lesson plan was adapted to the needs of the students of this research. The lesson plan has the introduction, objectives, material, stages, time to use in each stage and the worksheets, all of this characteristics are necessary in a complete lesson plan in order to do the changes and complete the class hours by having an introduction, class development and a final result.

Finally, the last instrument used in this project was the SPSS program. This program is necessary to obtain the statistical analysis of the results and in was important to verify the progress of each student. Moreover, this study used the statistical "T Student" test to validate the hypothesis. The researcher could also use this to determine whether a meaningful relationship exists between the variables. All the graphics of results, individual results, the T test and other quantities were obtained by using the SPSS program which is full of commands.

CHAPTER III

3 RESULTS AND DISCUSSION

3.2 Analysis and discussion of results

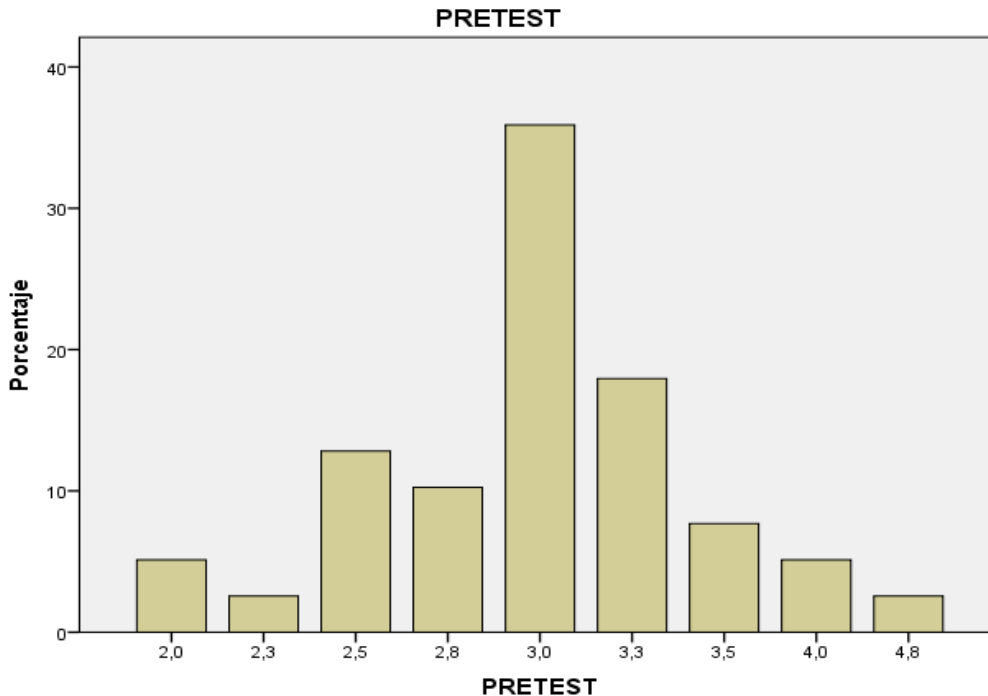
3.2.1 Pre-test

Table 3: Pre-test results

PRETEST					
		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	2,0	2	5,1	5,1	5,1
	2,3	1	2,6	2,6	7,7
	2,5	5	12,8	12,8	20,5
	2,8	4	10,3	10,3	30,8
	3,0	14	35,9	35,9	66,7
	3,3	7	17,9	17,9	84,6
	3,5	3	7,7	7,7	92,3
	4,0	2	5,1	5,1	97,4
	4,8	1	2,6	2,6	100,0
	Total	39	100,0	100,0	

Source: Pre-test results SPSS program

Author: Gallardo Y. (2020)



Graphic 1. Pre-test results

Source: Pre-test results SPSS program

Author: Gallardo Y. (2020)

Analysis and interpretation

The results in table 1. show us in the first column the average grades obtained by the students (2,0; 2,3; 2,5; 2,8; 3,0; 3,3; 3,5; 4,0; 4,8). We can also see the number of students who obtained the grades shown, getting a 3 out of 5 the most common since 14 students get that grade and these students represent the 35.9% that is represented in graphic 1. In addition, our lowest rating is 2 out of 5, which was obtained by 2 students representing the 5.1% of the total and the highest rating is 4.8 out of 5, which was obtained by one student representing the 2.6%.

3.2.2 Post-test

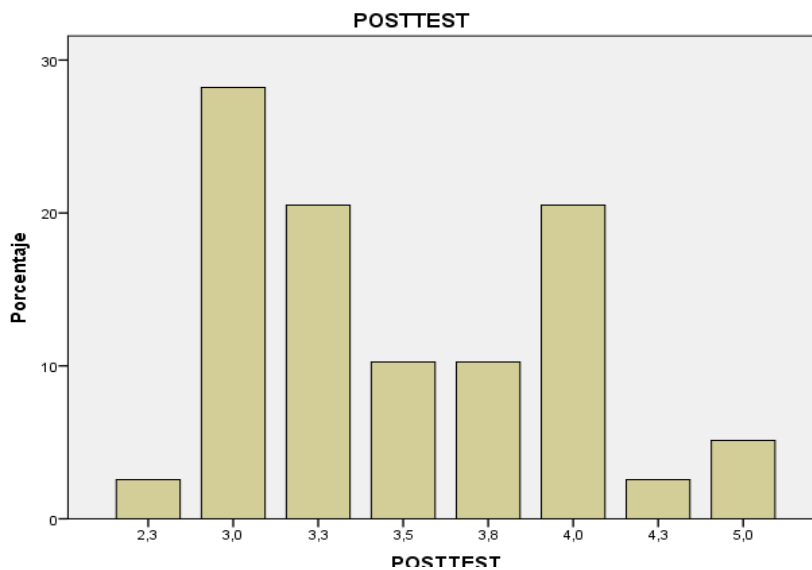
Table 4: Post-test results

POSTTEST

	Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido 2,3	1	2,6	2,6	2,6
3,0	11	28,2	28,2	30,8
3,3	8	20,5	20,5	51,3
3,5	4	10,3	10,3	61,5
3,8	4	10,3	10,3	71,8
4,0	8	20,5	20,5	92,3
4,3	1	2,6	2,6	94,9
5,0	2	5,1	5,1	100,0
Total	39	100,0	100,0	

Source: Post-test results SPSS program

Author: Gallardo Y. (2020)



Graphic 2. Post-test results

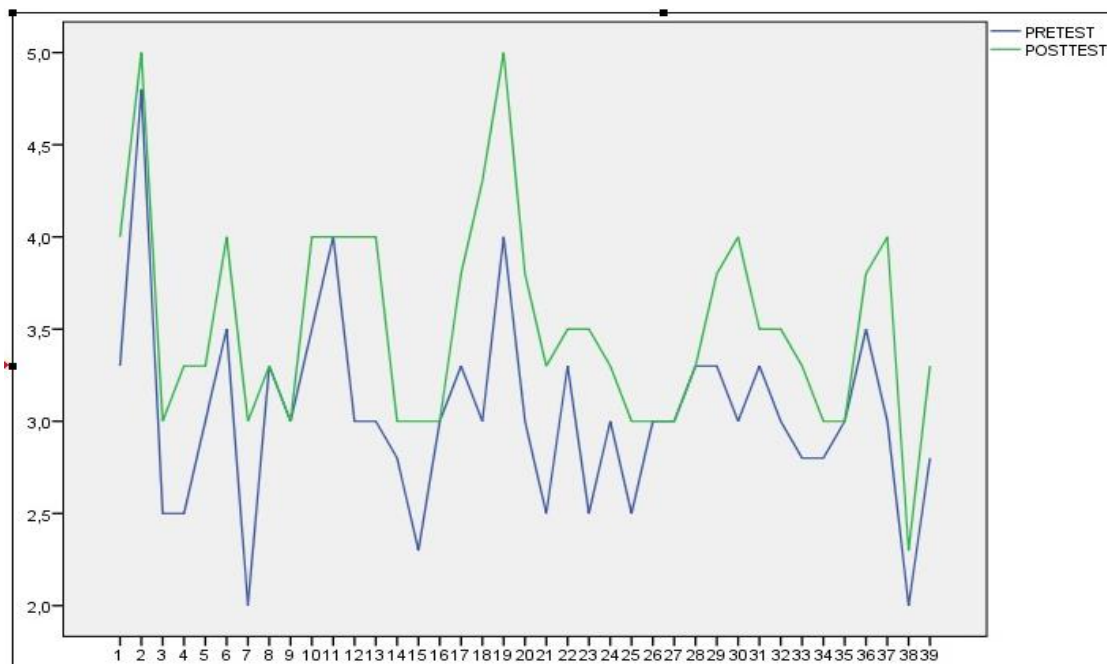
Source: Post-test results SPSS program

Author: Gallardo Y. (2020)

Analysis and interpretation

The results in table 2. show us in the first column the average grades obtained by the students (2,3; 3,0; 3,3; 3,5; 3,8; 4,0; 4,3; 5,0). We have the grade 3 out of 5 the most common since 11 students obtained it and represents the 28.3% that is represented in graphic 2. In addition, our lowest rating is 2.3 out of 5, which was obtained by 1 students representing the 2.6% of the total and the highest rating is 5 out of 5, which was obtained by 2 students representing the 5.1%. It is necessary to say that the lowest grade in this part exceeds the highest grade of the pre-test by 0.3 points and also, in the post-test the highest grade was 5, it means that there are improvements in the results because the highest grade in the post test was 4,8. For a better understanding, other data will be analyzed in the following graphics and tables.

3.2.3 Pre and post-test



Graphic 3: Pre and post-test analysis

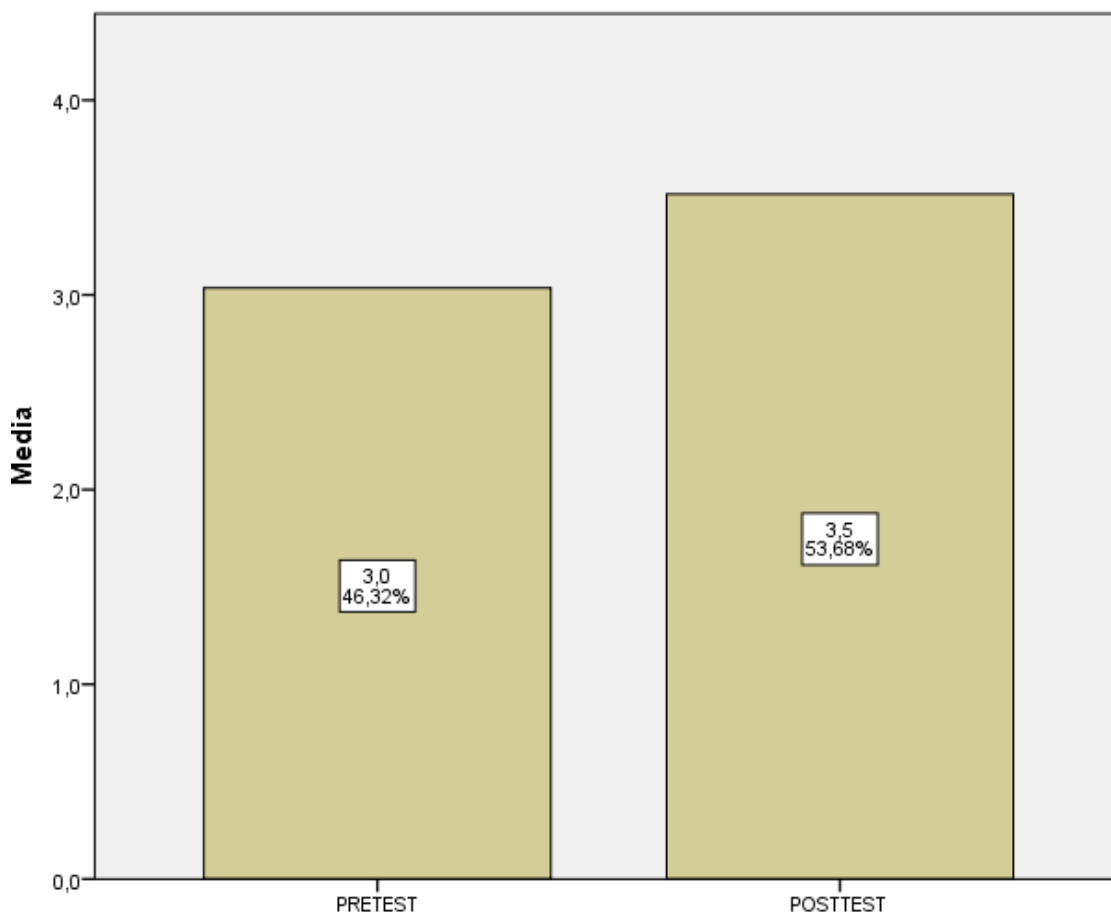
Source: Pre-test and Post-test average- SPSS program

Author: Gallardo Y. (2020)

Analysis and interpretation

According to this graphic, it is possible to notice the blue line which represents the grades that the 39 participants of this research obtained when taking the Pre-test. Meanwhile, the green line represents the results obtained from the Post-test that was taken after the application of the Moth stories during 4 weeks. There is a fluctuation between the levels

that marks the blue line and the green line, which means that the stories applied had an impact in students' development in the development of their pronunciation. While some of the participants experimented a bigger improvement, others stayed on their levels or their improvement was not very significant.



Graphic 4: Pre and post-test differences

Source: Pre-test and Post-test percentages- SPSS program

Author: Gallardo Y. (2020)

Analysis and interpretation

When the experimental group first took the pre-test, the average score of the group of 39 nine students from the second level of 'Pedagogía de los Idiomas Nacionales y Extranjeros' was 3 out of 5, equal to 46, 32%. On the other hand, after taking the post-test, the average of the same group is 3.5 out of 5, which equates to 53.68 %. The difference between the two averages is 0,5. Thus, it can be seen that the studied group experienced an increase of 7.36% in their results after the implementation of the Moth stories.

3.3 Hypothesis verification

Null hypothesis (Ho)

The use of the Moth stories does not influence the development of the speaking skill in students from second semester “A” of “Pedagogía de los Idiomas Nacionales y Extranjeros” program at Technical University of Ambato.

Alternative hypothesis (HI)

The use of the Moth stories influences the development of the speaking skill in students from second semester “A” of “Pedagogía de los Idiomas Nacionales y Extranjeros” program at Technical University of Ambato.

Table 5: T test with SPSS program

Prueba T

Estadísticas de muestras emparejadas

		Media	N	Desviación estándar	Media de error estándar
Par 1	PRETEST	3,036	39	,5249	,0841
	POSTTEST	3,518	39	,5619	,0900

Correlaciones de muestras emparejadas

		N	Correlación	Sig.
Par 1	PRETEST & POSTTEST	39	,764	,000

Prueba de muestras emparejadas

		Diferencias emparejadas				t	gl	Sig. (bilateral)	
		Media	Desviación estándar	Media de error estándar	95% de intervalo de confianza de la diferencia				
					Inferior				Superior
Par 1	PRETEST - POSTTEST	-,4821	,3748	,0600	-,6035	-,3606	-8,033	39	,000

Source: Hypothesis Verification - SPSS program

Author: Gallardo Y. (2020)

Hypothesis verification

According to the T-test analysis of the SPSS software, the P-value of 0.000 is less than 0.05, the null hypothesis is rejected and the alternative one is accepted stating that The Moth stories influence in the speaking skill of students from second semester “A” of “Pedagogía de los Idiomas Nacionales y Extranjeros” program at Technical University of Ambato.

CHAPTER VI

4 CONCLUSIONS AND RECOMMENDATIONS

4.2 Conclusions

- According to the T-test results of the SPSS software, the null hypothesis is dismissed and the alternative one is accepted claiming that the Moth stories effectively affect considerably and adequately the speaking skill of the students from second semester “A” of “Pedagogía de los Idiomas Nacionales y Extranjeros” program at Technical University of Ambato. It can be proved when comparing the pre-test with the post-test since the results showed an increase of 7.36%.
- The Moth stories that help students to improve the speaking skill, specially the pronunciation part were the educational stories that last less than 5 minutes, the ones that contained interesting topics according to students age and the stories told with an American accent. For example, “The Bad Haircut”, “Walking Together”, “A Love Not Meant for Me”, “Teacher Talent Show”, “Abuelos, Apples & Me” and “Pool Party”.
- The speaking sub-skill that the students of this research needed to improve was the pronunciation sub-skill and some of its branches which are the intelligibility, word-stress, intonation and phonological features. These branches were the ones that according to the pre-test results, the students needed to improve. Although, phonemes and word stress were the ones that students practiced in each class and developed altogether with The Moth stories.
- The Moth Stories applied were helpful for developing the speaking skill of the 39 students because before the experiment the average of students was 3 out of five, after applying the experiment for 4 weeks the average is 3.5 out of five. After all, in each class, The Moth stories and the activities were designed to develop the speaking skill of the student. Many of the participants experienced a huge improvement, while a few stayed on their levels or their improvement was not very significant.

4.3 Recommendations

- It is necessary and advisable to apply The Moth stories to improve the speaking skill since it has been proven that these stories do influence the improvement of speech, specifically in the subskill that is pronunciation and its derivatives such as intelligibility, word stress, intonation and phonemes.
- It is necessary to choose the topics of the Moth stories that will help students better. They can be chosen according to the students' age, level and needs because as The Moth is a huge organization plenty of stories, educator can find stories that can or cannot help their students that is why it is necessary to have a good selection.
- It is important to say that The Moth stories are helpful to develop the speaking skill of students. Thus, it is important that educators help students to improve the pronunciation subskill specifically some phonemes that have a significant improvement on students of this research such as /e/, /ɜ:/, /ɔ:/, /ɒ/, /ɑ:/ /æ/ /ɪ/, /i:/, /u/, /u:/, /ʌ/ and /ə/ vowel sounds and /ð/, /ŋ/, /ʃ/, /h/, /t/, /d/, /k/, /r/ and /θ/ consonant sounds.
- It is important to know that even if The Moth stories are helpful in some way, not all the students are going to have the same results because there are different ways to learn and each brain is different. So, it is important to know each student in order to achieve the goals by creating or modifying something about the material used.

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ANNEXES

Annex 1: Approval

ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 02 de octubre del 2020

Dr. Marcelo Nuñez
Presidente de la Unidad de titulación
Carrera de Idiomas
Facultad de Ciencias Humanas y la Educación
Presente

Yo, Mg. Sarah Jacqueline Iza Pazmiño en mi calidad de Coordinadora de la carrera de Idiomas y Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: **"The Moth Stories and The Speaking Skill"** propuesto por la estudiante Yadira Gallardo, portadora de la Cédula de Ciudadanía 1804467528, estudiante de la Carrera de Idiomas de la Facultad de Ciencias Humanas y 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.



Firmado electrónicamente por:
SARAH
JACQUELINE
IZA PAZMINO

Mg. Sarah Iza Pazmiño.
Coordinadora
0501741060
2818175
0984060528

Annex 2: KET speaking part and rubric

Test 1

Part 1 (3-4 minutes)

Phase 1

Interlocutor

To both candidates Good morning / afternoon / evening.
Can I have your mark sheets, please?

Hand over the mark sheets to the Assessor.

I'm, and this is

To Candidate A What's your name?

To Candidate B And what's your name?

Back-up prompts

	B , do you work or are you a student?	Do you work? Do you study? Are you a student?
<i>For UK, ask</i>	Where do you come from?	Are you from (Spain, etc.)?
<i>For Non-UK, ask</i>	Where do you live?	Do you live in ... (name of district / town etc.)?
	Thank you.	
	A , do you work or are you a student?	Do you work? Do you study? Are you a student?
<i>For UK, ask</i>	Where do you come from?	Are you from (Spain, etc.)?
<i>For Non-UK, ask</i>	Where do you live?	Do you live in ... (name of district / town etc.)?
	Thank you.	

Phase 2
Interlocutor

Now, let's talk about **friends**.

A, how often do you see your friends?

What do you like doing with your friends?

B, where do your friends live?

When do you see your friends?

Extended Response

Now **A**, please tell me something about one of your friends.

Interlocutor

Now, let's talk about **home**.

B, who do you live with?

How many bedrooms are there in your house / flat?

A, where do you watch TV at home?

What's your favourite room in the house?

Extended Response

Now, **B**, please tell me something about the things you like doing at home, at the weekends.

Back-up prompts

Do you see your friends every day?

Do you like going to the cinema?

Do your friends live near you?

Do you see your friends at weekends?

Back-up questions

Do you like your friend?

Where did you meet your friend?

Did you see your friends last weekend?

Back-up prompts

Do you live with your family?

Are there three bedrooms in your house / flat?

Do you watch TV in the kitchen?

Is your bedroom your favourite room?

Back-up questions

Do you like cooking at the weekends?

Do you play computer games at the weekends?

What did you do at home, last weekend?

Part 2 (5-6 minutes)

Phase 1

Interlocutor

⌚ 3-4 minutes

Now, in this part of the test you are going to talk together.

Place **Part 2** booklet, open at **Task 2a**, in front of candidates.

Here are some pictures that show **different places to eat**.

Do you like these different places to eat? Say why or why not. I'll say that again.

Do you like these different places to eat? Say why or why not.

All right? Now, talk together.

Candidates

.....

⌚ Allow a minimum of 1 minute (maximum of 2 minutes) before moving on to the following questions.

**Interlocutor /
Candidates**

Use as appropriate.
Ask each candidate
at least one
question.

Do you think...
...eating on the beach is fun?
... eating in restaurants is expensive?
...eating at home is boring?
... eating at college/work is cheap?
... eating in the park is nice?

Optional prompt
Why?/Why not?

What do **you** think?

Interlocutor

So, **A**, which of these places to eat do you like best?
And you, **B**, which of these places do you like best?

Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

Phase 2

Interlocutor

⌚ Allow up to 2
minutes

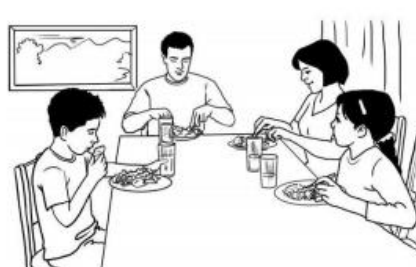
Now, do you prefer eating with friends or family, **B**? (Why?)

And what about you, **A**? (Do you prefer eating with friends or family?) (Why?)

Do you prefer eating at home or in a restaurant, **A**? (Why?)

And you, **B** (Do you prefer eating at home or in a restaurant?) (Why?)

Do you like these different places to eat?



RUBRIC

A2 Key Speaking Examiners use a more detailed version of the following assessment scales, extracted from the overall Speaking scales on the following page.

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Maintains simple exchanges. Requires very little prompting and support.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	<i>Performance below Band 1.</i>		

Annex 3: Official Lesson Plan

DIFFERENTIATING /R/ AND /L/

1

Lesson Plan Draft: Differentiating Between /r/ and /l/

TESL 525: Teaching English Pronunciation

Adrienne Beck

Azusa Pacific University

Professor Stephanie Sanford

Differentiating Between /r/ & /l/

Audience

This lesson plan is designed for students with Intermediate to Advanced proficiency and can be used with Ss' ranging from 16-40 years old in an EFL context. This plan was designed to meet the needs of Korean students who have difficulty in both hearing and producing the initial /r/ and /l/ sounds; however, it is suitable to use in an ESL context as well, assuming the students show similar challenges in producing and hearing distinctions. The content of this lesson uses the communicative language approach which recognizes that, "learners progression from one phase to another may be a gradual one and that practice must extend beyond the controlled phase of repetition and oral reading"(p.45). This lesson assumes that Ss' have a general knowledge of the articulatory anatomy, the important role pronunciation has in contributing to meaning, and the ability to use all four skills of reading, writing, listening and speaking at the intermediate to advanced level.

Learning Outcomes:

- SWBT distinguish between the /r/ and /l/ sounds using listening discrimination activities
 - * *Phase II Listening Discrimination*
- SWBT identify the tongue, teeth, and mouth placement needed to articulate the /r/ and /l/ sound through viewing articulatory description presentations and practicing in mirrors.
 - **Phase II - Place and Manner of Articulation*
- SWBT notice the importance of accurate pronunciation of /r/ and /l/ and how it effects meaning through the reading of minimal pair sentences with partners.

**Phase III – Listening Discrimination and Reproduction*

- SWBT reproduce the sounds of /r/ and /l/ through guided and communicative activities that focus on both fluency and accuracy (Celce-Murcia, 2010, p.68)

** Phase IV & V – Guided Practice and Communicative practice***Rationale**

This lesson plan focuses on the clear pronunciation and listening discrimination between the initial /r/ and /l/ sounds. The absence of /r/ and /l/ in the Korean language is the cause of this recognizable error (Cho & Park, 2006, p.238). The most comparable phoneme in the Korean language is *rieul*, a feature between the /r/ and /l/ phoneme. Helping students to understand why pronunciation mistakes are made between /r/ and /l/ by presenting them with a comparative analysis of the differences in mouth, tongue and muscle movements between Korean and English, can be highly beneficial for students (Cho & Park, 2006, p.244). The outcomes of this lesson are designed to help students work towards both intelligibility and comprehension in spoken language by focusing on how the voice quality of the learner's native language differs from that of English (Esling & Wong, 1983, p.93).

It should be noted that the aim of this lesson should not to have students' sound exactly like a native speaker of the target language, but rather that identification with the target group, insofar as that is the student's goal, is often realized phonologically through the mechanism of voice quality (Esling & Wong, 1983, p.93).

This lesson plan incorporates all phases of the communicative language approach to teaching (description and analysis, listening discrimination, controlled practice, guided practice and communicative practice). In addition, this lesson plan should be taught at a pace that is suitable for context and may be adapted with additional materials and explanations to satisfy the needs of the current students.

Time: 60 minutes

Materials:

1. Internet Connection & Computer to present the website with Articulatory Diagram: <http://www.uiowa.edu/~acadtech/phonetics/english/frameset.html>.
2. Chopsticks for each student
3. Hand Mirrors for each student
4. White Board/Chalk Board
5. Handout: Minimal Word Pairs (Appendix A)
6. Handout: Minimal Pair Sentences (Appendix B)
7. Handout: Dialogue Between Police Officer and Driver (Appendix C)
8. Handout: Create Your Own Story (Appendix D)

1. Warm-up (5 minutes)

1. Ask Ss how many letters are in their L1's. Then ask how many letters there are in the English alphabet (26).

2. Tell the Ss' that today we are going to focus on the consonants /r/ and /l/. Ask Students to think about what consonants in English do not exist in Korean. Ss' may work in pairs to generate answers more quickly. List these on the board (making sure to list the /l/ and /r/): /b/, /d/, /g/, /f/, /h/, /θ/, /ð/, /z/, /ʃ/, /dʒ/, /l/ /r/

This helps us to identify the major areas of pronunciation errors made by Koreans.

3. Introduce the /r/ and /l/ by pronouncing several word pairs (red/led, rake/lake, wrong/long) and ask Ss' if they can hear the difference. Ask a few Ss' to pronounce the word pairs to the person sitting next to them and then ask their partner if they could hear the difference again? It will be evident that a majority of Korean Ss' will have difficulty in both hearing and producing the /l/ and /r/ sound.

II. Place and Manner of Articulation (15 minutes)

Contrastive rhetoric: Explain to the Ss' that /r/ and /l/ sound can be difficult to make for Korean Ss' because they have a sound in between both the /r/ and /l/ which is very similar and is called 'rieul'. When rieul is shown at the beginning of a word, it is pronounced as an /l/, however, it is very rare for words to start with rieul and if it does, Koreans tend to cut the rieul off the beginning of the word altogether. When rieul is used mid-word, it is pronounced as an /r/.

1. Pass out mirrors (or have students take out their own). Explain to the Ss' that to make both the /r/ and /l/ sound they will be using both their tongue and teeth.
2. Instruct Ss' that they will first learn to make the /r/ sound. The teacher will then present the articulatory description using the website: <http://www.uiowa.edu/~acadtech/phonetics/english/frameset.htm>. The teacher will encourage Ss' to pay attention to how the tip of the tongue is

turned up and back, noting that there is no contact between the front part of the tongue and the teeth or roof of the mouth.

3. Ss' should pronounce each of the following words using their mirrors (right, red, room, repeat, rich) after watching the animated video.

Ask Ss': Where is the tongue going?

What are the lips doing?

4. The Ss' will then watch the articulatory description of the /l/ sound using the website: <http://www.uiowa.edu/~acadtech/phonetics/english/frameset.html>. The T will encourage the Ss' to note how the tip of the tongue is touching the alveolar ridge just behind the upper teeth, noting that there should be no contact between the sides of the tongue and the teeth further back.

5. Ss' should pronounce each of the following words using their mirrors (light, long, last, love)

* The teacher can note that for 'rieul'(≡) the tongue placement is in the middle, while for the /l/ your tongue is just behind the teeth and for /r/ your tongue is turned up and back.

III. Listening Discrimination and Reproduction (15 minutes)

A Minimal Pair Words

1. Explain to the Ss' that they will first listen to the pairs of words (See Appendix A).

2. Ss' will then be given a chopstick to place across their mouths. They should push this chopstick back and hold it with their lips, not their teeth. The T will explain that when pronouncing the /l/, the tip of the tongue should touch the chopstick and can even push it out of their mouth when pronouncing a rule. When pronouncing the /r/ the tongue should not touch the chopstick. The Ss' will practice saying each pairs of words with the chopstick in their mouth. If the Ss' have moved the chopstick, then they know that they have are beginning to pronounce /l/ correctly.

B. Minimal Pair Sentences

1. The T distributes the Minimal Pair Sentences handout (See Appendix B).
2. The T explains that each of the sentences will be read once, pronouncing only one minimal word from each pair. The Ss' are to circle the minimal pair word that they hear. Before reading the sentences the T will go over the minimal pair words to ensure Ss' understand their meaning.
3. The T may circulate around the room or collect paper to check Ss' ability to discriminate between the /r/ and /l/.
4. Ask the students' what kind of impact the sentence would make if the wrong word were heard?
5. Have Ss' read the sentences in pairs choosing one word from each pair while their partner circles the word they hear. Ss' can check for the correct answer after each sentence.

VI. Guided Practice (10 minutes)

1. Ss' work in pairs to read the dialogue between the Police officer and driver (See Appendix C).
 2. Ss' will first highlight the /l/ and /r/ sounds in the dialogue. One partner will then read the part of the police officer while the other reads the part of the driver. After Ss' have finished reading to each other, they can read and perform the dialogue for the whole class.
- * The T should circulate around the room listening to each pair of Ss' and provide feed back.
 - * Ss' should be encouraged to focus on fluency over accuracy in this task.

V. Communicative Practice/Evaluation (15 minutes)

1. Ss' work in pairs to create a role-play (See Appendix D)
 2. The Ss' will be given 5-7 minutes to write their role-play. During this time the T will circulate around the room to provide students with guidance as they write their dialogues.
 3. The Ss' will take turns presenting their dialogues in front of the class while the T records them.
- *The T can play the recordings back later for self-reflection or peer feed back.

VI. Assessment

In this lesson plan, informal assessment is the most appropriate. The teacher should be sure to continuously circulate around the room while Ss' are completing their activities, providing immediate feed back. Formal assessment can be provided through the grading of the listening discrimination exercise as well as the written dialogue for the role-play as a part of the communicative practice.

VII. Extension Activities (Optimal In-Class/Homework)

1. Ss' can watch their recorded role-plays and provide feedback to each other on the /r/ and /l/ sound.

2. Ss' can complete the Create Your Own Story – Group Task (See Appendix E).

The T reads the instructions to the Ss' and breaks them up into groups. The T gives each group five minutes to create their own story using nine of the words listed. After the Ss' have completed the Group Task, the T hands out the Individual Task and reviews the directions. At the end the T gives Ss' the opportunity to list some words in which they felt they heard some of their peers pronounce incorrectly or perhaps they need more practice with.

Annex 4: Experiment

Experiment design: The Moth Stories and The Speaking Skills

Author: Yadira Gallardo

Universidad Técnica de Ambato

2021

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Introduction

This research project was created to develop the speaking skill of students by using The Moth stories. According to (Brown, 1994; Burns & Joyce, 1997), Speaking has gained considerable significance in the history of English teaching as it is referred to an interactive process of meaning-building involving the creation, receipt and processing of information. Thereby, it is a good idea to use something external to develop this skill in a better way.

The viability of the experiment is due to the aid of technical tools such as offerings and applications from The Moth that work together with this organization, if anything doesn't work, this variety of items may be beneficial. In addition, the participants of this research which are 39 Ecuadorian students from second semester of "Pedagogía de los Idiomas Nacionales y Extranjeros" program at Technical University of Ambato.

Moreover, there are some researchers and experiments related to the use of storytelling and the development of the Speaking skill. However, the originality of this project is due to the use of The Moth Stories because apart from the fact that they weren't used in other projects like this, they are podcasts, it means that they can be found on many internet sites and they are easy to download and use. Additionally, those stories are real experiences of the storytellers and they are told in first-person to make them deeper and more catching to the listener.

Finally, this experiment will benefit the participants of this project and also will help students who want to be English teachers because this can be a guide for their following researches related to this topic. Besides, any teacher can apply this idea to improve students' speaking production because the stories have a variety of topics, so people can use them according to the participants' level and interests.

General Guidelines

In this experiment, the learning of sounds or the so-called phonemes has been taken into account specially the vowel sounds and some consonant sounds. When obtaining the results of the pre-test applied to the 39 students of "Pedagogía de los Idiomas Nacionales y Extranjeros" program at Technical University of Ambato, the evaluator saw that the students had some problems in various parts of the speaking skill particularly with pronunciation. After this it proceed to use The Moth stories which help to improve the speaking skill of students.

Scope Design

Subject	Units	The Moth	Time	Pronunciation Element	Lesson Plan
Linguistics	1	“The Bad Haircut” https://themoth.org/dispatches/home-schooled-the-bad-haircut	50-60 minutes	Intelligibility, word-stress, intonation and phonological features	1
Linguistics	1	“Walking Together” https://themoth.org/dispatches/storytelling-school-walking-together	50-60 minutes	Intelligibility, word-stress, intonation and phonological features	2
Linguistics	1	“A Love Not Meant for Me” https://themoth.org/dispatches/storytelling-school-love-not-meant-for-me	50-60 minutes	Intelligibility, word-stress, intonation and phonological features	3
Linguistics	1	“Teacher Talent Show” https://themoth.org/dispatches/storytelling-school-teacher-talent-show	50-60 minutes	Intelligibility, word-stress, intonation and phonological features	4
Linguistics	1	“Abuelos, Apples & Me”. https://www.facebook.com/watch/?v=2310460769250016	50-60 minutes	Intelligibility, word-stress, intonation and phonological features	5
Linguistics	1	“Pool Party” https://www.facebook.com/watch/?v=734014837213295	50-60 minutes	Intelligibility, word-stress, intonation and phonological features	6

Lesson Plans

Lesson Plan 1

Unit1: Vowel Sounds

Topic: “The Bad Haircut”.

Audience

This lesson plan is designed for 39 students of the second level of “Pedagogía de los Idiomas Nacionales y Extrajeros” program. This plan was designed to meet the needs Ecuadorian students in pronunciation; however, it is suitable to use in an ESL context as well, assuming the students show similar challenges in producing and hearing distinctions through the use of THE MOTH STORIES.

Learning Outcomes:

- Students will be able to produce I, i:, u, u:, ʌ and ə vowel sounds and apply them in a discussion task through the use of Moth Stories.
- Students will be able to recognize the area, tongue position, lip shape, complexity, tension and length of the vowels.
- Students will be able to use the vowel sounds in a real context.
- Students will be able to work in pairs and describe a picture by using an intelligible pronunciation of vowels.

Time: 50 to 60 minutes

Materials:

1. Internet Connection & Computer to present the website The Moth <https://themoth.org>
2. Zoom App
3. Lesson Plan
4. PPT slides
5. Recording program

I. Warm-up (10 minutes)

Kahoot. Students will choose the words according to the vowel sounds they contains /ɪ/, /i:/, /ʊ/, /u:/, /ʌ/ and /ə/.

Link Kahoot: https://kahoot.it/challenge/08327697?challenge-id=1e85e26a-590b-42a5-b8b4-67fdfab1f407_1603248551400

Present some words to make an emphasis in the vowel sounds pronunciation.

Students will listen to a Moth Story “The Bad Haircut”. While students listen to the story, they will take notes on the words that have the vowel sounds /ɪ/, /i:/, /ʊ/, /u:/, /ʌ/ and /ə/.
Worksheet #1

Link Story: <https://themoth.org/dispatches/home-schooled-the-bad-haircut>

II. Vowel Quality (10 minutes)

Share the following c hart with students.

Vowel Sound	Area	Tongue Position	Lip Shape	Simple or Complex	Tension	Length
/ɪ/	Front	High	Neutral	Simple	Lax	shortened
/i:/	Front	High	Spread	Complex	Tense	lengthened
/ʊ/	Back	High	Rounded	Simple	Lax	shortened
/u:/	Back	High	Rounded	Complex	Tense	lengthened
/ʌ/	Back	Middle	Neutral	Simple	Lax	shortened
/ə/	Central	Middle	Neutral	Simple	Lax	shortened

Author: Yadira G. (2020)

III. Listening Discrimination and Reproduction (15 minutes)

The Ss' will then watch a video of the Moth I order to make them produce the sound of the vowels in a real context. <https://themoth.org/dispatches/home-schooled-the-bad-haircut>.

Ss' should pronounce phrases taken form the story in order to practice the pronunciation of vowel sounds.

And I got my **school** supplies, my **school** clothes, my super **cool** new **lunchbox**.

the new J's on my **feet**, **you** know, the new Jordan **sneakers**.

My **sister** was telling **me**, "You need a **haircut**";

Like **you** don't **really** comb it or wash **it**.

At **the** end of the **summer**, my hair was kind of just like **this** thing on my head.

I'm **playing video** games with my other **cousin** around my age.

Students will record the pronunciation of the previews sentences and they will present them in the class.

IV. Communicative Practice/Evaluation (15minutes)

The Ss' will be given a picture related to the topic of the video. Worksheet #2

Ss' have to practice individually for a minute the answer for the question given in the picture. A sample for the answer will be given to students. Worksheet #3.

In pairs Ss' need to send a recording answering the question of the picture and making a discussion of that. The recording could be between one or two minutes long.

Worksheet #1

Student:

Date:

Instruction: Listen to the story and write the words that contains the following vowel sounds.

Vowel sound	ɪ	i:	ʊ	u:	ʌ	ə

Worksheet # 2

Instruction: In pairs Ss' need to send a recording answering the question of the picture and making a discussion of that. The recording could be between one or two minutes long.

Question: Do you like these haircuts? Explain your reasons.



Worksheet #3

Sample of the pair discussion

A: Which of these looks do you like most?

B: I think that the haircut number six is my favorite, because my cousins use to have that haircut and they look very nice.

A: Yes, I think that it depends on people's head.

B: Yeah! And what about you what is your favorite haircut?

A: My favorite haircut is the second one, because I am able to use it at school and I feel comfortable using it.

B: Ok, that haircut is also good but my family can't accept that kind of looks.

A: Yes, when I was a kid my parents want me to have my haircut similar to the fourth man.

B: I really like the fourth haircut because I think that this look can be good for all man.

A: I totally agree that even elders can use it.

Answer Key

Warm-up: Kahoot Answers

/ɪ/ Sister

/ɪ/ This

/i:/ Sneakers

/i:/ She

/u/ Look

/u/ Would

/u:/ School

u:/ Cool

/ʌ/ Haircut

/ʌ/ Lunchbox

/ə/ Cousin

/ə/ Comfortable

Worksheet #1

Instruction: Listen to the story and write the words that contains the following vowel sounds.

Possible Answers:

Vowel sound	ɪ	i:	ʊ	u:	ʌ	ə
	Sister This Telling Playing It	She Sneakers Feet Need	Look Would	School Cool Fool	Cousin Haircut Just Lunchbox Summer	Cousin Awesome Other Comfortable

Lesson Plan 2

Unit1: Vowel Sounds

Topic: “Walking Together”.

Audience

This lesson plan is designed for 43 students of the second level of “Pedagogía de los Idiomas Nacionales y Extranjeros” program. This plan was designed to meet the needs Ecuadorian students in pronunciation; however, it is suitable to use in an ESL context as well, assuming the students show similar challenges in producing and hearing distinctions through the use of THE MOTH STORIES.

Learning Outcomes:

*Students will be able to produce /ɪ/, /i:/, /u/, /u:/, /ʌ/ and /ə/ vowel sounds by recording themselves while repeating a part of a Moth Story.

- Students will be able to answer a question by using these /ɪ/, /i:/, /u/, /u:/, /ʌ/ and /ə/ vowel sounds.
- Students will be able to classify some words according to their vowel sound.
- Students will be able to produce intelligibly the vowel sounds by recording themselves.

Time: 50 to 60 minutes

Materials:

1. Internet Connection & Computer to present the website The Moth <https://themoth.org>
2. Zoom App
3. Lesson Plan
4. PPT slides
5. Recording program
6. Worksheets

I. Warm-up (10 minutes)

1. Ask students some examples that match with the vowel sounds they practiced the previous class.
2. Students will watch some pictures related to the new Moth story and answer some questions. Worksheet #1

II. Listening Discrimination and Reproduction (10 minutes)

1. Students will listen to a Moth Story “Walking Together”. While students listen to the story, they will take notes on the words that have the vowel sounds /ɪ/, /i:/, /u/, /u:/, /ʌ/ and /ə/. Worksheet #2
2. Students are going to say the words they write by pairing them in the same way of the vowel sounds pairs /ɪ/, /i:/; /u/, /u:/; /ʌ/, /ə/ in order to hear the distinctness in their pronunciation.

Link Story: <https://themoth.org/dispatches/storytelling-school-walking-together>

III. Listening Discrimination and Reproduction (20 minutes)

1. Ss' will then watch and listen to the story of The Moth again in order to make them notice the sound of other words that contains /ɪ/, /i:/, /u/, /u:/, /ʌ/ and /ə/ vowel sounds. <https://themoth.org/dispatches/storytelling-school-walking-together>.
2. Students will write in the screen randomly the words they wrote in their notebooks.
3. Students will divide those words according to their sound in the chart. Worksheet #3.

IV. Communicative Practice/Evaluation (10 minutes)

1. The Ss' will be asked to record themselves a part of the Moth Story they already heard. They have to choose a part between 25 or 30 seconds long and send it.
Worksheet #4

Worksheet #1

Name:

Date:

Do you like squirrels? Have you ever seen one before?



For you, what is the meaning of taking a risk?



What is a best friend? Describe your best friend?



Worksheet # 2

Student Name:

Date:

Instruction: Listen to the story and write the words that contain the following vowel sounds.

Vowel sound	/ɪ/	/i:/	/ɒ/	/u:/	/ʌ/	/ə/

Worksheet # 3

Name:

Date:

Instruction: Write the words given in the class in the correct column according to their vowel sound.

Vowel sound	/ɪ/	/i:/	/ʊ/	/u:/	/ʌ/	/ə/

Worksheet #4

Transcript of the Story

Truly Johnson - Walking Together

1

THE MOTH



Announcer: Keep it going for Truly as she comes out. Come on.

[applause]

Truly: It was the beginning of freshman year and, even though I was at the same school I had been in middle school, my best friend from middle school had left. So, I, I didn't really know anyone very well. Like, I mean kind of, but...

0:00:31.7 So, at lunch I would basically just walk around the block by myself. Like, sometimes I would make plans with other people, but a lot of times it just wouldn't work out. So, I would just walk around the block and think about life. Yeah.

So, one day, my humanities class was studying Greek and Roman empires, so we went to the Metropolitan Museum of Art to go look at like artifacts, like coins and pots and all those things. And we got these little sheets, and we had to like, check off when we found the objects. We were like, looking all around for these different objects.

Truly Johnson - Walking Together

2

0:01:07.0

So, I was walking around by myself. Everyone else was in their little groups of friends. And occasionally I'd run into other people and they'd be like, "Oh hey, Truly, where's this thing?" And I'm like, "Oh, it's that way." And then I would sometimes ask other people. But then we'd just kind of continue on our way.

So, I was walking around, getting all the objects, and then I saw that there was someone else who also didn't really have a group of friends. Like she had dark curly hair, glasses. I'd never really seen her. I mean, I've seen her around but I didn't know her, and then...

0:01:37.4

And so, at some point, I don't even remember exactly how, because it wasn't a big deal at the time. It was probably just one of us asked the other one where something was. But we started talking and we ended up kind of finishing the scavenger hunt together.

And so, we decided to go to the African Art Museum — the African Art Exhibit. So, we went and we were looking at the masks, and we were enjoying it. It was fun. And then we went home at the end of the trip, and yeah.

0:02:15.0

Then the next day I was walking around by myself at lunch, like I did. And uh, when I saw — I was standing outside the pizza shop and I saw, through the window, I saw her from yesterday and I was thinking, "Can I actually do this? Can I take this risk? Can I go

Truly Johnson - Walking Together

3

up to her and talk to her again after just this one thing that happened yesterday?"

0:02:39.6

And I decided I could, so I went in and I said hi, and I was like, "Do you wanna go to the park?" And, and so we did. And we went and we're looking at all the trees and the grass and it was really nice. And we saw these squirrels, and she was trying to take pictures of them, but they kept running off. And we were making jokes or something like they were evil squirrels.

0:03:06.5

And from then on, we went to lunch basically every day that year. And the next time we went on a trip, I found her in a giant crowd of ninth graders, and we walked to our destination together. Thank you.

Lesson Plan 3

Unit1: Vowel Sounds

Topic: “A Love Not Meant for Me”.

Audience

This lesson plan is designed for 39 students of the second level of “Pedagogía de los Idiomas Nacionales y Extranjeros” program. This plan was designed to meet the needs Ecuadorian students in pronunciation; however, it is suitable to use in an ESL context as well, assuming the students show similar challenges in producing and hearing distinctions through the use of THE MOTH STORIES.

Learning Outcomes:

*Students will be able to produce /e/, /ɜ:/, /ɔ:/, /ɒ/, /ɑ:/ and /æ/ vowel sounds and apply them in a story through the use of Moth Stories.

- Students will be able to answer a question by using these e/, /ɜ:/, /ɔ:/, /ɒ/, /ɑ:/ and /æ/ vowel sounds.
- Students will be able to classify some words according to their vowel sound.
- Students will be able to produce intelligibly the vowel sounds by recording themselves.

Time: 50 to 60 minutes

Materials:

1. Internet Connection & Computer to present the website The Moth <https://themoth.org>
2. Zoom App
3. Lesson Plan
4. PPT slides
5. Recording program
6. Worksheets

I. Warm-up (10 minutes)

- 1) Kahoot. Students will choose the words according to the vowel sounds they contains /e/, /ɜ:/, /ɔ:/, /ɒ/, /ɑ:/ and /æ/.
 - a. Link Kahoot: https://kahoot.it/challenge/06924425?challenge-id=1e85e26a-590b-42a5-b8b4-67fdfab1f407_1603855469985
- 2) What do you think about the phrase: A love not meant for me.

II. Listening Discrimination and Reproduction (10 minutes)

- 1) Students will listen to a Moth Story “A Love Not Meant for Me”. While students listen to the story, they will take notes on the words that have the vowel sounds /e/, /ɜ:/, /ɔ:/, /ɒ/, /ɑ:/ and /æ/ Worksheet #1
 - a. Link Story: <https://themoth.org/dispatches/storytelling-school-love-not-meant-for-me>
- 2) Students are going to write the words they wrote in their notebooks in the zoom chat and say the vowel sound of the word given, after that everybody is going to repeat the words.

III. Listening Discrimination and Reproduction (10 minutes)

1) Students will read some phrases taken from the story in order to remember them for the next activity.

- Everything about him was exceptional
- I am so nervous.
- It had delicious, indecent effect on me.
- He was the most extraordinary partner I have ever had.
- As time went by.
- I couldn't understand really what was happening.
- I had had two children on my own.
- All the holly places of France.
- There was one thing that was very peculiar about him.
- My heart just stopped.
- I just barricaded my heart.

2) Ss' will then watch and listen to The Moth story again and try to find the phrases given by the teacher which have the /e/, /ɜ:/, /ɔ:/, /ɒ/, /ɑ:/ and /æ/ vowel sounds, and then they are going to repeat those phrases. <https://themoth.org/dispatches/storytelling-school-love-not-meant-for-me>

IV. Communicative Practice/Evaluation (10 minutes)

1) The Ss' will create a story that contains 3 of the phrases given before and they are going to record themselves and send the recording to the WhatsApp group of linguistics. The story needs to be between 1 to 2 minutes long. Worksheet #2

Worksheet #1

Student:

Date:

Instruction: Listen to the story and write the words that contain the following vowel sounds.

Vowel sound	/e/	/ɜ:/	/ɒ/	/ɔ:/	/ɑ:/	/æ/

Worksheet #2

Create and record your own story 1 to 2 minutes long by using 3 of the following phrases. Be careful with the pronunciation.

- Everything about him was exceptional
- I am so nervous.
- It had delicious, indecent effect on me.
- He was the most extraordinary partner I have ever had.
- As time went by.
- I couldn't understand really what was happening.
- I had had two children on my own.
- All the holly places of France.
- There was one thing that was very peculiar about him.
- My heart just stopped.
- I just barricaded my heart.

Sample

Two years ago, I met an incredible man. He was very smart and handsome, and the most attractive thing to me is that he was a musician. So, I need to say that **everything about him was exceptional**. I was really in love with him, but he was from another country so I couldn't be able to make a movement. And **I couldn't really understand what was happening in my heart** but I knew.... that was the first time I felt in that way. Now **I am so nervous** for talking with you about him, but this is my story and he **was the most extraordinary partner I have ever had** despite the pain I felt when he left. **As time went by** we have become complete strangers and I have not heard about him again. However, I hope that one day we will see each other again and that this story takes another course.

Answer Key

Warm-up: Kahoot Answers

- 1) /ɜ:/ Nervous
- 2) /ɑ:/ Heart
- 3) /ɒ / on
- 4) /e / went
- 5) /ʌ / just
- 6) /ɒ / Stop
- 7) /ɔ:/ All
- 8) /æ / As
- 9) /ɒ / Holly
- 10) /ɪ / Children
- 11) /ɑ:/ Partner
- 12) /e/ Ever
- 13) /ɜ:/ Perfect

Worksheet #1

Instruction: Listen to the story and write the words that contains the following vowel sounds.

Possible Answers:

Vowel sound	/e/	/ɜ:/	/ɒ/	/ɔ:/,	/ɑ:/	/æ/
	Went	Perfect	Stop	All	Partner	As
	Ever	Nervous	Holly	Four	Heart	That
	Met		On			France
						Am

Lesson Plan 4

Unit1: Vowel Sounds

Topic: “Teacher Talent Show”

Audience

This lesson plan is designed for 39 students of the second level of “Pedagogía de los Idiomas Nacionales y Extrajeros” program. This plan was designed to meet the needs Ecuadorian students in pronunciation; however, it is suitable to use in an ESL context as well, assuming the students show similar challenges in producing and hearing distinctions through the use of THE MOTH STORIES.

Learning Outcomes:

*Students will be able to produce /e/, /ɜ:/, /ɔ:/, /ɒ/, /ɑ:/ and /æ/ vowel sounds and apply them in a discussion task through the use of Moth Stories.

- Students will be able to answer a question by using these e/, /ɜ:/, /ɔ:/, /ɒ/, /ɑ:/ and /æ/ vowel sounds.
- Students will be able to classify some words according to their vowel sound.
- Students will be able to produce intelligibly the vowel sounds by recording themselves.

Time: 50 to 60 minutes

Materials:

1. Internet Connection & Computer to present the website The Moth <https://themoth.org>
2. Zoom App
3. Lesson Plan
4. PPT slides
5. Recording program
6. Worksheets

I. Warm-up (10 minutes)

- 1) Kahoot. Students will choose the words according to the vowel sounds they contains /e/, /ɜ:/, /ɔ:/, /ɒ/, /ɑ:/ and /æ/.

Link Kahoot: https://kahoot.it/challenge/03977766?challenge-id=1e85e26a-590b-42a5-b8b4-67fdfab1f407_1604497987405

II. Listening Discrimination and Reproduction (10 minutes)

- 1) Students will listen to a Moth Story “Teacher Talent Show” While students listen to the story, they will take notes on the words that have the vowel sounds /e/, /ɜ:/, /ɔ:/, /ɒ/, /ɑ:/ and /æ/ Worksheet #1

Link Story: <https://themoth.org/dispatches/storytelling-school-teacher-talent-show>

III. Listening Discrimination and Reproduction (10 minutes)

- 1) Students will read some phrases taken from the story in order to remember them for the next activity.
 - I started teaching eleventh and twelfth grade English at a public school here in the city.
 - I wake up before dawn and I put on my favorite green tie.
 - On the other side of the room, completely alone was one guy in a dragon t-shirt.
 - that seems like something that would happen in my life in this moment.
 - This is basically how the first few months of teaching go.
 - Then the principal walks in and he just frowns at me.
 - This guy's like a professional frowner.

Ss' will then watch and listen to The Moth story again and try to find the phrases given by the teacher which have the /e/, /ɜ:/, /ɔ:/, /ɒ/, /ɑ:/ and /æ/ vowel sounds, and then they are going to repeat those phrases in a recording.

<https://themoth.org/dispatches/storytelling-school-teacher-talent-show> . Worksheet #2

IV. Communicative Practice/Evaluation (10 minutes)

Students repeat the words and pronounce the intelligibly. Worksheet #3.

Worksheet #1

Student:

Date:

Instruction: Listen to the story and write the words that contain the following vowel sounds.

Vowel sound	/e/	/ɜ:/	/ɒ/	/ɔ:/	/ɑ:/	/æ/

Worksheet #2

Name:

Date:

Instruction: Write the minute where those phrase were said in the story.

- I started teaching eleventh and twelfth grade English at a public school here in the city.
- I could possibly be their English teacher
- There were two girls making out in the doorway.
- I wake up before dawn and I put on my favorite green tie.
- On the other side of the room, completely alone was one guy in a dragon t-shirt.
- This is basically how the first few months of teaching go.
- Then the principal walks in and he just frowns at me.
- This guy's like a professional frowner.

Worksheet #3

1. Cousin: /'kʌzən/
2. Lunch: /lʌntʃ/
3. Year: /jɪər/
4. Look: /lʊk/
5. Around: /ə'raʊnd/
6. Haircut: /'heərku:t/
7. Cut: /kʌt/
8. Usually: /'ju:ʒuəli/
9. Deal: /di:l/
10. Probably: /'prɒ:bəbli/
11. Even: /'i:vən/
12. Remember: /rɪ'membə(r)/
13. Just: /dʒʌst/
14. Scavenger: /'skæv.ɪn.dʒər/
15. Because: /br'kɒz/.
16. Most: /məʊst/
17. Brother: /'brʌðər/
18. If: /ɪf/
19. Outside: /aʊt'saɪd/
20. Walking: /'wɔ:kɪŋ/
21. Pizza: /'pi:tʃə/
22. Risk: /rɪsk/
23. This: /ðɪs/
24. These: /ði:z/
25. Even: /'i:vən/
26. Exactly: /ɪg'zækt.li/
27. Kind: /kaɪnd/
28. Standing: /'stændɪŋ/
29. Again: /ə'geɪn/
30. Occasionally: /ə'keɪʒənli/
31. Hey: /heɪ/
32. On: /ɒn/
33. Our: /aʊər/.
34. Basically: /'beɪsɪkli/
35. About: /ə'baʊt/
36. Look: /lʊk/
37. Handsome: /'hænsəm/
38. Artifact: /'ɑ:tɪfækt/
39. Popular: /'pɒpjələ(r)/
40. Mother: /'mʌðə(r)/.
41. Favorite: /'feɪvərɪt/
42. Horrible: /'hɒrəbl/.
43. Wouldn't: /wʊdənt/
44. Would: /wʊd/
45. Comfortable: /'kʌmf.tə.bl/
46. Curly: /'kɜ:li/
47. Was: /wəz/ or /wɒz/
48. Out: /aʊt/
49. Person: /'pɜ:sən/
50. Man: /mæn/
51. Family: /'fæməli/
52. Trust: /trʌst/
53. Thing: /θɪŋ/
54. Museum: /mju'zi:əm/

55. Run: /rʌn/
56. Someone: /'sʌmwʌn/
57. But: /bʌt/
58. Coin: /kɔɪn/
59. Awesome: /'ɔ:səʊm/
60. Dawn: /daʊn/
61. Green: /gri:n/
62. First: /fɜ:st/
63. Professional: /prə'feʃ·ən·əl/
64. Walk: /wɔ:k/
65. T-shirt: /'ti:ʃz:t/
66. At: /æt/
67. Dragon: /'dræg·ən/
68. Moment: /'məʊ·mənt/

Answer Key

Warm-up: Kahoot Answers

1. / ɜ:/ First
2. / ɔ:/ Awesome
3. / i:/ Green
4. / ʌ / Month
5. /æ / Happen
6. /ɔ:/ Walk
7. /u:/ Room
8. /e/ Twelve
9. / ɒ / On
10. /æ / That
11. /æ / Dragon
12. /æ / T-Shirt

Worksheet #1

Instruction: Listen to the story and write the words that contains the following vowel sounds.

Possible Answers:

Vowel sound	/e/	/ɜ:/	/ɒ/	/ɔ:/,	/ɑ:/	/æ/
	Twelve Professional	First Girls	On	Walk Awesome Down Support	Started	Dragon That Happen January

Lesson Plan 5

Unit1: Consonant Sounds

Topic: “Abuelos, Apples & Me”

Audience

This lesson plan is designed for 39students of the second level of “Pedagogía de los Idiomas Nacionales y Extrajeros” program. This plan was designed to meet the needs Ecuadorian students in pronunciation; however, it is suitable to use in an ESL context as well, assuming the students show similar challenges in producing and hearing distinctions through the use of THE MOTH STORIES.

Learning Outcomes:

*Students will be able to produce /t/, /d/, /k/, /r/, /θ/ and /h/ consonant sounds and apply them in a story through the use of Moth Stories.

- Students will be able to answer a question by using these /t/, /d/, /k/, /r/, /θ/ and /h/ consonant sounds.
- Students will be able to classify some words according to their consonant sound.
- Students will be able to produce intelligibly the consonant sounds by recording themselves.

Time: 50-60 minutes

Materials:

1. Internet Connection & Computer to present the website The Moth <https://themoth.org>
2. Zoom App
3. Lesson Plan
4. PPT slides
5. Recording program
6. Worksheets

I. Warm-up (10 minutes)

1. Kahoot. Students will choose the words according to the consonant sounds they contain.
Link Kahoot: https://kahoot.it/challenge/05818303?challenge-id=1e85e26a-590b-42a5-b8b4-67dfab1f407_1604938495811
2. What do you know about thanksgiving and what kind of food do you think people eat in that holiday?

II. Listening Discrimination and Reproduction (10 minutes)

1. Students will listen to a Moth Story “Abuelos, Apples & Me”. While students listen to the story, they will take notes on the words that have the vowel sounds /t/, /d/, /k/, /r/, /θ/ and /h/ Worksheet #1

Link Story: <https://www.facebook.com/watch/?v=2310460769250016>

2. Students are going to write the words they wrote in their notebooks in the zoom chat and say the vowel sound of the word given, after that everybody is going to repeat the words.

III. Listening Discrimination and Reproduction (10 minutes)

1. Students will read some phrases taken from the story in order to remember them for the next activity.
 - And my favorite part of Thanksgiving was actually this apple cake.
 - This is the perfect opportunity to get the recipe.
 - And I would mix together the wet and the dry ingredients.

- He could peel an apple in one entire rind.
 - No one wanted to disrupt the turkey's cooking time.
 - The house would just smell like cinnamon and apples.
 - It tastes so good.
 - Me and my grandfather would just look at each other from across the room.
2. Ss' will then watch and listen to The Moth story again and try to find the phrases given by the teacher which have the sounds /t/, /d/, /k/, /r/, /θ/ and /h/ vowel sounds, and then they are going to repeat those phrases.
- <https://www.facebook.com/watch/?v=2310460769250016>

IV. Communicative practice/evaluation (10 minutes)

1. The Ss' will be given a picture related to the topic of the video. Worksheet #2
2. Ss' have to practice individually for a minute the answer for the question given in the picture. A sample for the answer will be given to students. Worksheet #3.
3. In pairs Ss' need to send a recording answering the question of the picture and making a discussion of that. The recording could be between one or two minutes long.

Worksheet #1

Student:

Date:

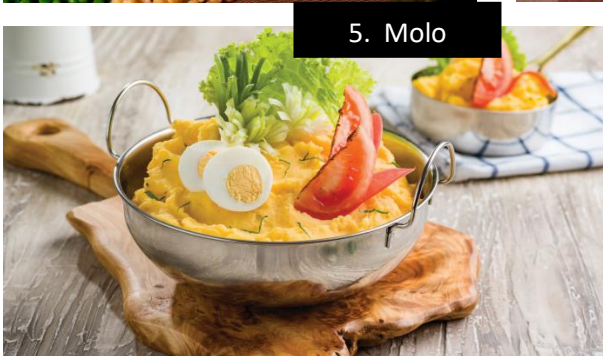
Instruction: Listen to the story and write the words that contain the following vowel sounds.

Vowel sound	/t/	/d/	/r/	/k/	/θ/	/h/

Worksheet #2

Instruction: In pairs Ss' need to send a recording answering the question of the picture and making a discussion of that. The recording could be between one or two minutes long.

Question: Do you like these Ecuadorian holiday meals?



Worksheet #3

Sample of the pair discussion

A: Which of these meals do you like most?

B: I think that the Colada Morada is my favorite, because I like sweets more than salty food.

A: Really? I like salty food and my favorite Ecuadorian holiday meal is Fanesca even though some people don't like it.

B: Yes, I'm part of these people that don't like Fanesca, because I can't stand fish and squash.

A: Ok, it doesn't matter and what is the salty holiday meal that you use to eat?

B: Hmm, On Easter I usually eat Molo with eggs and some cheese. And what about you what is the sweet meal that you really like?

A: I like buñuelos with honey, but I almost never eat that Christmas meal with cheese.

B: That's untypical because cheese is the best part of that meal.

A: I totally agree but I'm lactose intolerant.

Answer key

Warm-up: Kahoot answers

1. / ɜ:/ Nervous
2. / ɑ:/ Heart
3. / ɒ / on
4. / e / went
5. / ʌ / just
6. / ɒ / Stop
7. / ɔ:/ All
8. / æ / As
9. / ɒ / Holly
10. / ɪ / Children
11. / ɑ:/ Partner
12. / e/ Ever
13. / ɜ:/ Perfect

Worksheet #1

Instruction: Listen to the story and write the words that contains the following vowel sounds.

Possible Answers:

Vowel sound	/e/	/ɜ:/	/ɒ/	/ɔ:/,	/ɑ:/	/æ/
	Went Ever Met	Perfect Nervous	Stop Holly On	All Four	Partner Heart	As That France Am

Lesson plan 6

Unit 1: Consonant Sounds

Topic: “Pool Party”

Audience

This lesson plan is designed for 39 students of the second level of “Pedagogía de los Idiomas Nacionales y Extranjeros” program. This plan was designed to meet the needs Ecuadorian students in pronunciation; however, it is suitable to use in an ESL context as well, assuming the students show similar challenges in producing and hearing distinctions through the use of THE MOTH STORIES.

Learning outcomes:

*Students will be able to produce /ð/, /ŋ/, /ʃ/, /t/, /d/, /k/, /r/, /θ/ consonant sounds and apply them in a story through the use of Moth Stories.

- Students will be able to answer a question by using these /ð/, /ŋ/, /ʃ/, /t/, /d/, /k/, /r/and /θ/ consonant sounds.
- Students will be able to classify some words according to their consonant sound.
- Students will be able to produce intelligibly the consonant sounds by recording themselves.

Time: 50 to 60 minutes

Materials:

1. Internet Connection & Computer to present the website The Moth <https://themoth.org>
2. Zoom App
3. Lesson Plan
4. PPT slides
5. Recording program
6. Worksheets

I. Warm-up (10 minutes)

1. Kahoot. Students will choose the words according to the consonant sounds they contain.

Link Kahoot: https://kahoot.it/challenge/08822168?challenge-id=1e85e26a-590b-42a5-b8b4-67fdfab1f407_1605100766221

2. Have you ever met someone who, without being part of your family, you consider him or her as a relative?

II. Listening Discrimination and Reproduction (10 minutes)

1. Students will listen to a Moth Story “Pool Party”. While students listen to the story, they will take notes on the words that have the consonant sounds /ð/, /ŋ/, /ʃ/, /t/, /d/, /k/, /r/ and /θ/ Worksheet #1

Link Story: <https://www.facebook.com/watch/?v=734014837213295>

2. Students are going to repeat the words they wrote in their notebooks in the zoom chat and say the vowel sound of the word given, after that everybody is going to repeat the words.

III. Listening Discrimination and Reproduction (10 minutes)

1. Students will read some phrases taken from the story in order to remember them for the next activity.
 - It was a very exciting time.
 - It was staying up late and going to the mall.
 - A ping pong table.
 - so I thought my Uncle Dan was in the FBI or something.
 - Which kind of confused me.
 - Michael was neither.
 - Pay attention to my brother and I.
 - Make all these family gatherings so special for my brother.
2. Ss' will then watch and listen to The Moth story again and try to find the phrases given by the teacher which have the /ð/, /ŋ/, /ʃ/, /t/, /d/, /k/, /r/ and /θ/ consonant sounds, and then they are going to repeat those phrases.
<https://www.facebook.com/watch/?v=734014837213295>

IV. Communicative Practice/Evaluation (10 minutes)

1. The Ss' will be asked to record themselves the Moth Story they already heard.
Worksheet 2

Worksheet #1

Name:

Date:

Instruction: Write the phonetic transcription of the following words.

1. It
2. And
3. Time
4. Introduced
5. Staying
6. Going
7. Like
8. Talk
9. The
10. There
11. Ping
12. Pong
13. Table
14. Thought
15. Something
16. Kind
17. Defined
18. Neither
19. Attention
20. Brother
21. Make
22. Gathering
23. Special
24. Would
25. Uncle

Worksheet #2

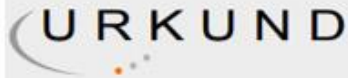
Instruction: Record yourselves by using a correct pronunciation.

And it was a very exciting time. It was an annual summer pool party. And it was so different for me. It was this new world. It was suburbia. It was staying up late and going to the mall, and there was a pool table, and a ping pong table, and a pool, for the pool party.

And, and there was also Michael. Now, Michael was always introduced to me as Uncle Dan's partner, so I thought my Uncle Dan was in the FBI or something. But I was told to call him Uncle Michael, which kind of confused me because he wasn't my uncle. I always defined family, defined my uncles and aunts, as people who were related to me by blood or by marriage, and Michael was neither.

But I had no problem calling him Uncle Michael because he was like an uncle to me. He was amazing. He was the adult who would actually pay attention to my brother and I when we were little. All the other adults would just come up to us and be like, "Wow, you grew up so quickly!" But Uncle Michael would actually play with us and talk with us, and really make all these family gatherings so special for my brother and I.

Annex 4: Urkund Analysis Result



Urkund Analysis Result

Analysed Document: TESIS YADIRA GALLARDO CORREGIDA.docx (D91315364)
Submitted: 1/8/2021 12:23:00 AM
Submitted By: yadynat@hotmail.com
Significance: 5 %

Sources included in the report:

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Instances where selected sources appear:

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Rita Infante Mg.