UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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

Theme:

FABLES AND VOCABULARY LEARNING

Author: Pilatasig Chusin Gloria Dayana.

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SUPERVISOR APPROVAL

CERTIFY:

I, Mg. Alba Paulina Hernández Freire holder of the I.D No 1803691029, in my capacity as supervisor of the Research dissertation on the topic: "FABLES AND VOCABULARY LEARNING" investigated by Miss Gloria Dayana Pilatasig Chusin with I.D No. 0504824806, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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DECLARATION PAGE

I declare this undergraduate dissertation entitled " Fable and vocabulary learning" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

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

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

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic "Fable and Vocabulary Learning " which is held by Gloria Dayana Pilatasig Chusin undergraduate student from Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, academic period April – September 2023, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

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DEDICATION

TO:

God for being my support and guide in my path, my parents for supporting me and being my strength in my life, my sisters for believing in me, my nieces for giving color and happiness in my life, and my family for praying for me and giving me those words of encouragement to always go forward. Finally, my teachers for giving me the opportunity to fulfill my dreams.

Dayana.

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First, to my God for being my strength and my guide on my path, to my parents for teaching me to always carry battles and overcome them, to all those people who knew how to give me their love, affection, support, and friendship, and for being the best company in my life. Thereafter, to my exceptional teachers Dorys Cumbe, Edgar Encalada, and Alba Hernández for inspiring me to become a better professional and more importantly a better person also for permiting me fulfill my dreams.

Dayu.

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ABSTRACT

Working with fables as an educational tool is an interesting way for students to acquire vocabulary. At first hand, it is a reflection of society, since it shows values and beliefs, as well as behaviors in which morals are reflected. In this sense, it is an invaluable support to bring students closer to the reality that learning a new language requires, such is the case of English. So, the fable in this way focused on the acquisition of vocabulary for learning a second language. The objective of this current research was to investigate how the application of fables influenced the vocabulary learning of 27 students of eight grade from Unidad Educativa "Sagrada Familia" in Ambato City. This project was carried out in English classes over four weeks in a face-to-face modality where fables were applied for teaching different vocabulary topics. The approach used in this project was quantitative with an experimental design. Participants took a pre-test and a post-test from the Cambridge KET A2 to measure their level of English. Furthermore, the experimental group was made up of 27 students (15 males and 12 females). Afterward, the results were analyzed to know the reliability of data and was necessary to introduce the information in the SPSS program, likewise, the results showed a positive advance in the use of fables and vocabulary learning, which confirmed the acceptance of the alternative hypothesis. In the end, it was concluded that through using fables students felt more motivated to learn vocabulary and paid more attention. Furthermore, this technique improved collaborative work and increased confidence.

Keywords: educational tool, vocabulary, foreign language, fable.

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Tema: Fables and vocabulary learning

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RESUMEN

El trabajo con la fábula como herramienta educativa es una forma interesante para que los alumnos adquieran vocabulario. Por un lado, es un reflejo de la sociedad, ya que muestra valores y creencias, así como comportamientos en los que se refleja la moral. En este sentido, es un apoyo inestimable para acercar a los alumnos a la realidad que requiere el aprendizaje de una nueva lengua, como es el caso del inglés. Así, la fábula de esta manera se centró en la adquisición de vocabulario para el aprendizaje de una segunda lengua. El objetivo de la presente investigación fue indagar cómo influyó la aplicación de Fábulas en el aprendizaje de vocabulario de 27 estudiantes de octavo de EGB de la Unidad Educativa "Sagrada Familia" de la ciudad de Ambato. Este proyecto se realizó en clases de inglés durante cuatro semanas en modalidad presencial donde se aplicaron fábulas para la enseñanza de diferentes temas de vocabulario. El enfoque utilizado en este proyecto fue cuantitativo con un diseño experimental. Los participantes realizaron un pre-test y un post-test del Cambridge KET A2 para medir su nivel de inglés. Además, el grupo experimental estaba formado por 27 estudiantes (15 hombres y 12 mujeres). Posteriormente, se analizaron los resultados para conocer la fiabilidad de los datos y fue necesario introducir la información en el programa SPSS, asimismo, los resultados mostraron un avance positivo en el uso de las fábulas y el aprendizaje de vocabulario, lo que confirmó la aceptación de la hipótesis alternativa. Al final, se concluyó que mediante el uso de fábulas los alumnos se sentían más motivados para aprender vocabulario y prestaban más atención. Además, esta técnica mejoró el trabajo colaborativo y aumentó la confianza.

Palabras clave: herramienta educativa, vocabulario, lengua extranjera, fábula.

CHAPTER I

THEORETICAL FRAMEWORK

Research Background

To carry out the following research, different studies previously conducted that are referenced in articles, thesis and books that are freely published, these investigations are considered for the analysis of how the fables influence the learning of vocabulary. Moreover, the documents show the interaction of the two variables that aid in the development of the research.

First, the research conducted by Hartati and Ardila (2020) entitled "Teaching English Vocabulary by Using Fables Storytelling to the Eighth Grade Students of SMP Muhammadiyah 1 Palembang" aims to analyze and investigate the influence of fables for vocabulary learning. This research was conducted to all eighth-grade students of SMP Muhammadiyah 1 Palembang which consisted of 132 students from four classes in the academic year 2017/2018. The method was experimental by applying pre-test and post-test to find out the development of the students. The results were positive, this kind of methodology was beneficial in teaching English vocabulary using fables.

This research had a great impact because it was demonstrated with the data analysis that the students had a great achievement due to it was an effective method to teach English vocabulary using fables. In addition, the students were influenced positively to learn English.

Second, this research was carried out by Asyiah (2017) titled "The vocabulary teaching and vocabulary learning: perception, strategies, and Influences on Students' vocabulary mastery". The purpose of this research was to investigate how vocabulary teaching and learning are perceived by students and teachers, as well as the influence to improve cognitive skills in pupils. The participants of this research were English teachers and 30 junior high school students. The design was mixed using qualitative and quantitative data analysis. In addition, the findings showed that students and teachers had a positive response to vocabulary learning and teaching through the method.

This research was important to this project since it shows the effective method used concerning the perception of vocabulary teaching and vocabulary learning, due to it was viewed as an influential way to develop language skills in students. Regarding strategies,

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it shows that teachers get better results teaching vocabulary by integrating the four English skills.

Another research entitled "Exploring the Importance of Vocabulary for English as an additional language learners' reading comprehension" was published by Brooks (2021). The purpose of this research was to check the factors that can affect the reading comprehension abilities of English as a second language. For this study, the population was a group of 31 (25 EAL and 6 first-language English) learners studying at an international school in Japan. Besides, the method used was exploratory regarding four factors to influence reading comprehension, which shows word decoding skills, vocabulary knowledge, general linguistic ability, and reading fluency. The results obtained in this research demonstrated that vocabulary knowledge influences reading comprehension abilities.

In this case, vocabulary for the reading comprehension of learners of English as a second language is significant, according to this research is essential for teachers to provide students ample vocabulary to succeed academically and it can be done inside or outside the classroom.

Another research paper called "fable in pair-work on ELT learners' English vocabulary achievement" by Razaq & Hasbi (2022). The authors mentioned that the main aim of this research was to determine whether teaching students fables in pairs improves vocabulary learning. The researcher used t-test statistical analysis for paired samples with pre-experimental methodology using post-test and pre-test to fulfill the goal. The participants were students of the second year of MA Nurul As'adiyah Callacu who worked with the academic year 2020–2021, there were 17 students in the class that was selected from the X-A class with the most samples. The results revealed that the fables in pair work improve students' vocabulary achievement regarding the analysis of the percentage of each table showing students' pre-test and post-test scores. In the same way, after the researcher used a fable in pair-work instruction, the student's vocabulary scores increased.

This study was fundamental to this project, as it indicates a notable difference at the moment of applied the pre-test and post-test due to pupil's assimilation in a better way the fable in pair-work, besides improving vocabulary learning.

Arjmandi & Aladini (2020) mentioned in their study "Improving EFL Learners' Vocabulary Learning Through Short Story Oriented Strategy (SSOS)" principal objective

attempts to investigate the effect of applying short story as one of the language teaching methods to enhance language learners 'and vocabulary skills. Descriptive and inferential statistics were used to analyze the data using SPSS software. Moreover, the contributors of this study were 40 learners out of 60 at Iran Language Institute, Kiashahr Branch, Guilan, Iran, who enrolled at the upper-intermediate level of English language learning, the age range was between 18 – 28 all were monolingual females and native speakers of Persian. The findings of this study were positive since a variety of communicative activities provided extensive practice of the new vocabulary and provide learners with opportunities to understand foreign language input and manipulate and modify their output.

Similarly, study carried out by Novia (2021) called "The effectiveness of using fable text in students' reading comprehension in narrative text" states that the research work aimed to use fable text in students' reading comprehension effectively. The number of selected students was 95 students in the second semester of the ninth grade SMPN 07 Bandar Lampung in the academic year 2020/2021. The method used in this research was pre-experimental design of a pre-test-post group. The research showed that the experiment worked well after the application of the narrative fables, as they showed interest in teaching reading by using the fable text and the students made their reading more active and enjoyable.

This means that the research had a positive effect on the students, as the text of the fables provides details and enhances students' imagination in learning English, especially in reading.

Another research study developed by Bhatti and Mukhtar (2020) with the topic "Improving Vocabulary through Short Stories at Elementary Level" aims to enhance the learners' vocabulary through short stories. The population of the study was 500 students who were randomly selected in the scheme of research. The data was collected from 8th grade learners in the academic year 2016 with the collaboration of five public and private elementary schools in the Bahawalpur region. The groups were divided into two experimental groups, and the method used was quasi-experimental with a questionnaire for teachers and a pre- and post-test for students. The findings of this study, according to the interpretation of the information and data, were that short stories are an interesting tool for teaching vocabulary. Besides, when teachers create a learning environment in the classroom by using interesting short stories, students' responses are positive.

To summarize, the research papers were crucial for this investigation since they provided information about the relationship between my two variables, "fables and vocabulary learning", Most of these studies created great impact according to data analysis when using fables to improve reading comprehension and learning vocabulary. Moreover, prior studies showed some methodologies, strategies, and tools used for the performance of each research project. Additionally, there was evidence that the research was applicable to learners of all ages in different schools and countries.

Independent Variable

Reading and listening as an influence on vocabulary

Allington & Gabriel (2012) Listening a fable increases students 'own fluency and comprehension skills, as well expanding their vocabulary, background knowledge, sense of story, awareness of genre and text structure and comprehension of read.

Reading is more than just accessing the visual recognition of words and decoding the vocabulary of a text through the activation of phonological skills; it is releasing cognitive strategies that enable the reader to comprehend the overall meanings of the text. Nowadays reading is perceived as an essential tool for the construction of meanings, responsible, to a large extent, for school learning. Once acquired, it becomes a key tool for the acquisition of new knowledge and the achievement of academic success.

According to Arı (2010) learner´s word acquisition occurs through listening and reading. Hilman (1975) notes that hearing words in the text enhances the vocabulary of the listeners. It is also stated that one of the acquisitions of careful listening is learning new words indirectly. Çeçen (2007) argues that children should learn the new words in natural means as they learn the words in the spoken language by listening in natural means.

English receptive skills

Hossain (2015) mentions that receptive skills are basic abilities of language as reading and listening also known as passive skills, which are a set of abilities that allow person to decode the meaning of an oral or written message they receive, extract and process information through what they read and hear. In other words, students need not to produce language in order to conduct them, they just receive and understands the context. The same way Saslow & Ascher (2017) conceive to learn a second language is important develop receptive skills, due to trough listening and reading can enhance

speaking and writing. Furthermore, helps learners to cope an unknow language, words and complex ideas.

Rhalmi (2019) points out that there are three important things at the moment teaching receptive skills.

- First helps students develop the necessary abilities to interpret and understand spoken or written materials. In contrast, the teacher has to avoid just concentrating on testing learners' performance at the moment to grasp the meaning of texts, instead of training learners to use the listening and reading strategies that allow them to handle any type of text.

- Second, listening or reading for a purpose. This helps to get a general idea or get specific information about the test.

- Third, listeners and readers perform cognitive processes while listening or reading, these activities that occur in the mind are important when processing a text.

Moreover, the cited author describes receptive skills as characterized by:

- From a communication perspective, in order to receive a message, a greater command of dialects and vocabulary is required, since it is the sender who determines these aspects.
- The user has no control over the language used in the messages he/she understands. The possibilities opened up by the diversity of possible messages is enormous; think of all the idioms that can be used to say very simple things or the use of wildcards: "pass me that question" is a clear example.
- Receptive skills are learned and developed earlier. For example, children, before they begin to speak (productive ability) listen to an infinity of messages and communications even before they are born. On the other hand, in learning to read and write, they also learn to read before they learn to write.

Reading Comprehension

Perfetti (2014) noticed that reading comprehension is a complex process, arising from the interaction between the reader and the text, where different skills are involved

that allow it to be developed effectively. Besides, Anderson & Pearson (1984) stated that reading comprehension is the interaction between the text, the reader's knowledge, and previous experiences for the development of their immediate expectations. In this way, this interaction generates meaning to complete the reading comprehension process.

Additionally, Gough (1986) posits that reading comprehension is the process of decoding words and linguistic comprehension, its mean, how children understand the concordance between graphemes (written form of letters) and phonemes (sound represented by graphemes), and thus produce the word when confronted with a set of graphemes. During the reading stage, cognitive and metacognitive strategies are applied, such as the clarification of doubts by means of questions that the reader asks him/herself to check if the text is understood; if doubts arise, it is necessary to go back and reread it until the solution is found.

Moreover, Graesser et al. (1996) stablished that the main components of reading comprehension are pragmatics, lexical process, knowledge, inferencing and memory. However, comprehension permit learners to construct meaning form the text through: activating background knowledge; a) monitoring own understanding of text; b) identifying what they do not understand and using appropriate strategy to synthesize, creating visual and other sensory imagery from text during and after reading; c) interpreting unknown vocabulary; d) generating question; e) re-telling text orally and in writing. Pupils are able to examine and extend meaning through:(a) making responding to text orally and in writing; (b) inference; (c) comparing complex concept of text.

Reading strategies

Afflerbach et al. (2008) argued that reading strategies are intentional and goal-directed attempts to control and modify the reader's effort to decode text, understand words, and construct text meanings. Rigney (1978) mentions that reading strategies are interesting because they reveal how readers manage their interaction with the text and how they use the strategies to connect and comprehend the text. Furthermore, Oxford & Crookall (1989) points out strategies are also known as learning techniques such as behaviors, and problem-solving which make learning more efficient and effective. Besides, In the process of learning a second language, are different strategies that help and improve the learning of reading, among them, are the strategies in which learning is more effective and strategies to improve reading comprehension. The first one is called a

learning strategy in second language literature and the second strategy refers to how the readers coincide with a task, how they deduce what they read, and how they resolve conflicts in a reading.

Adams et al. (2008) identified the types of reading strategies as follows:

- **Skimming:** Skimming is a reading strategy used to understand the text and look for key ideas. For this purpose, reader usually read the first and last paragraphs, as well as the headings and subheadings. In other words, with this general reading reader normally understands what the article is about and can decide whether it is interesting or not.
- **Scanning:** The term scanning is used to refer to the type of reading that tries to visually scan the text in order to find some important piece of information. In other words, this technique is used when looking for something very specific, such as a date or a number, in an article that has previously been carefully read.
- **Making Predictions:** Prediction is defined as the use of existing knowledge of a pattern or system to anticipate what is likely in a novel situation. Many studies have shown that good readers use their prior experiences and knowledge to generate predictions and formulate thoughts as they read.
- **Questioning:** Students can assess their comprehension, stay interested and engaged in their reading by asking questions. Questioning can be used by readers before, during, and after reading. The questioning process involves readers asking themselves questions in order to construct meaning, improve knowledge, find answers, solve problems, and discover new information.

Fables

Rousseau (1899) demonstrated that fable is a literary creation generally short, starring animals, animated objects or people where the addressee of a fable is usually children. therefore, the child can draw various moral and educational lessons. The narration of fairy tales becomes a real educational, formative and growth opportunity. Therefore, the fable has become an educational tool for the development of various aspects and teachings. Besides, Huck et al. (2011) Fables are didactic tales in which animals, or occasionally the elements, speaks as a human being. The same way Mislaini (2015) states that a narrative text is a text that informs the reader about something imaginative or just imaginary, with the only intention of entertaining the reader.

Moreover, implicit techniques to teaching vocabulary (e.g., reading stories to children and motivating children to read for enjoyment) and explicit approaches to teaching vocabulary (e.g., directly teaching new vocabulary) are both necessary for growing and expanding children's language. It is also necessary to investigate vocabulary in reading, writing, spoken language, and across the curriculum.

There are many different types of narrative text, such as fables (stories about animals acting like humans pictured), fairy stories (the story is fantastic, full of wonders), mysteries, science fiction, romance horror stories, legends, historical narrative, personal experience, and so on.

The fable is divided into three parts:

Beginning: In which the characters are introduced and the basic plot features, such as their geographical or chronological location, are established. It is typically short and to the point.

Complication: This is the moment in the narrative where the problem situation is presented.

Outcome: The moment when the characters resolve the problem situation. The concluding part of the story is where the consequences are explained, as well as the moral or final teaching that this story provides to the reader.

Dependent Variable

Inquiry based learning

Inquiry-based learning is a pedagogical didactic technique to investigate and solve problems, supported by the use of active learning strategies, which in turn allow students to develop competencies, skills and attitudes for reading, critical thinking, analysis, synthesis, autonomous and team work, among others.

Vila et al. (2014) The purpose of Inquiry-based learning is to link academic programs with teaching-learning; that is, it can be used as a complement to other didactic techniques such as: problem-based learning, project-oriented learning, collaborative learning, case studies, flipped classroom, lesson study, among others. Research skills allow students to find out and understand what is going on in relation to a research topic.

Classroom research can be considered as a fundamental tool to develop knowledge, skills and attitudes, therefore, in this sense, the teacher advises, motivates and uses research as a didactic-pedagogical strategy for the student to observe, analyze, formulate questions to solve problems.

English vocabulary

Wilkins (1972) points out vocabulary acquisition is an essential component of meaning communication and language mastery (Schmitt, 2008). Furthermore, as noted by Mediha and Enisa (2014) communication is impossible without a sufficient vocabulary. As a result, there is a pressing requirement to provide learners with ways for increasing their word knowledge. Training learners to utilize vocabulary techniques can help them make judgments about how to use them and can also help people become more independent by allowing them to choose which strategies to use.

Researchers believe learning vocabulary is an important component in an ELF context. Wilkins (1972) mentioned that, without vocabulary, communication is impossible, also Folse (2004) aimed that, is frustrating when you want to say something but can't because you don't know the word for a simple noun. Thus, learners will always need to develop to expand the capacity level of steered words. Oxford (1990) Argued some aspects of language use are first conscious as a result of direct instruction but eventually become unconscious or automatic via practice. This situation emphasizes the importance of training to arrange, interconnect, and link past word knowledge to new word knowledge to process new information.

Vocabulary learning strategies

Cameron (2001) Vocabulary strategies are actions that people take to help themselves remember and understand the vocabulary. Catalan (2003), stated that some strategies to learning vocabulary are: (a) find out the meaning of unknown words, (b) retain them in long-term memory, (c) recall them at will, and (d) use them in oral or written mode.

Moreover, vocabulary learning strategies are methods language learners take to learn new English words. There are a wide range of different strategies to learn vocabulary proposed by different researchers. Schmitt (1997) suggest two groups of strategies 1) Discovery techniques: Learners utilize discovery strategies to learn words; 2) Consolidation strategies: A word is consolidated once it has been discovered. The same author, categorized strategies of vocabulary into 5 sub- categories:

- Determination strategies: These are strategies for individual learning.
- Social strategies: They learn new words through interaction with others.
- Memory strategies: These are methods by which learners relate their learning of new words to mental processing by associating current or background knowledge with the new words.
- Cognitive tactics: These are strategies that do not need learners to engage in mental thinking but instead rely on mechanical means.
- Metacognitive strategies: These are procedures involved in monitoring, decision-making, and assessing one's development.

Vocabulary learning techniques

Takač (2008) mentions that techniques used by teachers are determined by several aspects, including the topic, time availability, and the value to the students. This gives teachers a reason to use certain strategies when introducing language. Instead of using a single strategy to present a single planned vocabulary item, the teacher frequently mixed many techniques. Pinter (2006) stated teachers are advised to use as many different vocabulary presentations as possible.

Pavicic (2003) aimed that is important students to improve abilities to explore, store and usage of vocabulary items, however author determined the role of teaching vocabulary and how teacher can help their learners. Author laid emphasis on independent learning including some strategies, in which formal practices, functional practices and memorizing could be included and argued that teacher must create activities and task to help student construct their vocabulary.

The following are some vocabulary teaching techniques recommended by some specialists.

Teaching vocabulary using Objects

The technique aids students remember vocabulary better, due to the pictures in the memory is very reliable and visual techniques can help learners retain language better. This strategy involves the use of visual aids and presentation. Furthermore, Gairns and Redman (1986) suggest that the real objects technique is appropriate for beginners or young learners, as well as when delivering vocabulary.

Objects can either be drawn on the blackboard or drawn on flash cards.

Using visuals to teach vocabulary connects students' past knowledge to a new story and helps them learn new words. There are numerous vocabularies that can be introduced through the use of illustrations or visuals and they are a fantastic way to clarify the meaning of unfamiliar terms. They should be employed as frequently as possible. Posters, flashcards, wall charts, magazine illustrations, board drawings, stick figures, and photographs are among the images included. Visual accompaniment assists learners in understanding the meaning and makes the term more memorable.

Teaching vocabulary using mime

According to Alqahtani (2015), the term "mime or gesture" emphasizes in the importance of facial expression and gestures. In essence, it can be utilized not only to show the meaning of a word discovered in a reading passage, but also in speaking activities because it focuses on communication. Teaching gestures can take several forms, including hand gestures, facial expressions, pantomime, body movements, and so on. Can assist learners infer the meaning of a spoken phrase or statement if they are clear and easy to grasp.

Vocabulary list

Usually, students are confronted with unfamiliar words in a text, a listening, or any learning method in an English class, so a list of unknow words are a great way to remember words that are easy to forget. By using checklist, the student can independently list unfamiliar words.

Vocabulary Learning

Lewis (1993) stated vocabulary teaching plays a central role in language learning, since it is assumed that lexical knowledge is key to the development of linguistic competence and essential for communication. As Majid (2000) states, the value of vocabulary cannot be ignored at any level, whether it is learning, speaking, reading, or writing. They are constantly exposed to vocabulary, and terminology is fundamental to their understanding. Words are tools and instruments of ideas; without language, it is impossible to grasp or understand any form of material.

When children enter school, they begin to hear, read, and write a large number of new words from different disciplines. Lemke (1997) points out that these words are

semantically related to others, forming thematic patterns that are constructed in the teacher-student interaction during teaching situations. In this context, it is important that children not only understand new words but also learn their multiple meanings and semantic relationships with other words in order to expand their individual lexicon and use them appropriately in other situations. Studies have shown that the number and diversity of words known by children depend on the opportunities they have had to hear and therefore learn words in the first years of life.

Schmitt et al. (1998) distinguish the following subgroups of techniques for vocabulary learning: social (SOC), memorization (MEM), metacognitive (MET), cognitive (COG), and determination (DET). Social techniques consist of interacting with other people to enhance learning; memorization strategies help relate the new material to a person's current knowledge; metacognitive techniques organize, plan, control and evaluate the learning process. Cognitive strategies are responsible for the manipulation and transformation of linguistic material, and determination strategies are techniques that help to discover the meaning of a new word without the help of others.

OBJECTIVES

General Objective

- To examine the incidence of fable as a didactic tool for vocabulary learning.

Specific Objectives

- To identify the importance of fables as an educational tool for vocabulary learning
- To analyze the level of vocabulary learning in students before and after the treatment
- To demonstrate the benefits of fables and vocabulary learning.

Description of the fulfillment of objectives.

- In order to achieve the objectives of this research, it was necessary to follow a series of steps. For the first objective, which is to identify the importance of fables as an educational tool for vocabulary learning. An investigation was carried out and a standardized test was found, the test was an A2 Key English Test from the University of Cambridge. Through the application of a pre-test and post-test, it was possible to see the effect of this educational tool for teaching.
- To fulfill the second objective, which is to analyze the level of vocabulary learning in students before and after the treatment the results of the pre-test and post-test of the reading and listening sections will be obtained. Through it, it was observed and analyzed if the educational tool had any benefit.
- Finally, to fulfill the third objective, which is to demonstrate the benefits of fables and vocabulary learning, it was necessary to research different scientific articles, papers, theses, books, etc. All the information collected helped to establish the relationship between the two variables.

CHAPTER II

METHODOLOGY

The following chapter has the aim to describe how this research was carried out. First of all, there are many resources such as institutional, human, technological and economic resources. It is important to have a register about the elements in which the investigation was develop. The research was conducted in a real environment to collect the different data. Thus, the participation of the eight grade students of the Unidad Educativa "Sagrada Familia" was established. In this way, all of those students had the opportunity to participate in the investigation with the application of experiment providing great benefits.

In addition, it was required the use of books, a thesis, articles, journals, and papers to conduct the research. Besides, reading sections 1,3 and 4 and listening sections 3 and 4 from Cambridge KET A2 were used for the Pre-test and Post-test. Thus, teaching materials such as visual aids and school supplies were used to fulfill the activities of the lesson plans. Finally, the SPSS (Statistical Package for Social Sciences) software was handled because it is an application that allows the researcher to analyze statistical data and verify the validity and reliability of the instrument. For the qualification of the pre-test and post-test, an answer sheet obtained from the Cambridge answer key (KET A2) test was used. It is important to emphasize that reading section part 1, 3 and 4 were rated with 2 points each part, and listening section part 3 and 4 were rated with 2 points each part over 10 points in total. The tests considered as 10 points the maximum grade that students could obtain.

Types of resources

In order to develop this research, the following resources were employed:

Table 1
Resources used in the research work

Resources
Institutional
Unidad Educativa "Sagrada Familia"

Human	Researcher Tutor Teachers Students Principal		
Technological	Laptop Projector Internet YouTube		
Economic	Worksheet Transportation		

Note: Resources used by the researcher during the research work.

Methods

Research Approach

This research adopted a quantitative approach because it focuses on the quantification, collection and interpretation of numerical data obtained through statistical use. As mentioned by Creswell and Creswell (2018), quantitative approach is applied to obtain objective statistical information about the cause of the current situation as this method serves to evaluate the realism between the variables of the study. Thus, the quantitative approach was used to analyze the numerical data obtained from the pre-test and post-test to conduct the research. The test used for the investigation was Cambridge KET A2, which was applied to the students of the Unidad Educativa "Sagrada Familia" in the 8th grade, also with this test the progress of the students before and after the treatment was evidenced.

Research Modality

Field approach

The modality implemented for the investigation was field research. The information gathering was carried out in the Unidad Educativa "Sagrada Familia" during the period of 3 months that was the application of the interventions with the use of the fables and vocabulary learning, where direct observations were made to the students of eighth grade to obtain information about the use of the fables for the learning of vocabulary. Emmons et al. (2020) points out field research consists of collecting data

directly from the reality where the facts occur, without manipulating or controlling the variables.

Bibliographic research

Perez & Lebrero (2014) aimed that bibliographic research is a process by which concepts are collected in order to obtain systematized knowledge. Thus, the research was considered bibliographical according to previous researches that have the same objective, for the development of the investigation diverse information of different authors was extracted and documents, theories, books, magazines, scientific articles, sheets, and thesis were taken into account to complement the research.

Level or type of research

Exploratory

Zafra (2016), the purpose of exploratory research is to examine a topic or a case that is not clearly defined or has not been previously addressed. The exploratory research facilitated obtaining the information required to determine the reality in front of the two variables of investigation dependent and independent as fables and vocabulary learning, which allowed obtaining more extensive information to find solution to the problem that was not treated before.

Research design

Pre- experimental design

Batis Consultants (2022) stated that, pre-experimental design is the single case study in which a group is exposed to a treatment or condition and then measured to determinate if there was any effect. Therefore, pre-experimental designs are often carried out as a first step in establishing the evidence for or against an intervention. The research was conducted with a pre-experimental research, where the one experimental group was the 8th grade parallel "A" of the Unidad Educativa "SA-FA" were subjected to 9 interventions to test the effect of the use of the fable for vocabulary learning through numerical data with the application of a pre-test and post-test.

One-group Pretest-posttest Research Design:

The Cambridge KET A2 test was used to apply the pre-test and post-test in the eighth grade at the "Sagrada Familia" Educational Unit. Reading and listening sections focused on vocabulary were used to measure the students' English level of vocabulary learning. The pre-test and post- test were administered in face-to-face classes.

First, students were assessed in reading section the part 1,3 and 4

Part 1

In this part, candidates had to read six e-mails, advertisements, posters, etc. After reading the text, students decided which context was appropriate.

Part 3

In this part, candidates read a longer text, taken from a magazine, and thereafter answered five multiple-choice questions with three options each. The candidate skimmed through the text to find out the topic and general meaning, and then selected the correct option.

Part 4

In this part, the student read a short text with six numerical spaces and then selected from answers A, B or C. This part tested the student's understanding of the words in context and focused on vocabulary.

Second, students were assessed in listening section the part 3 and 4

Part 3

In this part, students listened to the informal conversation and answered 5 questions with 3 multiple choices each. Candidates listened and read the instructions to understand the context of the conversation focusing on the vocabulary.

Part 4

In this part, students listened to five short monologues with five questions and three multiple choices. The candidate understood the main idea, essence or theme of each recording, as well as the vocabulary.

Hypothesis

Null hypothesis

H0: The use of fables does not enhance the student's vocabulary learning.

Alternative hypothesis

H1: The use of fables enhances the student's vocabulary learning.

Variable identification

Fables (Independent)

Vocabulary learning (Dependent)

Population

Participants of this research were students from 8th grade "A" of Unidad Educativa "Sagrada Familia" from a private school in Ambato City, which provides education at the levels of Initial Education, General Basic Education, and Baccalaureate. Thus, the study was carried out from 27 students fifteen male and twelve female and, students' age range is between 12 to14.

Table 2

Population

Population	Sample	Percentage
Male	15	56%
Female	12	44%
Total	27	100%

Note: This table shows the population of the eight grade "A" of Unidad Educativa "Sagrada Familia".

Procedure

The following research was carried out with the participation of eighth-grade students of the Unidad Educativa "Sagrada Familia". In the first place, it was necessary to talk to the director in charge of the institution, the next step, was to send the corresponding documentation for the approval of the process of interventions. Finally, once the documentation was approved, a conversation was held with the tutor in charge of the eighth grade "A" and then, proceeded to take the work schedule to start classes.

For the intervention, night lesson plans were created to carry out this investigation. The topics were reading, listening, and learning vocabulary. The lesson plan last 45 minutes for each intervention where students learn new vocabulary through fables. The lesson was archived in annexes and the methodology used was the inquiry-based approach where the research process is applied to build knowledge based on the teacher's proposals since the teacher encourages students to build their knowledge.

The first intervention was aimed at evaluating the level of reading skills through the application of a Cambridge KET A2 pre-test, where students performed an individual evaluation, the duration of this test was approximately 45 minutes. The pre-test was focused on the reading section parts 1, 3 and 4 which consisted of choosing the correct literal according to the text in which vocabulary, reading and communicative interaction were evaluated.

The second intervention aimed to evaluate the level of listening skills focused on the vocabulary through the application of a pre-test of the Cambridge KET A2, where students performed an individual assessment, the duration of this test was approximately 45 minutes. The pre-test focused on the listening section part 3 and 4 which consisted of choosing the correct literal among three options.

The third intervention emphasized the use of fables to familiarize students to work in a fun way with the educational tool that is the fable promoting vocabulary learning, in which the story of "the ugly duckling" was used. Then, a checklist was created with the unknown words by the students and finally, they proceeded to find their respective meanings.

The fourth intervention emphasized the simple past, where students were able to form sentences using vocabulary with past verbs to practice vocabulary and recognize the

simple past. First, a story explaining the simple past was presented, and then the grammar was explained to the students. Finally, the students practiced some exercises using past tense verbs.

The purpose of the fifth intervention was to improve vocabulary through reading. First the teacher started with a warm-up game "Hot potatoes" doing an intervention with the whole class, after that, started introducing some regular and irregular verbs already seen before, explained the grammar and finished with the practice of some exercises with the students.

The sixth intervention was aimed at improving vocabulary with the reading of the fable "The Hare and the Tortoise". Thus, to begin the class the teacher played the game "Siéntate si" which consisted of creating routine sentences to recognize some verbs. Then, the teacher read the story and the students paid attention to the reading and vocabulary. Finally, they finished with comprehension questions and making a list of unknown vocabulary.

The seventh intervention focused on improving listening comprehension and vocabulary, the teacher started the class with a warm-up game "I went shopping and bought vegetables, clothes and classroom objects" to recognize basic vocabulary in which the whole class participated, then the teacher introduced an audio about the fable for listening comprehension and identifying unknown words of the students. Finally, the teacher divided the students into groups to look up the meaning of the words and create a drawing about the "The lion and the mouse".

The eighth intervention was based on students' vocabulary through reading using the simple past. The teacher began by introducing a Canva presentation with vocabulary from the reading to familiarize them with the reading. Next, the teacher read the reading and the students answered two questions about the reading. Next, the teacher divided the class into 4 groups and the students created short sentences using the vocabulary.

The last intervention was the application of the post-test. The teacher started with a warm-up with the "Guess" game for the students and familiarized them with the test to remember what they have learned, then the teacher explained again the instructions for the reading and listening sections of the Cambridge KET A2 test, and finally the students went through the test part by part with the teacher's guidance.

RESULTS AND DISCUSSION

Analysis and discussion of the results

Introduction

This chapter presents the development of the analysis and interpretations of the results obtained from the pre-test and post-test that were applied to the students of 8th grade of Unidad Educativa "Sagrada Familia". Cambridge KET A2 was taken into account with the sections of reading and listening focused on Vocabulary. In addition, the tables which summarize the results allowed the analysis and interpretation of the data to be easier to expose.

All information was collected from 27 students of 8th EGB. They participated before and after the applied treatment which was the application of fables and vocabulary learning. In addition, the pre-test and post-test in reading were evaluated 3 sections and listening in 2 sections. The test was graded out of 10 points with 2 points for each part of reading and listening.

Finally, the IBM SPSS Statistical Package for the Social Sciences was used to obtain statistical data from this research study. In addition, the test of normality indicated that it is appropriate to apply a Wilcoxon test which is a non-parametric test, which allowed whether the null hypothesis is accepted or rejected.

Table 3

Pre-test results

		Frequency	Valid Percent
Valid	4,81	1	3,7
	5,18	3	11,1
	5,55	11	40,7
	6,66	6	22,2
	7,40	4	14,8
	7,77	2	7,4
	Total	27	100,0

Note: Frequencies variables and percent of the reading and listening parts in the pre-test.

Analysis and interpretation

As table 3 shows, 27 students were evaluated with the pre-test. This test was divided into two evaluation criteria: reading and listening. These tests were evaluated out of 2 points each, which means that the overall score was out of 10 in total. First, the lowest average for the reading criteria was part two with an average of 1.08 out of 2 points. On the other hand, the highest average in the same criterion was in part number one whose average was 1.38 out of 2. Second, the lowest average for the listening criteria was part three with an average of 1.18 out of 2 points. On the other hand, the highest average in the same criterion was in part four whose average was 1.21 out of 2. These averages for reading and listening skills show that students have below average scores, which means that their scores are low level. Lastly, the most common rating of the two skills evaluated out of 10 was obtained by 11 students, this was 5.55, which corresponds to 41% of the class, followed by 6 students who obtained 6.66, which is equivalent to 22%, then 4 students who obtained 7.4, which is equivalent at 15%, then 3 students obtained a grade of 5.18 which is equivalent to 11%, then there is a grade of 7.77 that was obtained by 2 students, this is 7%, finally there is a grade of 4.81 that only one student obtained and this is equivalent 4% of the class

In summary, the majority of students presented difficulties in reading comprehension in part number two of reading skills. Specifically, the students were unable to grasp the ideas of the text in the given time. As a result, the students demonstrated that they cannot handle and use the language since they do not understand it by reading or listening to it.

Table 4

Post-test results

		Frequency	Valid Percent
Valid	6,77	1	3,7
	7,03	3	11,1
	7,40	6	22,2
	7,77	4	14,8
	8,14	3	11,1
	8,51	3	11,1
	8,88	2	7,4
	9,25	4	14,8
	9,62	1	3,7
	Total	27	100,0

Note: Frequencies variables and percent of the reading and listening parts in the post-test.

Analysis and interpretation

Table 4 shows the average results of the post- test after the application of nine interventions. Like the pre-test, different parts were evaluated in the two English language skills that were first evaluated on 2 points and then qualified on 10 points. First, in the listening skill, part number one was obtained as a maximum average of 1.80 and at least part three with 1.40. Second, the listening ability obtained a maximum average of 1.62 in part four and a minimum of 1.57 in part three. Finally, an average of 8.06 was obtained as a total. On the other hand, one student obtained the maximum grade of 9.62, which is equivalent to 4%, four students obtained 9.25, which is equal to 15%, two students had 8.88, which is equivalent to 7%, three students obtained 8.51 and another three obtained 8.14, resulting in 11% each, four students got 7.77 equal to 15%, six got 7.4 which is equal to 22%, three got 7.03 which is equal to 11%, and finally only one student got 6.77 which is equal to 4%.

These averages in reading and listening comprehension show that the students have higher scores than the average on the pre-test, which means that their scores are at the medium-high level. In summary, most of the students presented fewer difficulties in understanding ideas from the exposed audios, in addition they were able to recognize more vocabulary than in the pre-test.

Table 5

Comparison of results pre-test and post-test

Criteria	Pre-test average	Post-test average	Difference
Reading	3,78	4,88	1,10
Listening	2,38	3,18	0,80
Total	6,17	8,06	1,90

*Note***:** Difference between pretest and posttest in relation to the specific average of each skill evaluated.

Analysis and interpretation

According to the results of table 5, which compares the results of the pre-test and post-test, it can analyze that the students showed improvements in their reading and listening skills focused on vocabulary. First, in the reading evaluation criteria, they showed an improvement of 1.10 points in their final average. This average went from 3.78 in the pre-test to 4.88 in the post-test. Secondly, in the listening criterion the total

difference between the pre-test and post-test was 0.80, it can be seen that first the students obtained an average of 2.38 and then they obtained 3.18.

Therefore, an improvement was observed in receptive skills, that is, reading and listening, especially in listening skills. In summary, the level of students' reading and listening skills improved from a low level in the pre-test to a medium-high level in the post-test. The development of receptive skills was evidenced after the use and application of the fables.

Table 6

Test of normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre_test	0,306	27	0,000	0,859	27	0,002
	0,158	27	0,082	0,932	27	0,076
Post_test						

Note: This table shows the normality test of the results based on Kolmogorov and Shapiro-Wilk.

Analysis and interpretation

Table 6 shows the normality test based on the results of the pretest and posttest. In the first place, since the population is less than 30, the Shapiro-Wilk probability data is specifically analyzed. The pretest probability value was 0.022, and the posttest probability value was 0.076. These two probability values show that when 0.002 is less than 0.05, the null hypothesis is rejected and the alternative hypothesis is accepted, contrary to the probability value of the post-test where 0.076, which is greater than 0.05, here the null hypothesis is accepts and the alternative is rejected.

In summary, since the two probability values are not normal, the Wilcoxon non-parametric method was used to analyze the data.

Table 7

Hypothesis verification

	Post_test - Pre_test
Z	-4,623[b]
Asymp. Sig. (2-tailed)	0,000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

Note: This table shows the non-parametric method (Wilcoxon) to validate the hypothesis of the research work.

Analysis and interpretation

The table 7 shows the validation of the hypothesis after using the Wilcoxon non-parametric method. This table shows the value of 0.000 as the final probability value. Consequently, since 0.000 is less than 0.05, the null hypothesis must be rejected and the alternative hypothesis accepted. This means that the use of fables enhances the student's vocabulary learning.

Discussion

After applying the treatment to the students, it was possible to evidence a great improvement in which fables have had positive effect on vocabulary learning since the post-test results are superior to the pre-test results.

Griva and Stavropoulou (2009) aimed that vocabulary learning is considered fundamental and cannot be separated from the language teaching area as students cannot dominated their skills if they lack vocabulary. Without vocabulary, students will not be able to express their communicative needs such as ideas, emotions, desires, and thoughts to somebody else. Due to, the use of fables help learner increase the motivation to learn English. In the same way, demonstrate effective to develop students' reading comprehension, vocabulary, listening, and learning motivation.

Fables were a model to aid language learners to be familiar with different forms in the target language because they contain language intended for native speakers. And use 'natural' sentence structures and vocabulary used in context. Thus, short stories offer a variety of choices for different interests and tastes so that teachers can select works to suit their students' mastery level, needs, and interests.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

- The importance of the fable is that promotes the interpretation and comprehension of texts. For this reason, the use of this educational tool motivates students to have active participation during their learning. In addition, it encourages collaborative work in which students can interact and share ideas to differentiate and contrast their points of view, thus generating the acquisition of a new vocabulary. Moreover, Interpretation is encouraged through fables because these resources are easy to understand as they present illustrations of the characters and their environment, which helps the student to effectively contextualize it with the vocabulary acquired.

- It was evidenced through the application of a pre-test taken from Cambridge KET A2 that the students presented a low level obtaining a total average of 6.17 because the students used traditional learning methods for the acquisition of vocabulary. However, there was a positive increase through the implementation of the fables because the students obtained an average of 8.06 in the post-test. It is reflected that the fables are a useful tool for vocabulary learning because it is an innovative and simple tool to apply, creating a fun teaching environment.

- The use of fables is essential as a tool for teaching vocabulary because it achieves students' attention and active participation. It was found that there are several benefits with the implementation of fables for vocabulary learning, these can be the stimulation of creativity and imagination because it helps to generate new ideas and obtain a better understanding of the story. In addition, it generates interaction among the study group which promotes socialization by encouraging a recreational and innovative environment.

Recommendations

- It is suggested to work with new dynamic strategies with the students that allow them to learn vocabulary in a formative way, because it is an important area for the practice and use of new words in different contexts of daily life and thus strengthen the structuring of language.

- The use of fables is beneficial for improving vocabulary as it supports the teaching and learning process development. Therefore, the implementation of fables is necessary because it allows students to explore their imagination, participation, and creativity by stimulating cognitive processes that develop multiple communicative skills. Moreover, fables may be regularly used as a teaching resource that promotes learning and allows students to contextualize the topic that is being studied in class.

- Reading fables is recommended for vocabulary acquisition because it provides new information that encourages reflection, establishing a good level of concentration in a way that is engaging for students.

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Annexes

Urkund Report

Approval

CARTA DE COMPROMISO

Ambato, 14 de Abril 2023
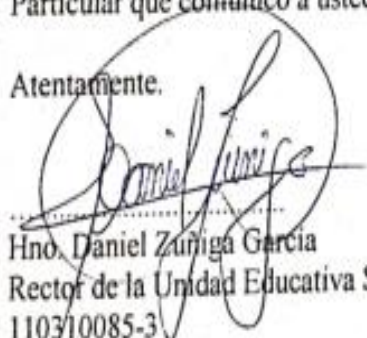
Doctor
Marcelo Nuñez
Presidente
Unidad de titulación
Facultad de Ciencias Humanas y de la Educación

Yo, Hno. Daniel Zuñiga García, en mi calidad de rector de la Unidad Educativa "Sagrada Familia", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "FABLES AND VOCABULARY LEARNING" propuesto por el/la estudiante Pilatasig Chusin Gloria Dayana, portador/a de la Cédula de Ciudadanía, 0504824806 estudiante de la Carrera de Pedagogia de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

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

Particular que comunico a usted para los fines pertinentes.

Atentamente.

Hno. Daniel Zuñiga García
Rector de la Unidad Educativa Sagrada Familia
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Ambato 28 de marzo 2023
FCHE-UT-071-2023 Acuer.

Doctor Mg.
Víctor Hernández Del Salto
PRESIDENTE
CONSEJO DIRECTIVO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
Presente

De mi consideración:

Unidad de Titulación de la Carrera Pedagogía de los Idiomas Nacionales y Extranjeros
modalidad presencial de la Facultad de Ciencias Humanas y de la Educación, en sesión
ordinaria realizada el 28 de marzo, visto el oficio sin número del 24 de marzo 2023
suscrito por la Señorita **PILATASIG CHUSIN GLORIA DAYANA** estudiante,
Acuerda:

SUGERIR A CONSEJO DIRECTIVO

APRUEBE LA MODALIDAD DE TITULACIÓN **TRABAJO DE INTEGRACIÓN
CURRICULAR** (PROYECTO DE INVESTIGACIÓN) LA SEÑORITA **PILATASIG
CHUSIN GLORIA DAYANA**, ESTUDIANTE DE LA CARRERA DE PEDAGOGÍA
DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON EL TEMA
PRELIMINAR "**FABLES AND VOCABULARY LEARNING**" Y SE DESIGNE
COMO TUTOR SUGERIDO A LA **MG. ALBA HERNÁNNDEZ**, DEL PERÍODO
ACADÉMICO **ABRIL – SEPTIEMBRE 2023**.

Atentamente,

MARCELO WILFRIDO
NUNEZ ESPINOSA

ALBA PAULINA
HERNANDEZ FREIRE

Lesson planning

Lesson plan 1

Teacher: Dayana Pilatasig

Level: 8th grade

Subject: English

Institution: Unidad Educativa "SAGRADA FAMILIA" Group: Eight "A" (27 students) Date: 02-05-2023 Time: 45 minutes Methodology: Inquiry Based Approach Topic: Pre- Test reading

Lesson objectives

By the end of the lesson, students will be able to:
- Familiarize the topic in a fun way and to activate students' existing knowledge through applying the test.
- Understand the main message by reading.
- Practicing reading comprehension.
- Learn new vocabulary.

Time	Activity	Interaction pattern	Tools and materials
5 minutes	The teacher introduces herself to the class and then asks the students to introduce themselves.	Students greet the teacher, then they say their name into class.	Whiteboard
10 minutes	The teacher shows the Cambridge test that will be administered in the class and explains the instructions for students to complete the questions.	Students pay attention to what the teacher is saying.	Copies Markers Whiteboard
20 minutes	The teacher gives the copies to the students, asks them to reread the instructions for the part of reading, then complete the dates and ask questions if they have doubts. Finally leads the students through the test step by step.	students read the instructions and briefly observe the test and then begin to perform it with guidance from the teacher.	Copies Pencil Eraser
10 minutes	The teacher asks them to finish reading section test and gives feedback to end the class.	Students double check that the test is complete to finish the part.	

Source: Field research

Elaborated by Dayana, P. (2023)

ASSESSMENT

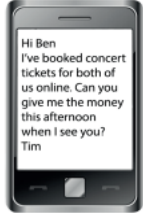UNIDAD EDUCATIVA "SAGRADA FAMILIA"

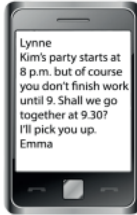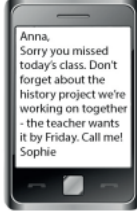CAMBRIDGE ENGLISH TEST

Instructions

- The question is compulsory
- Listen to the instruction for this test carefully, if you have any question raise your hand and the teacher will help you.
- Use of cellphone is not permitted.
- Any attempt to copy could result in your test taken away.
- Must complete the parts of the reading and listening sections.
- You have 45 minutes to complete the test.
- You should use blue pen to complete the test.

Teacher´s name: Pilatasig Dayana   **Time: 45 minutes**

Student´s name: **Date:**

Part 1

Questions 1 – 6

For each question, choose the correct answer.

1

For Sale
Women's bicycle (small)

11 years old - needs new tyres
Phone Debbie
- 0794587454

A The bicycle that's for sale was built for a child.

B Some parts of the bicycle must be changed.

C Debbie is selling the bike because she's too big for it now.

2

Hi Ben
I've booked concert tickets for both of us online. Can you give me the money this afternoon when I see you?
Tim

A Tim thinks Ben should look on the concert website.

B Tim hopes that Ben will be able to come with him.

C Tim wants to know if Ben can pay him back today.

3

ADVENTURE PARK
Half-price tickets for groups of 12 or more
Ask at entrance

A You get into the park by going this way.

B It is more expensive to go here alone.

C You will have fun if you come with friends.

4

Lynne
Kim's party starts at 8 p.m. but of course you don't finish work until 9. Shall we go together at 9.30? I'll pick you up.
Emma

A Emma knows that Lynne can't be at the party when it starts.

B Emma wants to go to the party a bit later than Lynne.

C Emma wants to go out with Lynne but not to the party.

5

DAN'S ICE CREAMS
Buy one, get one free!
(Special offer 12 - 2 p.m. only)

A The ice cream shop is open for only 2 hours.

B Two ice creams will cost the same as one.

C You can get free ice creams all afternoon.

6

Anna,
Sorry you missed today's class. Don't forget about the history project we're working on together - the teacher wants it by Friday. Call me!
Sophie

Why did Sophie write this message?

A to check if Anna has completed her homework

B to let Anna know what they did in class today

C to ask Anna to contact her about the homework

Questions 14 – 18

For each question, choose the correct answer.

A family of dancers

The women in the Watson family are all crazy about ballet. These days, Alice Watson gives ballet lessons, but for many years, she was a dancer with the National Ballet Company. Her mother, Hannah, also had a full-time job there, making costumes for the dancers.

Alice's daughter Demi started learning ballet as soon as she could walk. 'I never taught her,' says Alice, 'because she never let me.' Now aged sixteen, Demi is a member of the ballet company where her mother was the star dancer for many years.

Alice's husband, Jack, is an electrician. They met while he was working at a theatre where she was dancing and got married soon after. 'When Demi started dancing, the house was too small for her and Alice to practise in so I made the garage into a dance studio. Now the living room is nice and quiet when I'm watching television!' he says.

Last month, Demi was invited to dance in the ballet *Swan Lake*. Of course, Alice and Hannah were in the audience and even Jack was there, which made it very special for Demi. Jack says, 'I'm not that interested in ballet myself but it's fantastic seeing Demi taking her first steps with Alice's old company!' Demi was wearing a dress that Hannah made for Alice many years before.

'It was very exciting for all of us,' says Hannah. 'Demi's way of dancing is very like Alice's. I know I'm her grandmother, but I think she has a great future!'

---

14   What is Alice Watson's job now?

    A   dancer

    B   teacher

    C   dress-maker

15   Demi had her first ballet lessons

    A   at a very young age.

    B   at the National Ballet Company.

    C   from her mother.

16   Jack helped his wife and daughter by

    A   moving to a larger house.

    B   letting them use the living room for dancing.

    C   making a place for them to practise in.

17   What was the best thing about the *Swan Lake* show for Demi?

    A   It was her first show with the company.

    B   All her family were there.

    C   She was wearing a new dress.

18   Hannah says that Demi

    A   will be a star one day.

    B   is her favourite granddaughter.

    C   dances better than Alice did.

Questions 19 – 24

For each question, choose the correct answer.

William Perkin

William Perkin was born in London in 1838. As a child he had many hobbies, including model making and photography. But it was the (19) .... of chemistry that really interested him. At the age of 15, he went to college to study it.

While he was there, he was (20) .... to make a medicine from coal. This didn't go well, but when he was working on the problem, he found a cheap (21) .... to make the colour purple. At that (22) .... it was very expensive to make clothes in different colours. William knew he could make a business out of his new colour. Helped by his father and brother, William (23) .... his own factory to make the colour. It sold well, and soon purple clothes (24) .... very popular in England and the rest of the world.

19	**A**	class	**B**	subject	**C**	course
20	**A**	thinking	**B**	trying	**C**	deciding
21	**A**	way	**B**	path	**C**	plan
22	**A**	day	**B**	time	**C**	hour
23	**A**	brought	**B**	turned	**C**	opened
24	**A**	began	**B**	arrived	**C**	became

Assessment

Answer key

Reading

Q	Part 1
1	B
2	C
3	B
4	A
5	B
6	C

Q	Part 2
7	C
8	B
9	A
10	B
11	C
12	C
13	A

Q	Part 3
14	B
15	A
16	C
17	B
18	A

Q	Part 4
19	B
20	B
21	A
22	B
23	C
24	C

Q	Part 5
25	a/this
26	in/during
27	of
28	go
29	play/watch
30	when/after

Lesson plan 2

Teacher: Dayana Pilatasig

Level: 8th grade
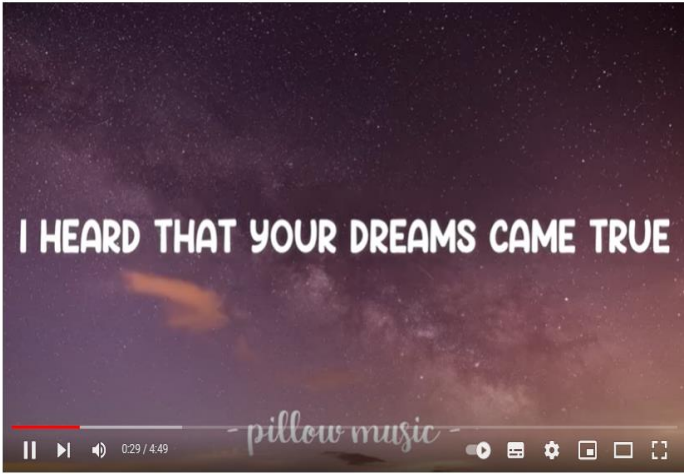
Subject: English

Institution: Unidad Educativa "SAGRADA FAMILIA" Group: Eight "A" (27 students) Date: 04-05-2023 Time: 45 minutes Methodology: Inquiry Based Approach Topic: Pre- Test listening

Lesson objectives
By the end of the lesson, students will be able to:
- Familiarize the topic in a fun way and to activate students' existing knowledge through applying the test.
- Understand the gist meaning by listening.
- Practicing listening.
- Learn new vocabulary.

Time	Activity	Interaction pattern	Tools and materials
5 minutes	The teacher introduces the class with a music, asks students select the song with lyrics before starting listening pre-test. Someone Like You - Adele (Lyrics) 🎵 - YouTube	Students select and play the song, then interpret the projected music with its lyrics on the board.	Computer YouTube
10 minutes	The teacher shows the Cambridge test that will be administered in the class and explains the instructions for students to complete the questions.	Students pay attention to what the teacher is saying.	Copies Markers Whiteboard
20 minutes	The teacher gives the copies to the students, asks them to read the instructions and questions for listening parts, then complete the dates and ask questions if they have doubts. Finally leads the students through the test step by step.	students read the instructions and briefly browse the questions on the test and then begin to perform it with guidance from the teacher.	Copies Blue pen Eraser
10 minutes	The teacher asks them to finish listening section test and gives a feedback to end the class.	Students double check that the test is complete to finish the part.	

Source: Field research

Elaborated by Dayana, P. (2023)

Listening section

Instructions

- The question is compulsory
- Listen to the instruction for this test carefully, if you have any question raise your hand and the teacher will help you.
- Use of cellphone is not permitted.
- Any attempt to copy could result in your test taken away.
- Must complete listening sections.
- You have 45 minutes to complete the test.
- You should use blue pen to complete the test.

Student´s name: **Date:**

Part 3

Questions 11 – 15

For each question, choose the correct answer.

You will hear Robert talking to his friend, Laura, about a trip to Dublin.

11   Who has already decided to go with Robert?

    A   family members
    B   colleagues
    C   tennis partners

12   They'll stay in

    A   a university.
    B   a guest house.
    C   a hotel.

13   Laura must remember to take

    A   a map.
    B   a camera.
    C   a coat.

14   Why does Laura like Dublin?

    A   The people are friendly.
    B   The buildings are interesting.
    C   The shops are beautiful.

15   Robert's excited about the trip to Dublin because

    A   he can't wait to go to the music festival.
    B   he loves the food there.
    C   he wants to go to a new art exhibition.

5

Part 4

For each question, choose the correct answer.

16   You will hear a woman talking to her friend about why she's bought a motorbike.
      Why did she buy it?

      A   It's fast.

      B   It was cheap.

      C   It'll be easy to repair.

17   You will hear two friends talking about going to University.
      What subject is the man going to study?

      A   history

      B   geography

      C   chemistry

18   You will hear two friends talking about a photograph.
      What's the photograph of?

      A   a sports stadium

      B   a zoo

      C   a school playground

19   You will hear a woman talking to a friend on the phone.
      Why's she upset?

      A   Her train was delayed.

      B   She's lost her wallet.

      C   She's broken her glasses.

20   You will hear a woman talking to her friend, David, about something she's bought.
      What has she bought?

      A   some clothes

      B   some food

      C   some games

6

44

Assessment

Answer key

Listening

Q	Part 1
1	A
2	C
3	C
4	A
5	A

Q	Part 2
6	August
7	19
8	drive
9	65
10	photo(graph)(s)

Q	Part 3
11	B
12	A
13	C
14	B
15	B

Q	Part 4
16	A
17	B
18	C
19	B
20	A

Q	Part 5
21	F
22	C
23	A
24	D
25	H

Lesson Plan 3

Teacher: Dayana Pilatasig

Level: 8th grade

Subject: English

Institution: Unidad Educativa "SAGRADA FAMILIA"
Group: Eight "A" (27 students)
Date: 09-05-2023
Time: 45 minutes
Methodology: Inquiry Based Approach
Topic: Use of fables

Lesson objectives

By the end of the lesson, students will be able to:
- Familiarize the topic in a fun way and to activate students through the use of fables.
- To learn the use of fables.
- Understand the message according to the fables.
- To improve vocabulary
- To Practice reading comprehension.

Time	Activity	Interaction pattern	Tools and materials
5 minutes	The teacher presents to the class a video about fables and their importance, then choose randomly 2 students and asks questions about the video. What is a Fable?	Five Elements of a Fable	Examples of Fables #fables - YouTube	The students pay attention to the video then, 2 students expose their ideas to the classes.	Computer YouTube Projector
10 minutes	The teacher gives feedback about fables after, showing an image from the video and asking students Do you Know this fable? What do you think about this?, and present characters of the fable	Students pay attention to what the teacher says, show the image presented, and then answer questions from the class.	Computer Image
20 minutes	The teacher asks pay attention to the video and then project the fable "Ugly Duckling", also ask students read while watching a video. Finally, teacher to request students select two unknown words from each student to investigate. Ugly Duckling in English	Stories for Teenagers	@EnglishFairyTales - YouTube	The students observe the "Ugly Duckling" fable while read in their mind, and selecting 2 unknown words from the video.	Computer Projector **YouTube**
10 minutes	The teacher asks them share unknown words to build a checklist in the with board. Finally, searching the meaning of the vocabulary.	Student share one by one their unknowns' words. Then copy the vocabulary and their meaning.	**White Board Markers Paper Blue and red pen**

Source: Field research

Elaborated by Dayana, P. (2023)

Links

[What is a Fable?| Five Elements of a Fable | Examples of Fables #fables - YouTube](#)

Image

[Ugly Duckling in English | Stories for Teenagers | @EnglishFairyTales - YouTube](#)

List of unknow words

Lesson Plan 4

Teacher: Dayana Pilatasig

Level: 8th grade

Subject: English

| Institution: Unidad Educativa "SAGRADA FAMILIA"
Group: Eight "A" (27 students)
Date: 11-05-2023
Time: 45 minutes
Methodology: Inquiry Based Approach
Topic: Past simple |
|---|
| **Lesson objectives**
By the end of the lesson, students will be able to:
• Understand the use of past simple.
• To practice grammar rules of past simple
• To recognize the past simple in a sentence. |

Time	Activity	Interaction pattern	Tools and materials
5 minutes	The teacher introduces the topic explaining the use of past simple.	The students pay attention to the teacher.	White board Markers
10 minutes	The teacher presents a video using past simple and ask students identify the verbs in past simple from the story while watching. PAST SIMPLE STORY ✔️ 🌧️🏆 - Learn past simple with a short, fun story. - YouTube	Students watching the video and take notes about past simple verbs according to the story.	Computer Projector Youtube
20 minutes	The teacher explains the grammar rules of past simple: Positive, negative and Yes/No Questions. Ask students take notes about the grammar and list of verbs, then assess to students about the vocabulary of the verbs in past.	The students pay attention to the class, take notes the grammar of simple past, finally answer about teacher is asking and ask something they don't understand.	White board Markers Eraser
10 minutes	The teacher shares various exercises to practice past simple using some past verbs.	Students develop the exercises using the grammar learned in past simple.	White Board Markers Paper Blue and red pen

Source: Field research

Elaborated by Dayana, P. (2023)
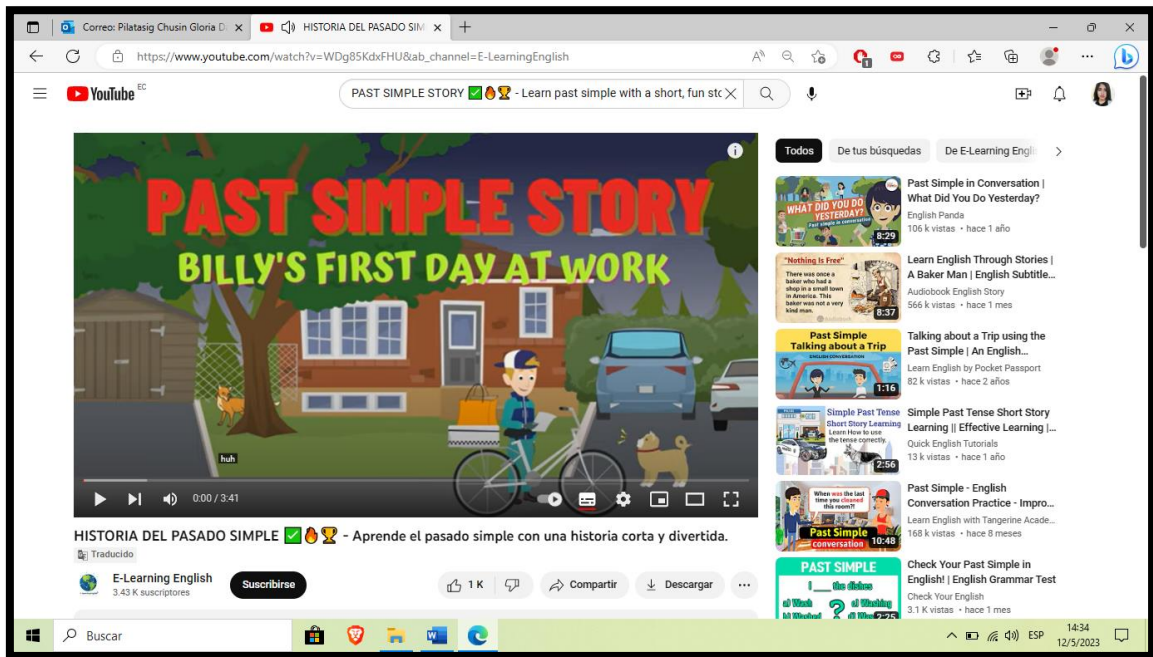
Positive past simple

Forming the Past Simple

Subject	Verb + d, ed, ied or irregular form (V2)	Rest of Sentence
I / He / She / It You / We / They	walked	to the shop yesterday
	slept	late last Saturday

Negative past simple

Subject	didn't + verb in the base form	Rest of Sentence
I / He / She / It You / We / They	didn't walk	to the shop yesterday
	didn't sleep	late last Saturday

EX.
1. I **didn't talk** to John yesterday.
2. He **didn't steal** those ideas from the company.
3. You **didn't show** me the photos from the wedding.

Yes/ No Question

Auxiliary Verb	Subject	verb in base form	rest of sentence
Did	I / you / we / they	walk	to the shop yesterday
	he / she / it	sleep	late last Saturday

EX.
1. **Did** you **ask** Tina to go out with you?
2. **Did** the employees **stay** late again last night?
3. **Did** Rob **finish** his assignment yesterday?

Lesson Plan 5

Teacher: Dayana Pilatasig

Level: 8th grade

Subject: English

Institution: Unidad Educativa "SAGRADA FAMILIA"
Group: Eight "A" (27 students)
Date: 16-05-2023
Time: 45 minutes
Methodology: Inquiry Based Approach
Topic: Regular and irregular verbs

Lesson objectives

By the end of the lesson, students will be able to:
- Recognize regular and irregular verbs in the reading
- To improve vocabulary trough reading.
- To use regular and irregular verbs in the sentences

Time	Activity	Interaction pattern	Tools and materials
5 minutes	Teacher plays hot potato with all class and requires one student mention any regular or irregular verb and perform the action of the verb that will chose.	Students play hot potato and mention the regular or irregular verb of their choice and then perform the action according to the verb.	Ball With board Markers
10 minutes	The teacher begins the topic by asking students to open the English book, explains regular and irregular verbs and briefly gives them a list of verbs.	Students open the English book and learn the use of regular and irregular verbs through a list of verbs.	Book Pencil Notebook
20 minutes	The teacher asks the students to start working the activity book after the explanation of regular and irregular verbs. Finally, teacher ask students investigate the meaning of the verbs.	Students begin to work through the activity book, then search meaning of some regular and irregular verbs.	White board Markers Activity book Pencil
10 minutes	The teacher shares various exercises to practice in classes about past simple using vocabulary and learned grammar.	Students find the meaning of the vocabulary and develop the exercises using vocabulary about regular and irregular verbs.	White Board Markers Paper

Source: Field research

Elaborated by Dayana, P. (2023)

GRAMMAR
Past simple (irregular verbs)

1 Read these sentences about the article on page 57. All the verbs are in the past simple. How are the verbs in 1 different from the verbs in 2?

1 She **liked** singing.
They **started** as a duo.
Some people **laughed**.

2 They **sang** together.
People **stood** up.
We **came** here as a duo.

2 Look back at the article on page 57. Write the past simple forms of these verbs.

0 find _found_   4 think _____
1 become _____   5 come _____
2 go _____   6 give _____
3 see _____   7 make _____

3 Find at least four more irregular past simple forms in the article on page 57. Write the verbs.

4 Correct these two sentences from the article. Make them negative.

1 Jonathan thought for a long time.
2 They won the competition.

5 Look at the pictures and the prompts and write the sentences in the past simple.

Workbook page 54

VOCABULARY
Past time expressions

1 Complete the lists with appropriate expressions.

When we talk about the past, we often use expressions like these:

- yesterday, yesterday [1] _____ , yesterday afternoon
- last night, last week, last [2] _____ , last December
- an hour ago, two weeks ago, a month ago,
  [3] _____ ago

2 Complete the sentences with a time expression with *ago*.

0 Andy is twenty. He left school when he was sixteen.
  Andy left school four years ago.
1 It's 8 o'clock. I had breakfast at 7 o'clock.
  I had breakfast _____
2 It's 10.20. The film began at 10.00.
  The film _____
3 It's December. Your holiday was in July.
  My holiday _____

3 Complete the sentences with your own information. Use irregular verbs.

1 A year ago, I _____ .
2 Ten years ago, I _____ .
3 Last year, I _____ .
4 Yesterday morning, I _____ .
5 Last night, I _____ .

Workbook page 56

Rome

Lesson Plan 6

Teacher: Dayana Pilatasig

Level: 8th grade

Subject: English

Institution: Unidad Educativa "SAGRADA FAMILIA"
Group: Eight "A" (27 students)
Date: 18-05-2023
Time: 45 minutes
Methodology: Inquiry Based Approach
Topic: Reading and learn vocabulary

Lesson objectives

By the end of the lesson, students will be able to:

- To familiarize the topic in a fun way and to activate students through the use of fables.
- To learn vocabulary by reading fable
- To practice reading comprehension
- To improve the lexis

Time	Activity	Interaction pattern	Tools and materials
5 minutes	The teacher performs a warm up with the game "Sit down if", give instructions for the game, then start creating sentences where the whole class participates.	Students pay attention to the instructions, stand up and start playing "Sit down if".	White board Markers
10 minutes	The teacher shows on the screen the fable "The Hare and the Tortoise", asks them to pay attention to the characters and vocabulary they do not know, then selects 5 students at random to read the fable and finally the teacher reads the whole fable.	The students pay attention to what the teacher is talking about, then the participants collaborate with the reading of the story "The Hare and the Tortoise" while taking note of the words.	Computer Image Notebook Blue pen
20 minutes	The teacher gives a short reminder of what the story was about, asks students questions about the story, and begins the "The hare and the Tortoise" reading activities with the whole class. The tortoise and the hare activity for Grade 3 (liveworksheets.com)	Students interact with the teacher by giving brief feedback on the story "The hare and the Tortoise" and participate in the activities prepared by the teacher.	Computer Projector YouTube
10 minutes	The teacher asks them share unknown words to build a list in the with board. Finally, searching the meaning of the vocabulary.	Student share one by one their unknowns' words. Then copy the vocabulary and their meaning.	White Board Markers Paper Blue and red pen

Source: Field research

Elaborated by Dayana, P. (2023)

The Hare and the Tortoise

The Hare boasts to the other animals about how fast he can run. He challenges them to a race and when none of them responds he taunts them that they are too scared even to try. When the Tortoise offers to race the Hare scoffs that he won't waste his time racing the slowest creature in the world. The Tortoise returns the taunt, saying the Hare must be scared of being beaten. Some of the animals laugh at this so the Hare agrees to a race, to take place a week later.

The Tortoise spends the week in training, but continues to move very slowly and the other animals wonder if the race is a good idea. Nevertheless, there is a large crowd of animals gathered on the day of the race.

The race starts and the Hare roars off. When he stops to look back, the Tortoise has barely crossed the starting line. The Hare taunts the Tortoise that he'll be able to stop for a rest and still beat him. However, when the Hare goes to sleep in the sun, he sleeps for so long that the Tortoise is able to overtake him.

The animals cheer as the Tortoise nears the finishing tree and this wakes up the Hare. The Hare runs as fast as he can to catch up, but the Tortoise just makes it to the finish in time. Sometimes slow and steady wins the race.

Reader: Richard Briers
Writer: Rob John
Illustrations: Jake Cawthray

The tortoise and the Hare

I. Watch the video

II. Who are the characters?

a hare   a lion   a turtle   a wolf   an ant

III. Choose the moral.

Moral: You can be more successful by doing things slowly and steadily than by acting quickly and carelessly.

Moral: Whoever it be, whatever size, we should help each other.

LIVEWORKSHEETS

IV. Order the story.

1st First

2nd Second

3rd Third

Lesson Plan 7

Teacher: Dayana Pilatasig

Level: 8th grade

Subject: English

Institution: Unidad Educativa "SAGRADA FAMILIA" **Group: Eight "A" (27 students)** **Date: 23-05-2023** **Time: 45 minutes** **Methodology: Inquiry Based Approach** **Topic: Listening for gist.**	

Lesson objectives
By the end of the lesson, students will be able to:
- To familiarize the topic in a fun way and to activate students through the use of fables.
- To Learn vocabulary by listening a fable
- To practice listening comprehension
- To improve vocabulary.

Time	Activity	Interaction pattern	Tools and materials
5 minutes	The teacher starts the class with a game "I went shopping and I got vegetables, classroom objects, clothes" The teacher divides the class into three groups and gives instructions to each group to start the game.	Students pair up in their group to start the game and listen to the teacher's instructions.	White board Markers
10 minutes	The teacher introduces an audio of the story "the lion and the mouse" and asks the students to pay attention to the story and listen the audio. 10 Aesop's Fables | Audio Stories For English Listening Practice | Read Along with Text - YouTube	Students listen attentively to the audio	Computer Projector Google
20 minutes	After listening to the audio, the teacher asks the students take a sheet of paper to draw the characters of the fable and say the new vocabulary for them.	Students proceed to imagine the characters of the fable and draw on a sheet of paper the characters, then share new vocabulary of the fable.	Computer Projector YouTube Notebook
10 minutes	The teacher does a feedback by replaying "the video of the lion and the mouse" and asks them to compare their drawings with the characters in the video. The Lion and The Mouse | Fairy Tales | Gigglebox - YouTube	Students carefully watch the video and compare their drawings with the characters in the story.	White Board Markers Paper

Source: Field research

Lesson Plan 8

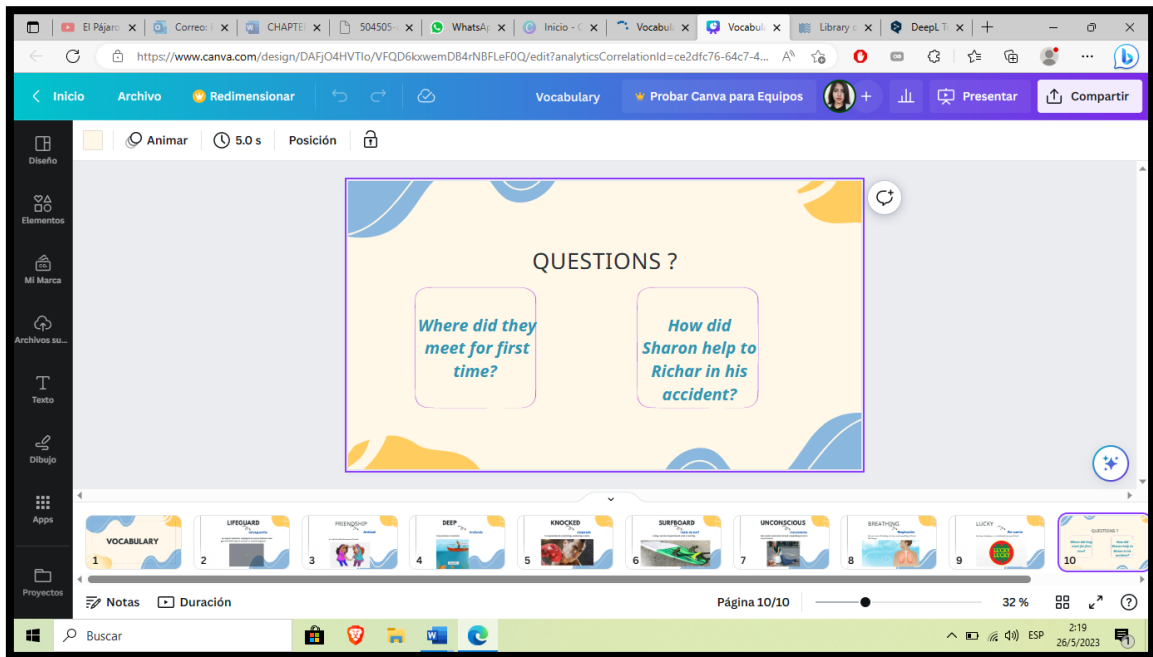**Teacher**: Dayana Pilatasig

Level: 8th grade

Subject: English

Institution: Unidad Educativa "SAGRADA FAMILIA"
Group: Eight "A" (27 students)
Date: 30-05-2023
Time: 45 minutes
Methodology: Inquiry Based Approach
Topic: Vocabulary

Lesson objectives
By the end of the lesson, students will be able to:
- To learn vocabulary through reading using past simple
- To practice vocabulary creating sentences.
- To recognize the verbs in past and present.
- To infer the reading

| Time	Activity	Interaction pattern	Tools and materials
5 minutes	The teacher starts the class with a game "Spy my little eyes", give instruction for the game and star.	Students participate in the game "Spy mi little eyes" interact the whole class.	White board Markers
10 minutes	The teacher introduces vocabulary about the reading "How we meet" using Canva to teach vocabulary. Ask students take notes. Vocabulary (canva.com)	Students pay attention to the Canva's presentation and take notes of vocabulary.	Computer Projector Canva Google
20 minutes	Teacher start the reading "How we meet" selecting 5 students to read each paragraph, then teacher read aloud all lecture and ask pay attention to the verbs. Finally ask 2 questions to the class	Students read the lecture "How we meet" and pay attention to the verbs. Finally participate answering the questions.	Book Projector
10 minutes	The teacher asks students to create 5 sentences using the vocabulary presented and then divides the class into groups of 5 students to complete the task.	Students pay attention to the instructions and then form groups to do the task.	Sheet of paper Colors Whiteboard

Source: Field research

Elaborated by Dayana, P. (2023)

Link: Vocabulary (canva.com)

Book:
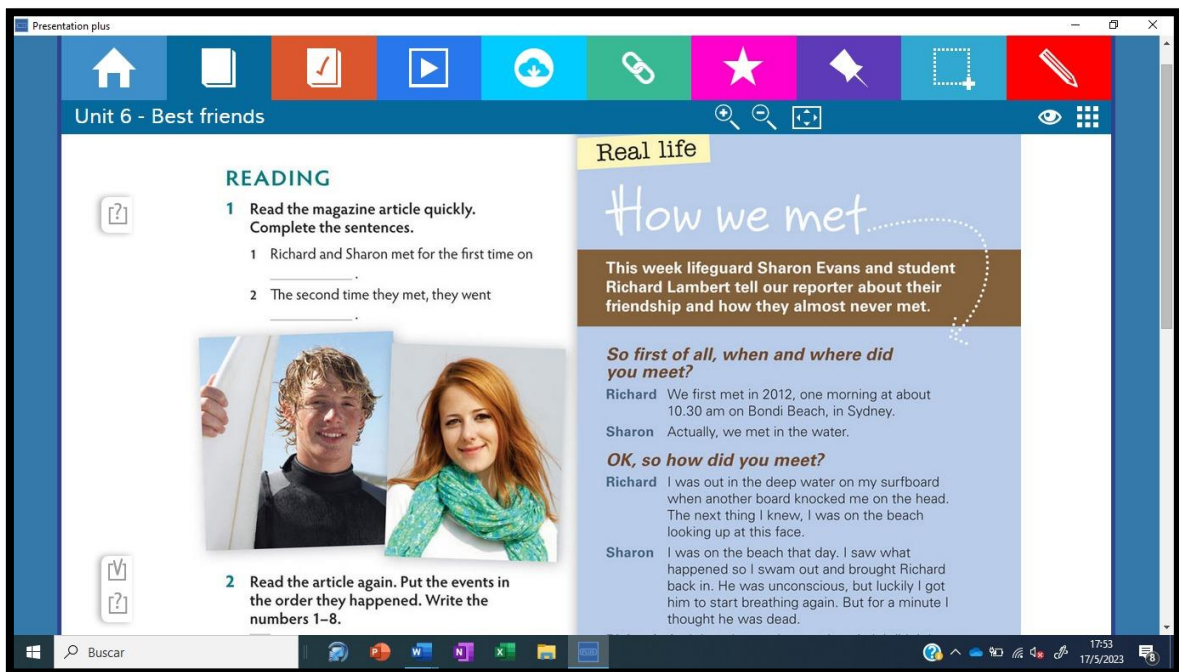
Lesson plan 9

Teacher: Dayana Pilatasig

Level: 8th grade

Subject: English

Institution: Unidad Educativa "SAGRADA FAMILIA"
Group: Eight "A" (27 students)
Date: 01-06-2023
Time: 45 minutes
Methodology: Inquiry Based Approach
Topic: Pre- Test reading

Lesson objectives

By the end of the lesson, students will be able to:
- Familiarize the topic in a fun way and to activate students' existing knowledge through applying the test.
- Understand the main message by reading.
- To practice reading comprehension.
- To practice listening for gist and comprehension.
- Learn new vocabulary.

Time	Activity	Interaction pattern	Tools and materials
5 minutes	The teacher plays the game "Guess", give instruction for students to play, then start the game.	Students pay attention the instruction and start the game.	Whiteboard Markers
10 minutes	The teacher shows again the Cambridge test that will students take and explains the instructions for students to complete the questions. First, star with reading section then continue with listening section.	Students listen the instructions from the teacher, then review briefly the question firs reading section, then listening section.	Copies Markers Whiteboard
20 minutes	The teacher gives the copies to the students, asks them to review again the instructions to complete the test first the part of reading, then listening part. Ask students complete the dates and ask questions if they have doubts. Finally leads the students through the test step by step.	Students read the instructions, browse and analyze the hold text, then begin to perform reading section and after listening section with guidance from the teacher.	Copies Pencil Eraser
10 minutes	The teacher asks them to finish reading section test and continue with listening section. Finally gives a feedback	Students double check that the test is complete to finish the part.	

Chronogram

	2023		
	April	**May**	**June**
Carta de compromiso	Fri-14		
Meeting with the teacher	Thur-26		
Reading pre-test exam.		Tues-2	
Listening pre-test exam		Thurs-4	
Use of fables reading skill		Tues-9	
Past simple tense using reading		Thurs-11	
Regular and irregular verbs		Mar-16	
Reading comprehension and vocabulary		Jue- 18	
Listening comprehension		Mar-23	
Vocabulary trough reading		Mar-30	
Reading and listening post-test exam			Jue-1

List of fables

Aesop Fables: Library of Congress Aesop Fables (read.gov)			
Tittle	**Use**	**Time**	**Skills**
Ugly Duckling	Vocabulary learning	8 min	Watching
The tortoise and the hare	Reading compression	10 min	Reading
Billy's first day at work	Listening for gist	6 min	Listening
The Lion and the mouse	Vocabulary learning	7 min	Listening

Note: fables used for interventions at the Unidad Educativa "SA-FA".

Pre- test

Reading	Reading	Reading	Listening	Listening	Total
Part 1	Part 3	Part 4	Part 3	Part 4	
1,85	1,48	1,48	1,48	1,48	7,77
1,48	1,48	1,85	1,48	1,48	7,77
1,48	1,48	1,48	1,48	1,48	7,4
1,48	1,48	1,48	1,48	1,48	7,4
1,48	1,48	1,48	1,48	1,48	7,4
1,48	1,48	1,48	1,48	1,48	7,4
1,48	1,11	1,48	1,11	1,48	6,66
1,48	1,48	1,48	1,11	1,11	6,66
1,48	1,11	1,11	1,48	1,48	6,66
1,48	1,11	1,11	1,48	1,48	6,66
1,11	1,11	1,48	1,48	1,48	6,66
1,11	1,11	1,48	1,48	1,48	6,66
1,11	1,11	1,11	1,11	1,11	5,55
1,48	0,74	1,11	1,11	1,11	5,55
1,48	0,74	1,48	1,11	0,74	5,55
1,11	1,11	0,74	1,48	1,11	5,55
1,11	1,11	0,74	1,48	1,11	5,55
1,48	1,11	1,48	0,74	0,74	5,55
1,48	1,11	1,48	0,74	0,74	5,55
1,48	1,11	1,48	0,74	0,74	5,55
1,85	0,74	1,48	0,74	0,74	5,55
1,11	1,11	1,11	0,74	1,48	5,55
1,11	1,11	1,11	0,74	1,48	5,55
1,11	0,37	1,11	1,48	1,11	5,18
1,48	1,11	1,11	1,11	0,37	5,18
1,48	0,37	1,11	1,11	1,11	5,18
1,11	0,37	1,48	0,37	1,48	4,81
1,38	1,08	1,32	1,18	1,21	6,17

Post- Test

Reading Part 1	Reading Part 3	Reading Part 4	Listening Part 3	Listening Part 4	Total
2,22	1,48	1,85	1,85	1,85	9,25
1,85	1,85	2,22	1,85	1,85	9,62
1,85	1,85	1,85	1,85	1,85	9,25
1,85	1,85	1,85	1,85	1,85	9,25
1,85	1,48	1,85	1,85	1,85	8,88
1,85	1,85	2,22	1,48	1,85	9,25
2,22	1,48	1,85	1,48	1,48	8,51
2,22	1,48	1,85	1,48	1,85	8,88
1,85	1,48	1,48	1,85	1,85	8,51
1,85	1,48	1,48	1,85	1,85	8,51
1,48	1,11	1,85	1,85	1,85	8,14
1,48	1,48	1,85	1,48	1,85	8,14
1,48	1,48	1,48	1,48	1,48	7,4
1,48	1,11	1,48	1,48	1,48	7,03
1,48	1,11	1,85	1,48	1,48	7,4
1,48	1,48	1,11	1,85	1,48	7,4
1,85	1,48	1,11	1,85	1,48	7,77
2,22	1,11	1,85	0,48	1,11	6,77
1,85	1,11	1,85	1,48	1,48	7,77
1,85	1,48	1,85	1,48	1,48	8,14
2,22	1,11	1,85	1,11	1,11	7,4
1,48	1,48	1,48	1,48	1,85	7,77
1,48	1,48	1,48	1,11	1,85	7,4
1,85	0,74	1,48	1,85	1,11	7,03
1,85	1,48	1,11	1,48	1,11	7,03
1,85	1,11	1,48	1,85	1,48	7,77
1,48	1,11	1,85	1,11	1,85	7,4
1,80	1,40	1,69	1,57	1,62	8,06