UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE PEGAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

MODALIDAD PRESENCIAL

Proyecto de Trabajo de Graduación o Titulación previo obtención del Título de Licenciado/a en Pedagogía del Idioma Inglés

Theme: FICITON STORIES AND VOCABULARY LEARNING

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Ambato – Ecuador

2021

SUPERVISOR APPROVAL

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

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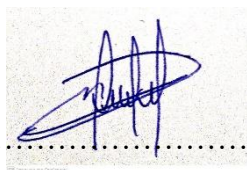Firmado electrónicamente por:
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DEDICATION

To my father, my sisters, and friends who always supported me in difficult times. To my dear mother for her unconditional love until her last day.

Lesly

ACKNOWLEDGMENTS

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TOPIC: "FICTION STORIES AND VOCABULARY LEARNING"

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Abstract

Fiction stories are didactic materials which are useful for teaching vocabulary, especially for young learners. The study aim is to investigate the impact of fiction stories on vocabulary learning. The participants were 8 learners from 8-9 years old from a public school. This was a quantitative and quasi-experimental research. The data was collected in three stages: pre-test, experiment, and the post-test during seven sessions. The pre-test was a pre-starter-adapted-test from Cambridge Assessment English (CAE) over 17 points. Then, the material for the experiment consisted of two fiction stories taken from YouTube, slides with vocabulary, Padlet to make students write on it the words they have learned, and a vocabulary checklist. At the end of the experiment, the teacher took the same post-test out of 17 points. Learners obtained the grade of 7,62 over 17 points as average in the pre-test. It shows a great difference from the post-test from which the average was 14,12 out of 17 points. Finally, the results showed that the students increased their vocabulary from watching and listening to fiction stories.

Key words: fiction stories, vocabulary, and young learners

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Resumen

Las historias de ficción son materiales didácticos que son útiles para enseñar vocabulario, especialmente para estudiantes jóvenes. El objetivo de este estudio es investigar el impacto de las historias de ficción en el aprendizaje de vocabulario. Los participantes en esta investigación fueron 8 estudiantes de 8 y 9 años de una escuela pública. Esta fue una investigación cuantitativa y cuasi- experimental. Todos los datos se recolectaron en tres etapas: la prueba previa, el experimento y la prueba posterior, durante siete sesiones. La prueba previa fue una prueba adaptada tomada de CAE llamada Pre-starter A1 valorada sobre 17 puntos. Además, el material usado para el experimento fueron dos historias de ficción tomadas de YouTube, diapositivas con vocabulario, Padlet para que los alumnos escriban las palabras que aprendían, y una lista de verificación para el vocabulario enseñado. Al final del experimento la investigadora aplicó la prueba posterior la cual fue la misma que la prueba previa sobre 17 puntos. Los estudiantes obtuvieron una calificación de 7,62 sobre 17 puntos en la prueba previa. Por lo tanto, esto muestra una gran diferencia con la prueba posterior, en la cual el promedio fue de 14,12 sobre 17 puntos. Finalmente, los resultados mostraron que los estudiantes su vocabulario al ver y escuchar historias de ficción.

Palabras clave: historias de ficción, vocabulario, y estudiantes jóvenes.

CHAPTER I

1.1 Investigative background

Fiction stories are authentic materials which are helpful in the learning-teaching process. Fiction stories are often employed with young learners for the purpose of developing their skills, and also to expand their lexicon. These allow students to learn in a fun and interactive way, with a better focus to engage them in learning EFL (English as a foreign language). Fiction stories are appropriate authentic materials that aid in teaching vocabulary. As far as we know, learning and teaching vocabulary is the base of any language. Additionally, when learning a foreign language it is crucial to have an extensive vocabulary because students need to know the meaning of any determined word to understand a specific text (Alqahtani, 2015). Consequently, the following section covers the analysis of prior research so as to determine the relationship between fiction stories and learning vocabulary in adults and children. Those studies involve different types of fiction stories, and a variety of ways to perform them. In this regard, some examples of these are storytelling, short stories, picture stories, storybook, TPRS (Teaching Proficiency through Reading), TPRS (Total Physical Response-Storytelling), narratives, story reading, interactive stories, and story-based teaching.

Arjmandi and Aladini (2020) guide a study to investigate the impact of SSOS (short-story-oriented-strategy) for vocabulary learning on upper-intermediate EFL learners' from Iran. It used a placement-test to choose 40 upper-intermediate from 18 to 28 female learners in a non-random system. The group was divided into two: an experimental SSOS with 20 students and a control group with 20 students. The process took place during sixteen sessions in eight weeks with three hours a week. The instruments that the researchers used were a Cambridge standardized vocabulary pre-test (4 parts, and 40 items) and a post-test (5, and 30 items), which were applied in control and experimental group. The experimental group were taught by using this SSOS applying pre-reading, while reading and post reading with two short stories, and

worksheets. They also worked in groups, made discussions, descriptions, and role-plays, which made the class fun and creative. Meanwhile, the control group were taught with the traditional method by doing summaries, reading some stories, and giving the meaning of the words. The findings implied that SSOS helped to improve students' ability to discover, guess and understand the meaning of vocabulary, and to keep it in their long-term memory.

Khamsuk and Whanchit (2021) conducted an investigation to incorporate storytelling as activity at home for preschool students to learn vocabulary, to give young students the opportunity to learn English during the quarantine, and to convince parents that storytelling is an excellent way for children to learn vocabulary. The experiment was applied during the quarantine caused by COVID-19. The participants in this research were nine students from 3-5 years old and their parents were from a modest precinct in Thailand. The research process was fulfilled in four stages: pre-test (15 items), storytelling, post-test (15 items), and interview. The pre-test was carried out by the academic helping students to complete the items. Then the storytelling took place .Therefore, the material was five stories referred to animals written in Thai, and each contained three words in English, therefore, a total of 15 words. Children were taught by telling the story twice and repeating the words in English three to four times depending on the child, this helped students to practice pronunciation as well. The post-test was carried out in the same way of the pre-test. Finally, the interview was an informal one, in which parents talked about children experience and improvement. The data was analyzed by using all the children's grades, and observation. The results showed that children got greater scores in the post-test (12.2/15) than in the pre-test (8/15), after listening to those five stories. Moreover, the students' families had a high level of gratification. The researchers recommended teaching only monosyllabic words, and repeating them at least three times. Thus, storytelling encouraged learning vocabulary in English, and that it was possible to be done at home with all the appropriate resources.

Valentini, Ricketts, Pye, and Houston-price (2018) led a study to examine orthographical, semantic, and phonological knowledge in a story on young learners. The population selected were 71 children between 8-9 years old. They were exposed

to a story with eight new words in the following groups: listening, reading, and integrated group using both skills. After that, fifty percent of the words were taught with definitions, and the other fifty percent were taught with no definitions. The listening group was exposed to only listening to same story by using headphones twice a week. The reading group, learners read a story from a booklet and complete comprehension tasks twice a week as well. Integrated group, learners listened to and read a story by using headphones and presenting the booklet at the same time twice a week. Recognition tasks helped the researcher to grade phonological (listening) and orthographic (reading) learning. Meanwhile, three types of tasks were useful to assess knowledge about identification category, subcategory and meaning of words in semantic knowledge (listening and reading). There were three types of post-test one test per group. The listening group took a phonological post-test, in which they had to recognized right and wrong pronunciation of the words. The reading group took an orthographic post-test, in which they had to choose the correct spelling of the words. Finally, the integrated group took a semantic post-test, in which they had to choose the correct options according to the tasks (category, subcategory and meaning of words) on it. According to the results, students only improved semantic subcategory and meaning knowledge with the story context.

Samsi (2016) conducted a research study to discover if the use of digital storytelling and dictionaries helped improve learners' vocabulary knowledge. This study was a quantitative approach and quasi-experimental design. The population of this study were 40 learners from seven grade from two classes at SMPN Cilamaya Wetan . The materials used in this process were speakers, videos from YouTube, and a projector. Furthermore, this study had three stages. First, the pre-test was applied in both the experimental group, and the control one. Second, the researchers employed the digital stories and dictionary in the experimental group by using the materials mentioned above, while the control group was only exposed to song lyrics. Finally, after applying the treatment to the experimental group, both groups took the post-test. The results demonstrated that the experimental group got better grades in the vocabulary post-test than the control group, owing to the use of digital storytelling and dictionaries.

Naseer (2017) carried out an investigation based on an experimental design to measure students' vocabulary improvement after using stories, and observe the impact of the stories on urban and rural students. The instruments were a pre-test, which contained 10 items (5 synonyms and 5 antonyms) took from 8th class, and a post-test, which contained 10 items took from the stories. It had three stages of investigation. First, in this stage the researchers applied a pre-test to 50 students from urban and 50 students from the rural sector. After that, only 20 students from 9th class with similar scores in the pre-test from each sector were selected. Five stories on per week were employed in both urban and rural groups as the treatment and this phase lasted five weeks. However, in the first day of the treatment students were asked to highlight the unknown words while they were reading aloud, that words were taught by applying TPR (Total physical response) method to make them easier to understand. Finally, the post-test was applied in both groups as well. After analyzing all the data, the findings showed that rural students had better scores than urban students after applying stories.

Riyani (2019) led a research qualitative study to get information about the weaknesses and strengths of applying storytelling with finger puppets in children. The population were 10 fifth grade students and teachers from elementary school, where the teacher implemented storytelling by using finger puppets. The data was collected through two narratives, observations, interviews, and questionnaires in two meetings. During the process, the teacher used preparing activities, activities and post-activities. When the teacher applied stories in the classroom, she prepared the story according to the topic of the lesson in that day, for example animals. Based on the observation, interviews and questionnaires, the strengths and weaknesses were found after using storytelling with puppets. Strengths showed that storytelling with puppets had benefits when teachers gave new vocabulary, because students were interested during the learning process. Meanwhile, the weakness found was that students were more concentrated looking at the puppet than understanding the story.

Klapicova and Reister (2020) carried out a study to investigate music, realia, reading stories, hands-on and drama activities, and Reader Theater's usefulness in learning English as a foreign language in children. The study took place in a nursery school in Austria for 3 years, once a week, with 45 minute each meeting. The sample

of this study were 49 six-year-old learners. Those learners were divided into two groups; one consisting of 25 students and another group of 25 students. People who directed this study were native speakers. The study was focus on communicative approach by using authentic material (stories, songs, etc.), TPR (Total physical response), facial expressions, aids, storytelling, role-plays, reader theater strategy and an easy-going environment. The reader theater strategy was carried out with a story and following the stages of reading (pre-reading, story, and post reading tasks). Moreover, the researchers assessed students' communicative competence through a variety of tests, such as vocabulary test, listening comprehension, pronunciation tests, grammatical tests, definitions and functions. All the data was collected by recording audios and videos during the classes. According to the findings, students acquired a high level of proficiency in English as a Foreign Language. The effectiveness of these teaching strategies showed that learners acquired new vocabulary and meaning.

Gutierrez (2020) led a research study to investigate the impact of pre-teaching vocabulary in L1 and stories. The participants of this study were 167 third to sixth-grade learners from a Mexican public school. It was an experimental design. The population was divided into two, the experimental group and control one. The length of time for this research was of three weeks, twelve meetings and 15 -20 minutes per session. This study had four phases: a vocabulary pre-test (multiple choice, 24 items), a treatment in the experimental group, a vocabulary post-test (multiple choice, 24 items), a delayed post-test (multiple choice, 24 items), and an interview. The experimental group, researchers applied pre-teaching vocabulary of two words by means of series of illustrations and Story Champs curriculum (to teach complex structures and vocabulary) in their native language, in this case Spanish, and then in English, also listening comprehension activities, discussions and re-telling stories. Moreover, all the stories were presented focused on cultural relevance for students. Meanwhile, the comparison groups, learners listened to a story (experimental g.), they discussed about the story, made choral drills, and grammar and vocabulary were not explain completely. Then, after the lessons, participants took the post-test. The delayed post-test was administered after four months without any session. Finally, the interview was a Likert scale where students were ask about the sessions, most of the students affirmed that they like the classes and the stories. After that, the tests were

analyzed by using Friedman and Mann Whitney U statistical tests. According to the results, students developed vocabulary by using stories. However, the experimental group got better grades; because they were pre-taught vocabulary and stories in their native language before presenting the foreign language.

Bulan and Kasapoglu (2021) guided a study to investigate the magnitude of employing TPR-S (Total Physical Response-Storytelling) and grammar translation (G-T) methods to learn vocabulary in English on children and their insights about them. This was a mixed method study whose participants were 49 third-grade students from elementary school selected non-randomly. For collecting all the data, the researchers made use of a Vocabulary Acquisition Test as a pre-test and post-test which contained 31 items, about weather and other vocabulary from students' level with visuals, student's diaries, independent and related sample tests, and descriptive analysis. For the experimental group, researchers used the TPR-S, to teach a unit about weather in the first phase. The second phrase the researcher used gestures and verbal instructions, and then students said the instructions to their classmates, after those students were asked to join in groups for a competition to follow instructions using their hands and arms. The researchers read a short story three time using pictures, then students dramatized the short stories. In the last session, students were asked to write in the diaries and express themselves on it, and they have to repeat the same procedure for 4 weeks. In the control group they used grammar translation in order to acquire vocabulary, the researchers applied activities such as, reading and translating a story, reading comprehension questions, filling blanks, teaching and memorizing grammar topic based on the story, giving feedback. Finally, students were asked to write on their diaries to express their feelings. All this process took four weeks. The findings showed that both TPR-S and G-T reflected positive effectiveness.

Kara and Eveyik-Aydın (2019) conducted an investigation to inquire the effects of TPRS (Teaching Proficiency through Reading and Storytelling) on very young students. The sample in this study was 19 four-year-old kindergarten learners in Turkish English as a Foreign Language background. The research had four stages: a pre-test, a treatment, a post-test and a delayed post-test. The tests contain productive and receptive parts. The investigation took place for 6 months, 13 hours a week and

40 minutes per session. This study had five cycles, in which each cycle learners took the pre-test, then the treatment (different stories each cycle), the post-test, and finally the delayed post-test. All the lessons were video recorded. When the whole group received the treatment, new vocabulary was instructed by applying the process of TPRS, and it was adjusted to the students' age. Besides, the data was collected through receptive and productive picture-tests conducted in one-to-one sessions (individually). The materials used by the researchers were story books already known by the students. It is important to mention that for children some words were harder to learn, because they were not frequently used in the process. Moreover, the receptive learning was more successful than the productive one. According to the findings, TPRS had good effects on vocabulary long-term memory. The researchers recommended using TPRS for very young students and making adaptations depending on students' circumstances.

AminAfshar and Mojavezi (2017) directed a study to investigate the influence of using visual and aural storytelling on EFL (English as a Foreign Language) learners' vocabulary learning and recall. The methodology of this research was an experimental design. The participants were fifty intermediate level Iranian female EFL students selected randomly. There were two groups: one experimental and one control group. First, the pre-test (English vocabulary test done by a teacher) was carried out in the two groups. After that, aural storytelling was employed in the control group by making drill and choral drills. Visual storytelling was applied in the experimental group by employing flashcards, diagrams and pictures, for the lapse of three months. Then, the post- test was applied in both experimental and control groups to examine their advancement. The delayed post-test was taken to measure their memory after two weeks since the post-test. The data from the pre-test and post-test were analyzed by using SPSS Microsoft 22 and the delayed test was analyzed by ACOVA to see the vocabulary retention. Finally, the results showed that the experimental group got better scores than the control one; this was because the visual or seeing storytelling had a great impact on learning vocabulary.

Oscarini and Bhakti (2018) carried out a study to investigate vocabulary mastery through storytelling on students of Diploma III Architecture. This was a quantitative design whose sample was 80 students from Samarinda State Polytechnic. The researcher made students tell stories before they took the vocabulary test. The researcher noticed that students showed nervousness and lack of vocabulary while they were telling a story. Afterward, the test exposed the best score that was 92/100 points gotten by one student, and the lowest score was 46/100 points, and there were two students who failed. Finally, the average was 78 and it was categorized as fair. According to the findings, even though the average was fair, those students who mastered English need more practice.

Tajeri, Syal and Marzban (2017) guided an investigation to examine the advantages of using Digital storytelling (DST), and to explore the appropriate classroom activities. This research was a quasi-experimental design with a pre-test and post-test. Descriptive and qualitative content analysis was carried out to evaluate the collected data. The participants of this research were 20 post-graduate students and researchers in two English classes, during the lapse of thirteen weeks. In addition, the qualitative data was gathered by using questionnaires, and recording interviews. In the procedure, there were two workshops. First, an introduction of DST, where the researcher asked students about their knowledge with making videos and all the components of it. In the second workshop, the researcher talked about how to create a digital story. Finally, they produced their own digital story. The results showed that students learned a lot with DST; they improved their writing skills and their vocabulary level as well.

Ho, Thi Hong Van, and Phan (2021) carried out a study to investigate how effective stories were for vocabulary retention on adult learners in EFL (English as a Foreign Language). The sample of this study were 36 learners from 18 to 37 years old. They were involved in an experimental and control group. There were a pre-test, a treatment and a post-test. The treatment was based on six units of the Objective Ket student's book. The pre-test and the post-test were based on the Cambridge placement test, by giving students to respond to 25 questions in total. Learners of the control group received the traditional method for learning vocabulary by using drills, definitions, etc. Meanwhile, the experimental group were given the treatment (stories)

by exposing them to stories during ten weeks. According to the results, researchers pointed out that there were no significant differences between both the control and the experimental group. However, adult learners were conscious about the importance of using story-based teaching.

To summarize, the articles above support this study about "Fiction stories and Vocabulary learning", its importance and effectiveness. Most of these studies were experimental in nature, with a pre- test, a post-test and in some cases even a delayed test. Subsequently, some of them implemented ludic material such as puppets, and authentic materials such as songs. Further, these prior studies often showed the impact and effectiveness that stories had on learning vocabulary, and it had overwhelming positive results. In most of the studies, the population were children. This is because fiction stories have more impact on children from 3 to 8 years-old than in adults. More importantly, this study is innovative because stories are applied in an online classroom and it is possible to employ more technological materials. Moreover, this study does not only use online books to read, but also consists of watching videos with a story narrated by native speakers.

1.2. Theoretical framework

Independent variable: Fiction stories

1.2.1 Authentic material

Authentic material helps students be related with real and contextualized language. This type of material refers to newspapers, articles, songs, menus, advertisements, etc. When a teacher uses authentic material, students feel delighted and excited about teachers should take advantage of authentic material, because it could be extremely helpful in EFL classrooms (Melvin & Stout, 1980).

Authentic material can be found in course book, with the implementation of authentic listening and reading texts. It represents real world topics (Spratt, Pulverness & Williams, 2011). Moreover, authentic material refers to picture books, where a story is told. Students feel attracted by picture books because of the story itself and the

visuals on it. Children often are not aware of reading or listening for detail, which means that they do not pay attention to all the words. After listening to the same story several times, this will help students learn a new language. Picturebooks as authentic material can be used in English classes whether the books have been adapted or not. I will depend on students' needs. For instance, the level of proficiency (Pinter, 2017). Reading and listening extensively is an effective way to work with authentic material (Tomlinson, 2008).

Extensive reading

Reading extensively refers to students reading in silence and in an independent way, usually for pleasure. It means that students will read books according to their level of English and personal interests. This type of reading helps students acquire new vocabulary and improve their reading abilities, such as fluency and reading-comprehension. It is important to emphasize that with beginners, teachers should prepare them for independent reading. For example, the teacher makes students read a book to all the class, with his or her guidance. Then learners will be able to continue reading another book on their own (Nation & Waring, 2020).

Extensive listening.

Extensive listening refers to students who are engaged by listening to stories, poems, radio programs, podcasts, etc. in order to acquire new knowledge (Baruah, 2006). Moreover, extensive reading and extensive listening are closely related because we can read while we are listening to something and acquire new knowledge about a language. To give an example, vocabulary (Clenton & Booth, 2021). Furthermore, it is said that extensive listening indicates that students will detect the general meaning of what they are listening to. There are some details that teachers have to take into account when they are incorporating extensive listening. First, the teacher should not only read and pronounce the material for listening but also prepare recordings of native speakers. Second, the teacher should pre-teach vocabulary or grammar structures before playing any material. Third, listening activities should be adapted to students' needs. Fourth, to use appropriate length of time to avoid students getting stressed. Fifth, to use visual aids as much as possible. Finally, to make students emphasize on understanding the whole material (Vásquez, 2006).

1.2.2 Fiction stories

Fiction describes something imagined or fabricated by someone (Ellison, 2003). Fiction stories do not represent real life itself. However, it can help us increase and change reality, therefore, people can create immortal dialects that are mentioned in a fictional story. The characters in a fictional story speak using natural language. However, characters have dialogues in a fictional context, whether it is magical or not, it has fictional representations of dialects and things that happen in the story. People who develop, write and produce those stories will depend on which type of scenario the fiction story will carry out. For example, in a book, writers and editors, in a video or a movie there are writers, adapters, directors, actors and actresses (Montini & Ranzato, 2021).

Fictional genres

There are different fictional genres. For example, novels, adventure stories, romance, science fiction, crime, fantasy, horror, etc (Gupta, 2016).

Folktale

Folktale is the general concept to describe all types of tales. There can be fairy tales, which are about magical things and novels which are fictional stories but with no supernatural features(Masoni, 2019).

Animal tales

Animal tales refers to tales that never will happen with an animal. For instance, to have a conversation or interaction with animals. An example of an animal tale here is " Little red riding hood "(Masoni, 2019).

1.2.3 Storytelling

Storytelling involves adapting communication in another context. EFL class storytelling is an adjustment for children to communicate something in a contextualized way. However, teaching English is not the only reason to apply storytelling in a classroom. It is about students being in a natural language environment in which they feel comfortable and emotionally active, resulting in significant learning.

Storytelling can be taught by using authentic material such as picture books with stories in them (Masoni, 2019).

Benefits

To use storytelling in an EFL classroom has an important impact on students' acquisition of language. When teachers tell stories to students, they feel incredibly engaged and enthusiastic, because it is a way to empower their cognitive skills. At the same time children acquire new things while they are listening to a story, teachers learn more as well. By using storytelling, teachers can create a positive relationship between their students and the target language (Masoni, 2019). As a result, the intrinsic interest of learning a new language will increase. Students not only learn vocabulary through fictional stories, but they improve the fluency of the four skills: listening, reading, writing and speaking (Wright, 1995).

Dependent variable: Vocabulary learning

1.2.4. Language learning

It is related to language features or items. For instance vocabulary, grammar, pronunciation, etc. Language focused learning concerns being a proficient language speaker in the long term, but the objective in the short term is to learn language activities. For example, drills, intensive reading, memorizing things, using dictionaries, and so forth. Those activities help learners to have an enormous impact on learning a language. Thus, there are some effects of language-focused learning. One of them is to raise awareness of the language items. Then, to focus on structures and forms of the target language. Finally, to get long-term knowledge (Nation & Waring, 2020).

To learn a target language requires a lot of practice. For that reason, learning a new language demands a process. First, learning and mastering the sound system of the target language by generating sound in a correct way and following standardized patterns. Second, learning a large vocabulary, however it must include only the essentially required and not such a complex lexicon. Finally, learning crucial sentence

patterns and structures. It means the correct order of a sentence, which is subject, verb and complement. The correct order of adverbs, adjectives, and so on (Kumar, 2006).

1.2.4.1. Learning styles

Learning styles refers to the way that students learn and feel more comfortable in learning a language. Learning styles are not about the level of knowledge, IQ, economic or social status. On the contrary, it represents how learners discern things. Thus, to teach by taking into account each learning style, students will feel emotionally better, and they will learn faster (Lefever, 2004). There are different learning styles. For example, k**inesthetic:** students with this type of learning style like working with physical movements such as jumping, biking and so on. They also like telling jokes and acting. **Tactual learners:** students who are empathic, they like working in teams, arts and music. **Aural learners:** students whose verbal skills are advanced, in activities that deal with speaking correctly and they quickly reply to questions. Additionally, their abilities in singing and acting dramatic texts are really good. **Visual learners:** students who notice any detail quickly, they are good at watching and looking (Haggart, 2004).

 Motivation

 Current education is not only about teachers giving students a class; it is about engaging students to learn something, especially when we talk about learning a new language. Therefore, teachers should be aware of their students' needs, learning styles, and then they must follow that direction by giving different activities and language exposure. In consequence, teachers make students get interested in the language. In a few terms, teachers should focus on expanding the language, while students increase their knowledge and become more independent (Kumar, 2006).

1.2.5. -Vocabulary

Vocabulary involves words or sets of words. For example, words that go together like collocations, expressions, idioms, chunks, etc. Moreover, vocabulary has some lexical features such as prefixes, suffixes, synonyms, antonyms, lexical sets, word families, homophones, homonyms, etc. Vocabulary learning requires understanding of how to pronounce, how to write, form and the meaning of words. For

that reason, it is important to show or be exposed to the same vocabulary many times until it is kept in our long-term memory (Spratt et al., 2011). Additionally, vocabulary is a sub skill that belongs to the four skills. This is why without vocabulary people would not be able to understand or produce the target language (Ching, 2013).

Importance of vocabulary

It is important for all learners to have a large lexicon, because they will be able to understand the language and develop the four skills, especially listening and speaking .Vocabulary helps students develop skills better. In the listening skill, they will be able to understand what they are listening to and it is not important to understand each word but the topic in general. In the reading skill, students can understand what a text is talking about and also learn new words at the same time. In the writing skills, they will be able to write more creative texts by adding as much vocabulary as they can to expand their topic (Graves, August, Mancilla-Martínez, 2016).

Finally, in the speaking skill as in the writing skill students can provide clear information about what they are saying or writing. It is crucial to clarify that grammar and vocabulary go together. Besides, vocabulary is important because it shows oral abilities, phonological awareness, and better reading comprehension, developing challenging tasks, and avoiding school failure.

How to teach vocabulary

Many teachers employ traditional ways of teaching vocabulary. For example: repeating, making choral drills and making lists to memorize. However, there are other practices to teach vocabulary. First, it is necessary to pre-teach vocabulary, for this, flashcards and toys can be used. This helps students see the picture and relate it with the word (Ito, 2018). It is crucial to teach individual words in order to make students learn in an effective way. Vocabulary should be taught with authentic material, in that way students will understand the concepts and the definitions better.

1.3 Objectives

General objective

      To analyze the impact of the use of fiction stories on vocabulary learning of 3rd grade students at Unidad Educativa "Las Américas".

Specific objectives

- To determine the advantages of using fiction stories on vocabulary learning.
- To assess the current students' vocabulary knowledge before applying fiction stories treatment.
- To apply fiction stories to increase vocabulary in 3rd grade students.

CHAPTER ll

METHODOLOGY

Instruments

Zoom app was useful to apply the treatment. It was crucial to use because we were in the virtual modality. Besides, power point was used to present the previous vocabulary before presenting the stories. Then, YouTube videos were useful for presenting the fiction story. In addition, Padlet was used to practice students' vocabulary after every lesson. Students wrote on Padlet words that they have already learned. Finally, the researcher used a checklist to evaluate students' progress after they filled Padlet online.

Methods.

3.1 Basic method of research

This current research has the following types of research and investigation:

3.1.1 Research approach

This research is a quasi-experimental design and quantitative methods. This research demands the manipulation of both variables (V.I and V.D). A quasi-experimental research apply non-random subjects, in which researchers can determine the cause and effect of the variables (Thomas, 2020). Therefore, in this case, a whole group of eight students from 3rd grade were taken.

3.2 Research modality

3.2.1 Field research

Field research represents the most important information in an investigation, because it is took from a natural and real context (Şerban & Ilie, 2014). Therefore, this research was obtained from real educational context. Therefore, this research was carried out with students from 3th grade at "Las Americas" School, in order to determine the relationship between Fictional stories and vocabulary learning.

3.2.2 Bibliographic research

The bibliographic research helps the investigator to collect the necessary updated information from different bibliographic sources, books, articles, etc. In addition, by using bibliographic material the investigator not only increases and strengths the knowledge but also analyzes the information about variables from different authors (Wilson, 1994). The bibliographic resources support both variables fiction stories and vocabulary learning.

3.3 Level of research

3.3.1 Descriptive research

Descriptive research aids to get information regarding to the situation of a phenomena and it describes the relationship between the variables. This type of research is useful with quantitative designs (Kabir, 2016). Descriptive research helps the researcher to investigate and identify subjects' behaviors in natural environments such as school, home, and companies, etc. Finally, it also requires formulating a hypothesis and experimenting

Procedure

In the first intervention, the researcher introduced herself to the students. The researcher sent a link to enter to Google forms to take the pre-test in 40 minutes. As the participants were children, the teacher guided the pre-test by reading and explaining the questions.

In the second intervention, the researcher asked students if they know the story ·"Little Red Riding Hood". After that, the researcher pre-taught the vocabulary taken from the story by presenting power point slides. Then, she presented the video of the fiction story "Little Red Riding hood". After that, students were asked to say which words they remembered from the story and they had to write on Padlet according to the picture they saw. The researcher took notes about it by using a checklist. Finally, the same vocabulary was presented again.

In the third meeting, the researcher asked students if they remembered the story of the last class. Then, she played the same story "Little Red Riding Hood" again. After that, students were asked to write on Padlet all the vocabulary that the researcher

already taught and showed in the video. In this way, the teacher used the checklist to assess which words were easier for students and reinforce the words that were difficult. The researcher presented again the power point with the same vocabulary, but repeating more times the difficult words.

In the fourth session, the same process of the second intervention was carried out. However, that session was about another fiction story "Three Little Pigs".

In the fifth intervention, the researcher repeated the same process of the third meeting, to reinforce students' vocabulary, about the story "Three Little Pigs"

The sixth meeting, the researcher reinforced vocabulary of both stories. She made students take a piece of paper to draw things from the vocabulary already learned. Then, it was played again the two stories "Little Red Riding Hood" and "Three Little Pigs".

Finally, in the last class students were asked to open the link of Google formsto complete the post-test for 40 minutes. The teacher guided students to answer the post-test by reading and explaining the questions.

Population.

The participants of this research were eight students from 7-8 years old .They were from 3ʳᵈ grade at Unidad Educativa "Las Américas" chosen non-randomly. This research took 5 weeks.

Data collection technique

A pre-test and a post-test to recognized the students' vocabulary level. The tool was an adapted standardized test done by Cambridge Assessment English; it was addressed to **Pre A1 Starters** students. The complete group of students took the tests through Google forms. Students were exposed to the pre-test at the beginning of the research to recognize the students' vocabulary level. The post-test was taken after applied fiction stories in class. In this way, it was possible to confirm if students learn more vocabulary with the treatment.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This section reports the results of all the data collected during 5 weeks. The participants in this experiment were eight students from 3rd grade of Unidad Educativa "Las Américas".

The pre-tests and posttest (adapted Cambridge pre-starters A1 test) were graded over 17 points because there were 17 questions about vocabulary. Then transform the 17 points to score over 10.

The information of the results is presented in tables and figures with a clear analysis and interpretation. The pre-test and the post-test learners' scores are in table 1 and 2. They show the scores over 17 points and over 10 points. In table 1 is represented the pre-test scores, while the table 2 shows the results for the post-test scores after applying fiction stories as treatment.

The information of pre-test and post-test average is presented in table 3 and figure 2. With this information, it is possible to perceive how the experiment improve student's vocabulary increment.

The hypothesis has two statements the null hypothesis and the alternative hypothesis, which were verified with SPSS software with the T-Student statics.

Table 1

Pre-test results

Name	Scores over 17	Scores over 10
Student 1	4	2,35
Student 2	6	3,52
Student 3	6	3,52
Student 4	8	4,70
Student 5	9	5,29
Student 6	8	4,70
Student 7	11	6,47
Student 8	9	5,29

Source: Field research
Author: Robles, L. (2021)

Table 2

Post-test results

Name	Scores over 17	Scores over 10
Student 1	14	8,23
Student 2	16	9,41
Student 3	12	7,05
Student 4	15	8,82
Student 5	14	8,23
Student 6	13	7,64
Student 7	14	8,23
Student 8	15	8.82

Source: Field research
Author: Robles, L. (2021)

3.2 Data interpretation

Pre-test and posttest individual grades

Figure 1

Results of pre-test and post-test over 10
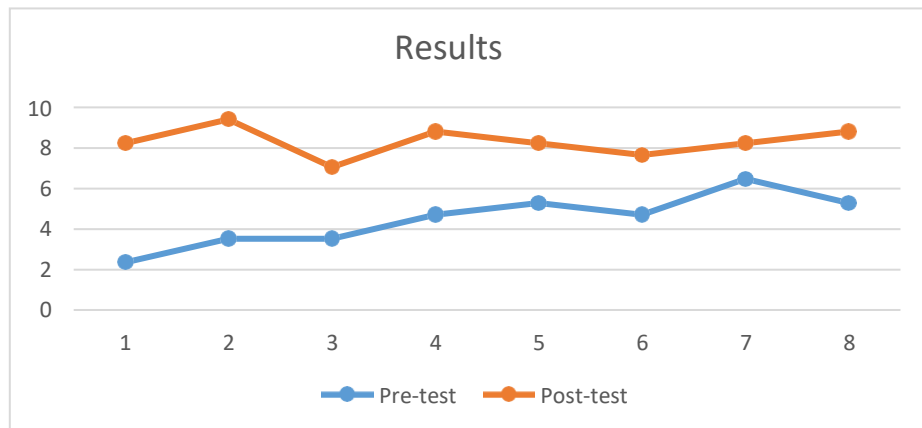
Source: Field research
Author: Robles, L. (2021)

Analysis and interpretation

As it can be seen in figure .1, 8 students took the pre-test and post-test , and it shows a difference between them. The grades are over 10. In the pre-test, the highest score is 6 and the lowest score is 2. Meanwhile, in the post-test, the highest score is 9 and the lowest is 7.

By analyzing the results, it is evident that students improved their grades. In the post-test students did not know most the vocabulary therefore, did not respond in a correct way getting low scores. However, after applying the treatment (fiction stories) students improve their grades in the post-test.

3.2.2 Pre-test and post-test average

Table 3

Pre-test and post-test average and difference

Results	Pre-test	Post-test	Difference
Average	7,62	14,12	6

Source: Field research
Author: Robles, L. (2021)

Figure 2

Average scores of pre-test and post-test
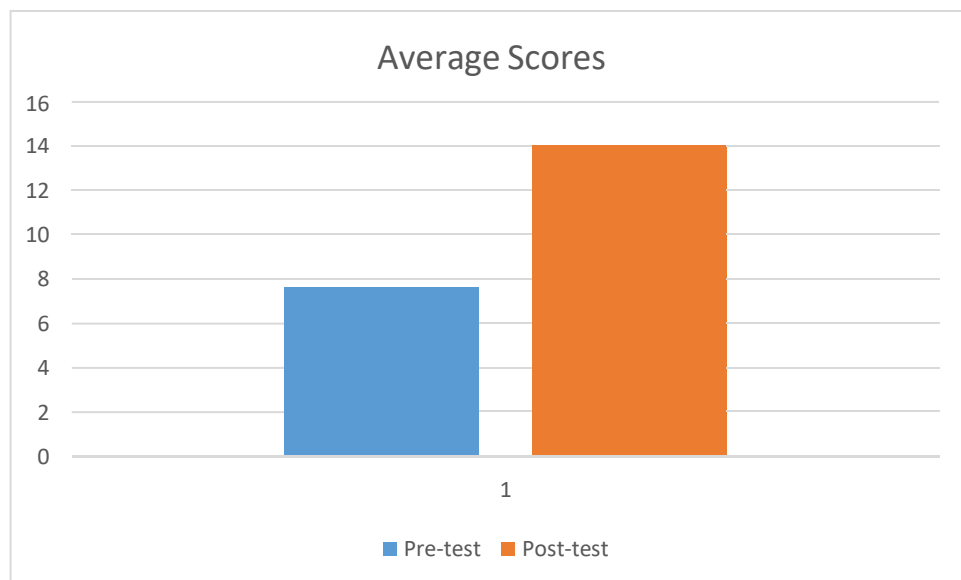
Source: Field research
Author: Robles, L. (2021)

Analysis and interpretation

Table 3 and figure 2, represent the pre-test and posttest's average and difference between them. The average in the pre-test was 7,62 over 17 that represents 44,82% .Meanwhile, the average in the post-test was 14,12 over 17, which represents 83,05% .The difference between them was 6 points that represents 35,29%.

According to the results, the employment of fictions stories for learning vocabulary is useful and efficient.

3.3 Hypothesis verification

The data collected in this research were analyzed by applying T-student statistical.

3.3.1 Hypothesis statement

Null hypothesis (H0)

The application of fiction stories does not contribute to vocabulary learning on students from 3rd grade at Unidad Educativa "Las Américas".

Alternative hypothesis (H1)

The application of fiction stories contributes to vocabulary learning on students from 3rd grade at Unidad Educativa " Las Américas"

3.3.2 Shapiro Wilk- normality test

Table 4

Shapiro Wilk- normality test

	Statical	df	Sig
Pre-test	0,962	8	0,833
Post-test	0,961	8	0,823

Source: Field research
Author: Robles, L. (2021)

Table 4 shows the signification, which represents the normality of the results. It is defined as a normal distribution when the values in the column sig are greater than 0,05. Meanwhile, when the values are 0,05, this means that they are not normal. The values in this study are greater than 0,005. Therefore, in this case the results of the values are normal or regular.

3.3.3. T-student test – Paired samples statistics

Table 5

T-student test – Paired samples statistics

	Media	**N**	**Std. Deviation**	**Std. Error Mean**
Post	8,20	8	0,710	0,251
Pre	4,48	8	1,296	0,458

Source: Field research
Author: Robles, L. (2021)

Table 6 shows that the result obtained from the tests. The mean scores of the post-test is 8,20; meanwhile the mean scores in the pre-test is 4,48. This means that the results from the post-test are greater than the pre-test. Therefore, there is a great difference between both tests.

3.3.4. Paired samples test

Table 6

Paired samples test

		Mean	**Std. Deviation**	**Std. Error Mean**	**95% Confidence Interval of the difference**		**t**	**df**	**Sig. (2-tailed)**
					Lower	**Upper**			
Pair 1	Pre-test Post-Test	3,721	1,495	0,529	2,471	4,971	7,039	7	<0,001

Source: Field research
Author: Robles, L. (2021)

Table 6 shows that significance or P-value is <0,001. When the P-value is greater than 0,05 we reject the H1 hypothesis and accept the H0 hypothesis. Meanwhile, when the P-value is lower than 0,05 , it is possible to accept the H1 hypothesis and reject the H0 hypothesis. In this case as the P-value is lower than 0,05 , it possible to

accept the H1 "To apply fiction stories contributes to vocabulary learning", and reject the H0 "To apply fiction stories does not contribute to vocabulary learning"

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1. Conclusions

- Fiction stories foster vocabulary learning. The impact of using fiction stories on vocabulary learning has been positive in the students of 3er grade in the Unidad Educativa" Las Américas", period 2020-2021. When fiction stories are used in class,students feel excited and motivated to learn new things. They learn about the story and at the same time they acquire new vocabulary. This is because, they can see the images on the videos, and they can related the images, the word and enjoy the story. Moreover, they not only learn new vocabulary, but they can become proficient in the other skills such as reading, writing and speaking.

- Before applying the treatment in the group, it was crucial to measure their vocabulary knowledge. Therefore, the pre-test showed that students had a low level in vocabulary. The average in this test was 7, 62 over 17 points. The level of vocabulary was assessed by using a Pre starter A1 adapted test. In this adapted test students showed that they needed to increase their vocabulary.

- The application of fiction stories to foster vocabulary learning was effective, because the post-test showed that students truly increase their vocabulary. The average of this test was 14,12 over 17 points. Therefore, with the pre-test and the post-test, we can see the difference of 6 points. It shows the positive effectiveness of fiction stories.

- The advantages of using fiction stories have been determined. They increase vocabulary learning, encourage students to teach English, students feel relaxed when they listen to fiction stories. It is because fiction stories are consider as extensive listening, it means listening for pleasure. Moreover students can develop other skills such as writing and reading in an easier way. Furthermore, fiction stories have more impact on children. It means the teacher will have more advantages by applying fiction stories on them.

4.2 Recommendations

- For increasing students' vocabulary in English, it is recommended to use fiction stories in class. The teacher could avoid making drills and repetitions only for memorizing lists of words. Instead of that, the teacher could use interesting fiction stories to encourage learning a new vocabulary and develop the main skills. The teacher could use videos with fiction stories on it, flashcards, technological tools, etc.

- For assessing students' vocabulary level, it is useful to apply a test. The teacher should use the instruments to test students depending on the student's level and age. Furthermore, to evaluate students, teachers could use tests or activities that are helpful to identify if the students acquire new vocabulary or not. The teacher can use standardized tests to assess students' proficiency.

- For finding out the impact of fiction stories we have to constantly assess students' vocabulary. For example, by using technological tools, websites, didactic material, and others to make students participate and increase their knowledge. In addition, teachers could use a checklist for checking students' progress during the class. Moreover, the teacher should applied a final examination to verify students' progress.

- For taking advantage of the use of fiction stories it is recommended to choose stories according to the students' interests, level of proficiency, age, and other factors that could encourage students to learn English. However, it is better to apply fiction stories with children, because they will really enjoy the class and learn at the same time.

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orytelling with children&f=false

ANNEXES

Annex 1 Approval

ANEXO 3

FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 05 de mayo del 2021

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

Verónica Narcisa López Falcón en mi calidad de Rectora de la Unidad Educativa "Las Américas", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Fiction Stories and Vocabulary Learning." propuesto por la estudiante Lesly Mabel Robles Iguamba portadora de la Cédula de Ciudadanía, 1728043876 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

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

Particular que comunico a usted para los fines
pertinentes. Atentamente.

…...................................
Verónica Narcisa López Falcón
1804156485
lopezverito@hotmail.com

Annex 2: Lesson plans

Lesson plan 1

Teacher: Lesly Robles

Level: 3rd grade

Subject: English

Group: 10 students		
Date: 25 /05/2021 **Duration: 40mins**		
Aims - To explain how to use fiction stories. - To discover students' level of vocabulary applying the pre-test.		
Time	**Activity**	**Tools and materials**
5 mins	Teacher introduces herself to the class. She explains what is the process of apply fiction stories.	Zoom
35 mins	Teacher asks students to open the link of Google forms and take the pre-test. Pre A1 starters adapted.	Google forms https://forms.gle/AxhfA6N1QA9LEA8F6

Source: Field research
Elaborated by Robles, L. (2021)

Lesson plan 2

Teacher: Lesly Robles

Level: 3rd grade

Subject: English

Group: 10 students		
Date: 28/ 05/2021		
Duration: 40 mins		

Aim		
• Students will be able to identify specific vocabulary about the fiction story "Little Red Riding Hood."		

Time	Activities	Tools and materials
5 mins	The teacher asks students if they know the story Little Red Riding Hood.	Zoom
15 mins	The teacher presents some pre-vocabulary in power point, and makes students repeat.	Power point slides https://drive.google.com/file/d/1bJVP_Cb7S00T6fUXF3zPD8_tliemr_OK/view?usp=sharing
15 mins	The teacher plays the YouTube video about the fiction story "Little Red Riding Hood."	Video: https://www.youtube.com/watch?v=LDMWJCrDVMI
5 mins	The teacher asks students if they like the story and they asked to write on Padlet platform which words they remembered.	Padlet: https://padlet.com/leslyrobles07/c4jrslq1q6ue
2mins	The teacher checks the vocabulary progress by checking Padlet with students responses and using a vocabulary checklist	Checklist
8 mins	The teacher shows again the slides with vocabulary to make feedback.	Power point slides https://drive.google.com/file/d/1bJVP_Cb7S00T6fUXF3zPD8_tliemr_OK/view?usp=sharing

Source: Field research
Elaborated by Robles, L. (2021)

Lesson plan 3

Teacher: Lesly Robles
Level: 3rd grade
Subject: English

Group: 10 students Date: 04/06/2021 Duration: 25 mins		
Aim • Students will be able to identify specific vocabulary about the fiction story "Little Red Riding Hood."		
Time	Activities	Tools and material
2 mins	The teacher asks students if they remembered the last class fiction story.	Zoom
10 mins	The teacher plays again the same fiction story "Little Red Riding Hood."	Video: https://www.youtube.com/watch?v=LDMWJCrDVMI
5 mins	Students write the word that the teacher says on Padlet to verify what they have learned.	Padlet: https://padlet.com/leslyrobles07/2cv19nn7ju7x
2 mins	The teacher checks students' progress with a checklist	Checklist
6 mins	The teacher reinforces again the vocabulary	Power point slides https://drive.google.com/file/d/1bJVP_Cb7S00T6fUXF3zPD8_tliemr_OK/view?usp=sharing

Source: Field research
Elaborated by Robles, L. (2021)

Lesson plan 4

Teacher: Lesly Robles
Level: 3rd grade
Subject: English

Group: 10 students
Date: 08/06/2021
Duration: 40 mins

Aims
- Students will be able to identify specific vocabulary about the fiction story "The Three Little Pigs"

Time	Activities	Tools and Materials.
2 mins	The teacher asks students how they are and if they know the story "The Three Little Pigs"	Zoom
15 mins	The teacher shows students a pre- vocabulary in power point slides.	Power point slides https://drive.google.com/file/d/1uU1on_1NmeEZeqHdXewELot0PHG6vhoI/view?usp=sharing
5 mins	The teacher plays the YouTube video about the Fiction story " The three Little Pigs"	Video https://www.youtube.com/watch?v=CtP83CWOMwc
10 mins	The teacher asks students if they like the story and they asked to write on Padlet platform which words they remembered	Padlet https://padlet.com/leslyrobles07/xa0ikl1cztoz
2mins	The teacher check the vocabulary progress by checking Padlet with students responses and using a vocabulary checklist	Checklist
6 mins	The teacher shows again the slides with vocabulary to make feedback.	Power point presentation https://drive.google.com/file/d/1uU1on_1NmeEZeqHdXewELot0PHG6vhoI/view?usp=sharing

Source: Field research
Elaborated by Robles, L. (2021)

Lesson plan 5

Teacher: Lesly Robles
Level: 3rd grade
Subject: English

Group: 10 students
Date: 11/06/2021
Duration: 30 mins

Aims
• Students will be able to identify specific vocabulary about the fiction story "The Three Little Pigs"

Time	Activities	Tools and materials
2 mins	The teacher asks students if they remembered the las class fiction story.	Zoom
10 mins	The teacher plays again the same fiction story	Video https://www.youtube.com/watch?v=CtP83CWOMwc
10 mins	Students write the words that they remembered on Padlet.	Padlet https://padlet.com/leslyrobles07/f4ufbz2fbu8vrhny
2 mins	The teacher checks students' progress with a checklist	Checklist
6 mins	The teacher reinforces again the vocabulary	Power point slides https://drive.google.com/file/d/1uU1on_1NmeEZeqHdXewELot0PHG6vhoI/view?usp=sharing

Source: Field research
Elaborated by Robles, L. (2021)

Lesson plan 6

Teacher: Lesly Robles
Level: 3rd grade
Subject: English

Group: 10 students
Date: 15/ 06/ 2021
Duration: 30mins

Aims
• Students will be able to recognize vocabulary about both stories.

Time	Activity	Tools and materials
20 mins	Teacher ask students to pick up a piece of paper and draw what the teacher says.	Piece of paper and pencil
5mins	Teacher plays the video of "Little Red Riding Hood" while is reinforcing the vocabulary in the same video.	Video https://www.youtube.com/watch?v=LDMWJCrDVMl
5 mins	Teacher plays the video of "The three Little Pigs" while is reinforcing the vocabulary in the same video.	Video https://www.youtube.com/watch?v=CtP83CWOMwc

Source: Field research
Elaborated by Robles, L. (2021)

Lesson plan 7

Teacher: Lesly Robles
Level: 3rd grade
Subject: English

Group: 15 students **Date: 18/ 06/ 2021** **Duration: 40mins**		
Aims - To examine students' level of vocabulary applying the post-test		
Time	**Activity**	**Tools and materials**
5 mins	Teacher introduces herself to the class. She explains what is the process of apply fiction stories.	Zoom
35 mins	Teacher asks students to open the link of Google forms and take the pre-test. Pre A1 starters adapted.	Google forms https://forms.gle/CWjug8kobajtcFi68

Source: Field research
Elaborated by Robles, L. (2021)

Annex 3: Test

Pre-test and posttest.

Source: Cambridge English Assessment.

Elaborated by Robles, L. (2021)

Link: https://forms.gle/Syvo8FoJ2WycafuN7

Annex 4: Vocabulary Checklist

Little Red Riding Hood

Checklist words

Words	YES	NO	Observations
Little Red Riding Hood			
Mother			
Wolf			
Grandmother			
Basket			
Food			
Door			
Forest			
House			
Flowers			
Trees			
Bed			
Eyes			
ears			
Mouth			
Woodsman			

Source: Field research.
Elaborated by Robles, L. (2021)

The Three Little Pigs

Checklist words

Words	Yes	No	Observations
Pig			
House			
Sticks			
Bricks			
Straw			
Wolf			
door			
Chimney			

Source: Field research
Elaborated by Robles, L. (2021)

Annex 5: Tools used for fiction stories

Power point slides "Little Red Riding Hood"

https://drive.google.com/file/d/1bJVP_Cb7S00T6fUXF3zPD8_tliemr_OK/view?usp=sharing
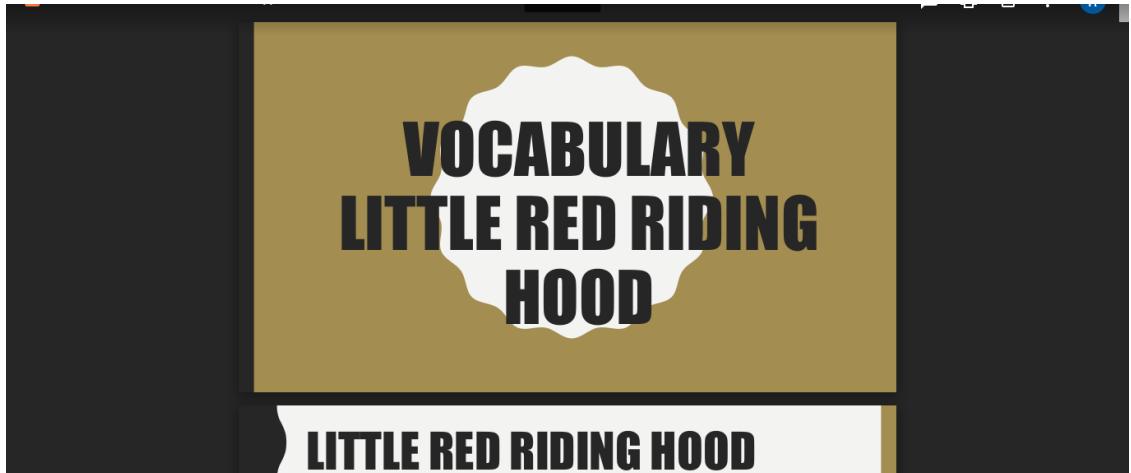
Source: Power point
 Elaborated by Robles, L. (2021)

Power point slides "Three Little Pigs"

https://drive.google.com/file/d/1uU1on_1NmeEZeqHdXewELot0PHG6vhoI/view?usp=sharing
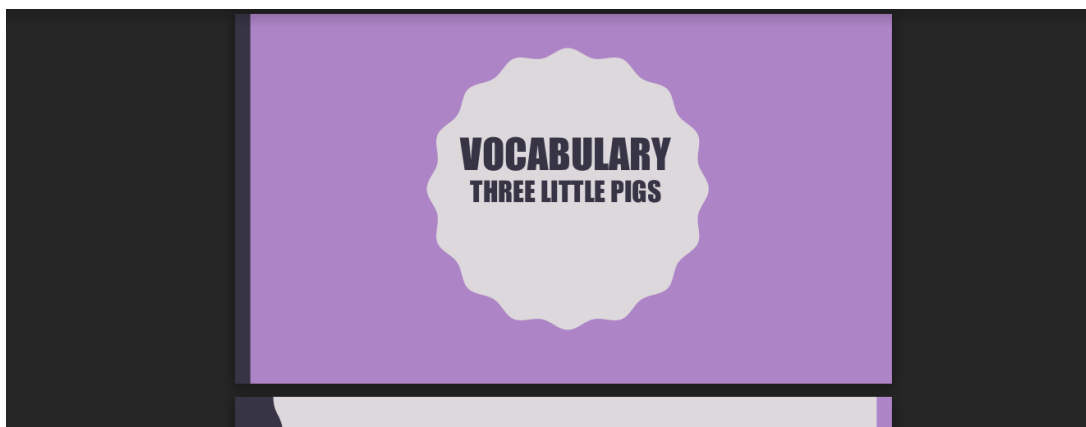
 Source: Power point
 Elaborated by Robles, L. (2021)

Videos about the fiction stories

Little Red Riding Hood fiction story

https://www.youtube.com/watch?v=LDMWJCrDVMI
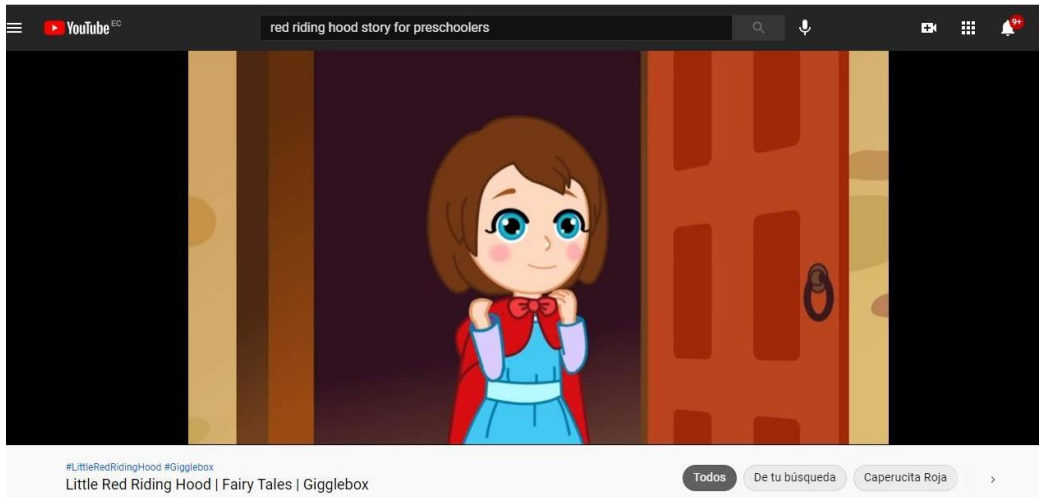
Source: Youtube

The Three Little Pigs

https://www.youtube.com/watch?v=CtP83CWOMwc
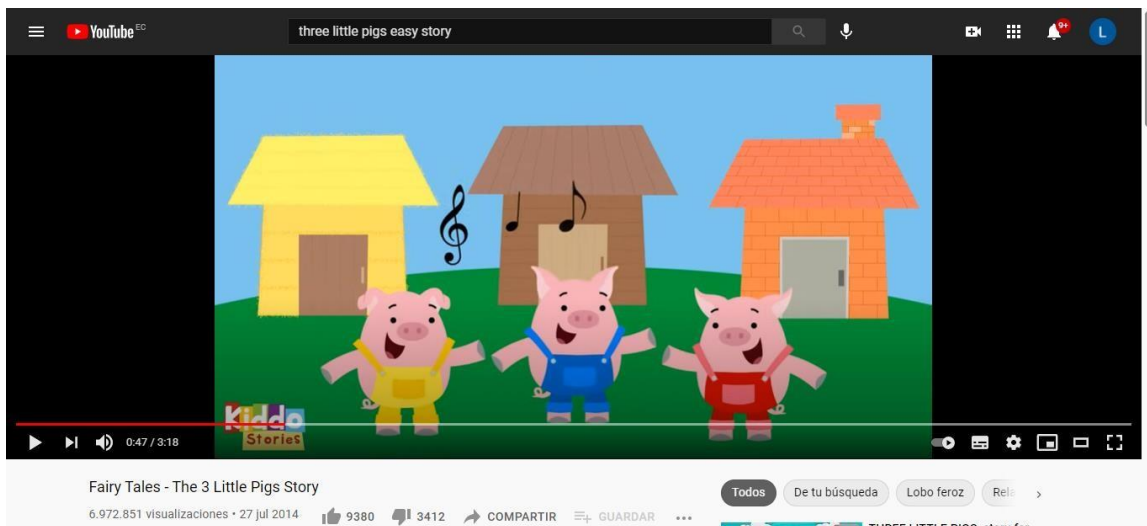
Source: Youtube

Padlet.

First Padlet about Little Red Riding Hood
https://padlet.com/leslyrobles07/c4jrslq1q6ue
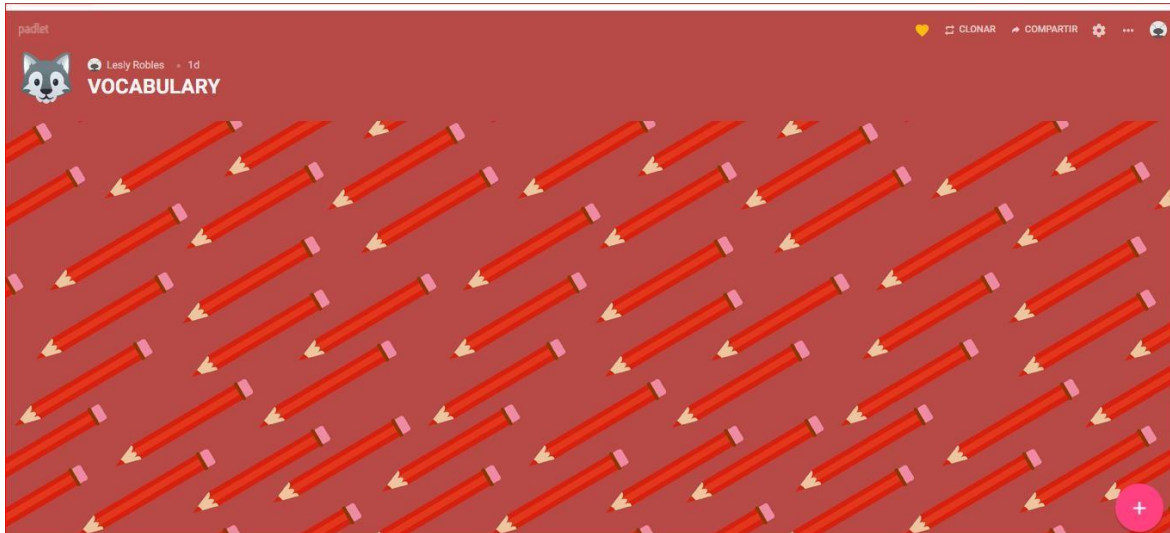
Source: Padlet
Elaborated by Robles, L (2021)

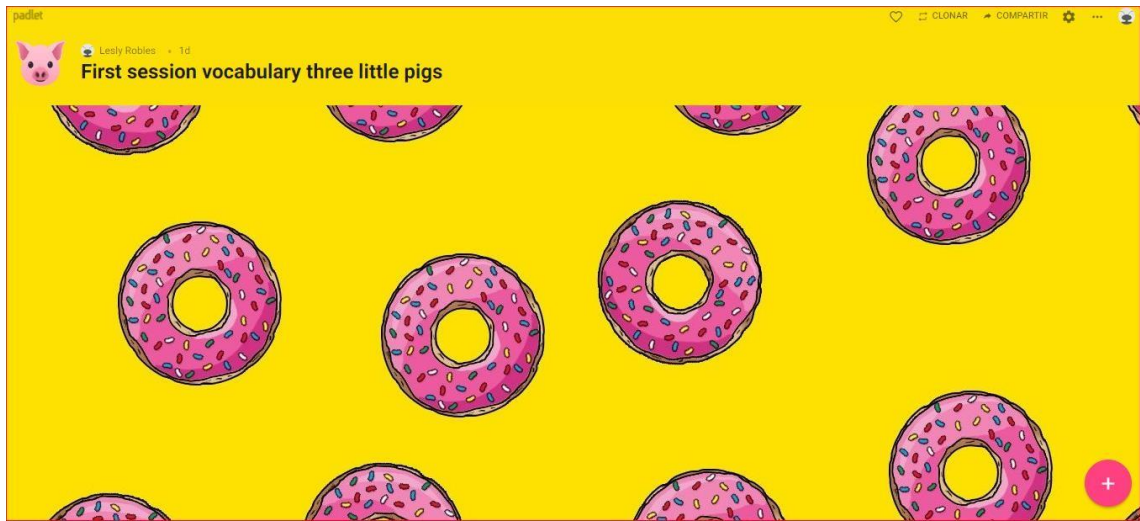**Second Padlet about Little Red Riding Hood**
https://padlet.com/leslyrobles07/2cv19nn7ju7x
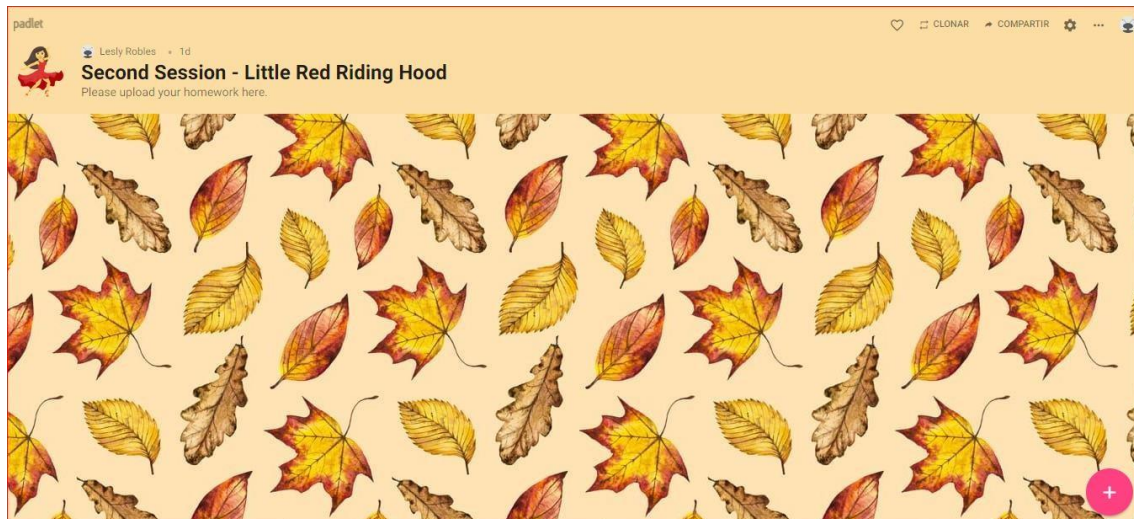
Source: Padlet
Elaborated by Robles, L (2021)

First Padlet about the Three Little Pigs fiction story

https://padlet.com/leslyrobles07/xa0ikl1cztoz

Source: Padlet
Elaborated by Robles (2021)

Second Padlet about The three Little Pigs fiction story

https://padlet.com/leslyrobles07/f4ufbz2fbu8vrhny
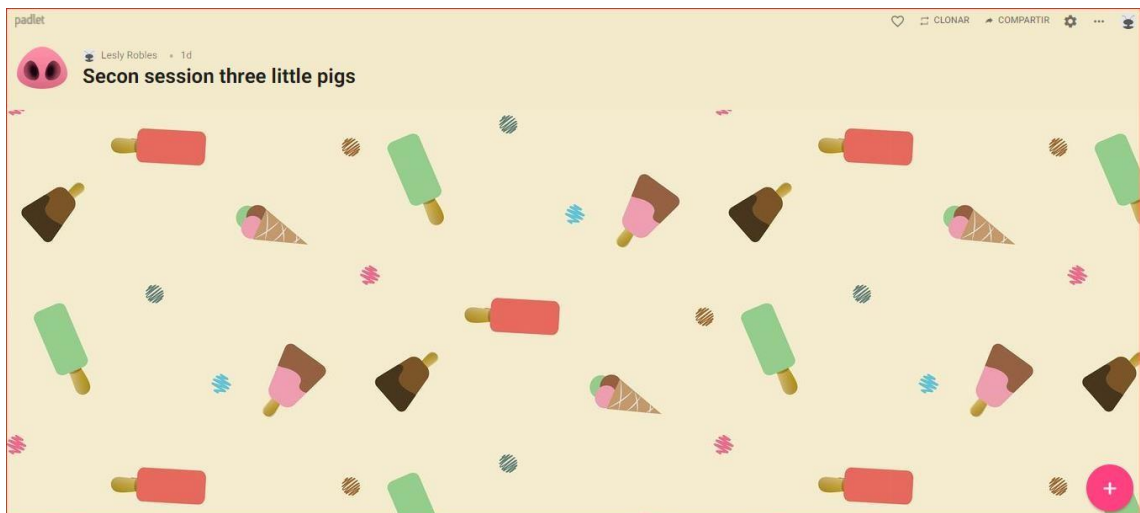
Source: Padlet
Elaborated by Robles, L (2021)

Anexe 6: Urkund report

URKUND

Urkund Analysis Result

Analysed Document: ROBLES_LESLY_DISSERTATION.pdf (D110678122)
Submitted: 7/22/2021 11:46:00 PM
Submitted By: lrobles3876@uta.edu.ec
Significance: 7 %

Firmado electrónicamente por:
WILMA ELIZABETH SUAREZ MOSQUERA

Dr. Mg. Wilma Suárez

TUTORA DE TRABAJO DE TITULACIÓN