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**“STORYTELLING AND SPEAKING SKILL”**

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Ambato – Ecuador

2021

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## DEDICATION

### TO:

God for guiding each of my steps and allowing me to discover that my true passion is teaching. He will always hold my hand on this path that is just beginning.

To my mother, Monica, all my achievements are because of her. She has always been the most significant support in my life and an example of courage, effort, and perseverance for my sister and me. Without her, none of this would have been possible.

To my father, Gustavo. My star in the sky. He was always my support in the most difficult moments, being my light when the road turned dark, and sadness seemed to cover my eyes to deviate from my goals. Because he always gave me his warmth, I never lost my shine.

To my sister and my cousins, this effort is for them. They are an important part of my life and, I want to see them succeed. I want them to know they can achieve everything with effort and dedication. And above all, I want them to be sure that they will always have my support.

To my grandparents and uncles for being my emotional support. For the afternoons and early mornings playing, laughing, and clearing any worries or sadness of the heart. For reminding me that I will always have a place, a home in them, full of people who love me as I love them.

For my friends of years whose names wouldn't fit in a single paragraph, but they know who they are. For hearing me when I needed it, for laughing and crying with me, for their company and support in the most difficult moment of my life. I am lucky.

*Dany*

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*Dany*

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**THEME: “STORYTELLING AND SPEAKING SKILL”**

**AUTHOR:** Daniela Estefania Proaño Cuenca

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**Abstract**

The research entitled "Storytelling and Speaking Skill" seeks to investigate the relationship between variables and their impact on speech development in students. Firstly, the present study is an experimental research that handled a control group and an experimental group. Likewise, it was developed with a mixed approach, using surveys, a pre-test, and a post-test, which were applied to both groups. These tests were taken from the Cambridge PET Speaking section, which assesses four main subskills of English language speaking ability, which are grammar and vocabulary, discourse management, pronunciation, and interactive communication. Additionally, t-test statistics was the instrument to analyze quantitative data and Cronbach's alpha validation to analyze qualitative data obtained from Web 3.0 surveys. On the other hand, the researcher designed 6 lesson plans based on using storytelling to develop classes focused on oral production through the use of Web 3.0 tools in a virtual modality. This experiment was carried out with a population of 41 students, divided into two groups, the experimental group being made up of 21 students and the control group made up of 20 students, both belonging to the fourth semester of the "Pedagogía de los Idiomas Nacionales y Extranjeros " program at Universidad Técnica de Ambato. Finally, the speaking skill of the experimental group students improved after using storytelling and increased from 2.8 to 3.8. Based on the results, it can be concluded that storytelling allows the development of speaking skills.

**Key words:** Storytelling, Speaking skill, Web 3.0.

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**TEMA: “STORYTELLING AND SPEAKING SKILL”**

**AUTOR:** Daniela Estefanía Proaño Cuenca

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**Resumen**

La investigación titulada “Narración de historias y habilidad del habla” busca investigar la relación entre variables y su impacto en el desarrollo del habla en los estudiantes. Para empezar, el presente estudio trata de una investigación experimental que manejó un grupo de control y un grupo experimental. Asimismo, se desarrolló con un enfoque mixto, haciendo uso tanto de dos encuestas como de una evaluación previa y una evaluación posterior, la cuales fueron aplicadas a ambos grupos. Estas evaluaciones fueron tomadas de la sección PET Speaking de Cambridge que evalúa cuatro sub destrezas principales de la habilidad del habla del idioma inglés las cuales son, gramática y vocabulario, manejo de discurso, pronunciación y comunicación interactiva. Además, para examinar los datos cuantitativos se hizo uso de la estadística de la prueba t y la validación de alfa de Cronbach para analizar los datos cualitativos obtenidos de las encuestas de la Web 3.0. Por otro lado, para desarrollar el experimento se diseñaron y aplicaron 6 planes de lección basados en usar la narración de historias para desarrollar clases enfocadas en la producción oral mediante el uso de herramientas Web 3.0 en una modalidad virtual. Este experimento se llevó a cabo con una población de 41 estudiantes, divididos en dos grupos siendo el grupo experimental conformado por 21 estudiantes y el grupo de control por 20 estudiantes, ambos pertenecientes al cuarto semestre de la carrera de “Pedagogía de los Idiomas Nacionales y Extranjeros” de la Universidad Técnica de Ambato. Finalmente, la producción oral de los estudiantes del grupo experimental mejoró después de usar la narración de historias, incrementando de 2,8 a 3,8. En base a los resultados se puede concluir que la narración de historia permite el desarrollo de la habilidad del habla.

**Palabras claves:** Narración de historias, habilidad del habla, Web 3.0.

## **CHAPTER I**

### **THEORETICAL FRAMEWORK**

#### **1.1 Investigative background**

The present research is interested in analyzing the achievements presented in monographs, thesis post graduate, international conferences, and research articles published in scientific journals related to the development of this study. According to Ramos (2018), the theoretical framework makes explicit the findings of researchers whose investigations are related to a current study. Therefore, in this section it is important to show the investigative background of this research which has taken as main investigative bases six studies conducted internationally, continentally and nationally in countries such as Vietnam, Cyprus, Colombia, Chile, and cities such as Guayaquil and Cuenca, which were published between 2014 and 2021.

Firstly, Thien et al. (2021) tried to test the benefits of storytelling at secondary school in their research “The Impacts of Storytelling on Secondary School Students’ Speaking Ability”. The study was conducted at Thanh Hoa Secondary in Vietnam being its objective to use storytelling to develop and improve oral production. The researcher applied an experimental process dividing 80 students into two groups called Control Group and Experimental Group whose were tested with a pre-test and post-test being only the Experimental group instructed using storytelling. Finally, a survey of 8 questions was applied to examine students’ points of view from the process. Consequently, the researchers concluded that applying Storytelling is effective to improve learners’ speaking production.

Furthermore, Nieto et al. (2016) in their researcher “Implementing storytelling technique to teach English language skills” had as main purpose to implement storytelling in the class and analyze evidence after the implementation process. The research was conducted at school in Pereira, Colombia managing a qualitative design and a population of 24 students who take English classes with storytelling application. Finally, data collected revealed the increase motivation on students after using stories and visual inputs in English classes. Student were motivated to develop and improve English management and showed a positive progress at the end of the process.

Likewise, Youman (2014) conducted a master research at “Universidad de Cuenca” entitled “Teaching English at the university level through short stories and multimedia”. The research purpose was to investigate if short stories and multimedia application increase learners’ motivation and their capacity to understand and improve language management being a good alternative to teach English as a foreign language. To carry out the research 51 teachers were surveyed about their experiences in English class. As a result, the researcher determined that short stories and multimedia can help teachers motivate students’ effective language acquisition.

On the other hand, Kallinikou & Nicolaidou (2019) in their research “Digital Storytelling to Enhance Adults’ Speaking Skills in Learning Foreign Languages: A Case Study” sought to enhance adult learners’ engagement to develop and improve speaking skill in the learning of a foreign language. Indeed, the research was a case study managed at Cyprus University of Technology where two groups of 20 Russian beginner learners of Greek language participated in the application of a pre and post-test. As a result, the experimental group showed a significant improvement in contrast to the control group. The results revealed that storytelling increases motivation and development of speaking skills in adults.

Lastly, Valenzuela (2018) in his research developed at Alberto Hurtado University in Chile and entitled “The effects of Total Physical Response Storytelling (TPRST) on an EFL second grade class’ speaking levels” discussed the effects of TPR Storytelling on the speaking skill development. The research was conducted with a classroom-based experimental design and quantitative approach. Indeed, the instruments were surveys, questionnaires, pre and post checklists applied to a population of 24 students. Finally, the results showed that TPR Storytelling has positive effects on the development of oral production and influences learners’ perception of speaking skills.

Finally, Arguello et al. (2020) conducted a research entitled “Storytelling through Picture Description to Enhance Very Young EFL Learners' Oral Production”. The main of this research applied at Unidad Educativa Mariscal Sucre in Guayaquil was to improve speaking skill development at primary school using storytelling through pictures. Indeed, this was a qualitative and quantitative action research where 13 boys and 13 girls participated. The researchers applied a test at the beginning and at the end

of the process and used a rubric to assess the research questions. As result, they found out that storytelling was a way to promote authentic communication.

In conclusion, these investigations are the background on which the present investigation is based. Most of them are developed with a single approach, instead this research presents a qualitative and quantitative approach. In addition, this is an experimental investigation because it works with two groups of students of the same level, better known as experimental and control group. Also, despite the fact that storytelling is a popular topic, it is not common to find research on this topic in the educational field, being more popular in the area of advertising and marketing. For this reason, this study is one of the few investigations carried out in Ambato city focused on the use of storytelling in English teaching.

## **1.2 Theoretical framework**

### **Independent variable: Storytelling**

#### **1.2.1. Digital storytelling**

Digital storytelling is a relatively new term defined as a form to tell stories using technology. In the current situation, almost all students receive virtual classes, so digital storytelling has become known among teachers. In digital storytelling, teachers can use different web 3.0 to narrate a story dynamically. Web 3.0 are defined by Latorre (2018) as the "semantic web" because it more efficiently uses the web data and is inter-operative working directly with the cloud and being accessible from any device. Examples of web 3.0 can be mentioned such as Canva, Microsoft online, educational platforms among others that facilitate the application of storytelling in class and can be used for both virtual and face-to-face classes.

On the other hand, Bernard (2006) concluded that digital storytelling combines technology, multimedia and narrates a specific topic and a particular point of view. Some digital storytelling types are personal narratives, historical documentaries and stories designed to communicate a particular concept. Likewise, Syafryadin et al. (2019) established that digital storytelling allows stories reporting on a specific topic throughout a story using web 3.0 and technological tools which makes the learning

process enjoyable and it is an essential tool because it increase and enhances students' motivation to learn the content. As a result learners develop their skills in a better way.

Furthermore, this innovative form to tell stories has seven element. According to Bernard (2006), the seven elements of a digital storytelling are point of view which shows the author perspective. Then, it is necessary to stablish a dramatic question that the author will answer at the end of the story. Indeed, the emotional content is an issue to connect with the public powerfully. Likewise, the gift of narrator voice personalizes the story and helps the public to understand the context. Further, soundtrack is essential to support the story development. Lastly, economy is the use of enough content to narrate the story without a lot of information. Finally, pacing is to deal with the rhythm of story, how slow and quick have to be its development.

### **1.2.2 Total physical response storytelling (TPRS)**

Total physical response storytelling or TPRS is a method used in teaching English which combines oral production with the method of action learning that is a methodology to teach languages by making students participate in physical activity. According to Muhammad et al. (2018), Total Physical Response (TPR) learning is the main objective, so this method of learning develops an active student learning approach. (TPR) is a method to teach and combines words meaning with action games, pictures and real objects. In this way, learners are able to interpret an action or meaning by visualizing the use of vocabulary and grammar through the sense of touch information.

In the TPRS method students do not have to speak directly, instead the teacher has to wait and analyze students get enough language through listening activities, as a result learners will start speaking spontaneously. Within this method the comprehension approach plays a fundamental role and there are some important factors to take into account. First of all, students demonstrate their understanding through their body movements. Indeed, oral production begins once the student has established understanding of the language the language understanding or the ability to listen transfers to other skills. Finally, the teaching process should minimize the stress of the learners to develop a positive and significant knowledge.

### **1.2.3 Storytelling**

Storytelling is an ancient human way to express culture, tradition, and values. According to Muhammad et al. (2018), storytelling is an activity where people talk about a specific topic to teach or share a lesson or it is also where the speaker plays a role and invites the listener to enjoy with a story or tale. According to Serrat (2017), storytelling is a communication tool to share and appraise people knowledge through a story or narration. Likewise, Kaneko (2020) defined storytelling as a strategy to invite reflecting in a creative and dynamic manner. This tool can be applied in any field and applied the development of speaking skill is a way to create a safe space where students can speak freely and reflect on important issues.

#### **Types**

Storytelling has different types but the most common are narrative stories and stories creates to communicate a particular concept. According to Kaneko (2020), a narrative story presents connected events to develop and tell a good story. Some examples of narrative stories are novels and biographies and they contains a concept, idea and plot structured by a beginning, middle and end. On the other hand, when the author creates a story to communicate a particular concept this could be adapted to the issue. In storytelling it can be communicated a society concept or perception indirectly making use of metaphors and creating fictional characters, settings and times to communicate real events and convey a message to the audience Storytelling is flexible and can communicate important thematic in a creative way.

#### **Structure**

Furthermore, there are several discussions about the structure of a story. The most relevant is the structure stated by Serrat (2017) who established that the body of the story contains a number of distinct sections. It begins with relevant background information. Then it moves to what will turn out to be the climax. A parenthesis could be added as a section of background information embedded within the climax. Finally, the resolution takes place. In this part the storyteller gives an interesting or shocked ending to the story. There are two types of stories with different parts: 1) Short story:

Beginning, Middle and End. 2) Classic Story: Setup, Conflict Challenge, Climax and Resolution. Likewise, storytelling involves some elements such as:

### **Elements**

- **Plot:** Passi (2019) mentioned 7 important elements to develop good storytelling. First, the plot defines what the story will be about and therefore establishes what the public will experience. Based on this, the experiment of this research was developed paying special attention to the plot of each story which was related to society and linguistics, and touched on themes with which the students identified or on which they could reflect.
- **Theme:** the theme is closely related to the plot of the story. By knowing the theme of the story, the author can begin to plan what the plot will be, the beginning, the climax, and the conclusion or message of the story. The present investigation developed sociolinguistic topics in the experiments such as prototypes, colors, kinship, taboo, euphemism, etc., based on which a suitable story for each class could be developed.
- **Characters:** the characters are those who live the story, who are affected by the plot and have a unique personality, weaknesses, and fears. For this reason, it is important that the weights are well defined and that the audience can come to identify or trust them. In the case of the stories used for the experiment, different characters were created according to the theme, the plot, and the objective of the story, for which each one carries a message to the audience.
- **Dialogue:** Choosing the right words to use in the story is important. Dialogue allows the characters to interact with each other to communicate a message to the audience and convey the plot. In this research, the dialogues were an essential part of the story. One of the best examples of this was the storytelling “A talk with my grandma” which is a conversation between a grandmother and her granddaughter about a taboo theme in which they use euphemisms in the dialogue.

- **Melody:** The melody is an element that gives the storytelling a musical background related to the story plot, making the audience get involved in the story events and perceive them more realistically. The melody awakens the audience's emotions, which is why special importance is given to the soundtrack of movies and series, as this allows the story to develop with bigger impact.
- **Decor:** humans are visual learners and decor is important because seeing the places and scenarios where the plot unfolds allows the audience to be visually transported within the story. Also, using visual aids to tell a story attracts the attention of the audience and allows them to understand the plot of the story. For this reason, in the storytelling applied in this project, web 3.0 resources were used to create attractive and decorated presentations according to the theme of each story.
- **Spectacle:** In general, the plot must be shocking enough to develop the story without depending entirely on the show. But this also allows an event to be memorable because the show must be unexpected but significant, taking the story to another level of impact on the audience. This element has greater importance in plays and the like.

Finally, the storytelling technique has different ways of application. According to Serrat (2017), there are some potential applications with quality evidence to make connections and create common purposes of stories, such as: Oral histories, Team or community-building exercises, Workshop warm-ups, Activity or project reviews or Recreation. In the same way, there are several advantages of applying storytelling in the classroom. Serrat (2017) established that storytelling allows articulation of emotional aspects and factual content, enabling tacit knowledge expression. Second, this technique increases meaningful knowledge-sharing potential. Finally, narrative structure increases the likelihood that students will learn and transmit that knowledge.

## **Dependent variable: Speaking skill**

### **1.2.4 English language**

In English language it is one of the most used languages around the world. At least 2 billion people speak English as a native or foreign language. According to Baugh & Cable (1993), English is the most important language in the world because it is the language of world powers. The English language has become more prevalent because World War II, also driven by globalization and the influence of American music, movies and TV. It is a language of business, commerce, tourism, etc. because it is said that knowing how to speak English gives people many job opportunities. In Latin American countries, learning is not mandatory, however its importance is reflected when students apply for scholarships, master's degrees or doctorates.

On the other hand, according to Patel & Jain (2008), the importance of teaching the English language lies in the fact that English plays an important role in the educational system. English is rich in literature and culture and contributes to the advancement of language. This language is spoken almost all over the world and teaching and learning this language gives learners more job, social and professional opportunities. Some of the importance for which to learn English are that this is an international language for which it has liberal, national, recreational, educational, cultural and vocational importance. In some countries, learning this language is mandatory, which has proven to be positive for the training of students.

### **1.2.5 Productive Skills**

Language skills are divided into receptive skills and productive skills otherwise known as active and passive skills. Productive skills are speaking and writing. According to Sreena & Ilankumaran (2018), learners who possess efficient productive skills are able to produce something. They are also known as active skills. Learners need to generate language to communicate their ideas either in speech or text. Likewise, speaking skill is apparent in society in various styles such as formal, informal, normal, and strong, etc. These styles are situation based and it is important for speakers to strike the right thoughts.

Speaking skills need a wide attitude and modern ideas. It also needs an expression as well. This is to make the speaker confident to express what he communicates. Some speaking situations are partially interactive especially when speech is given to a live audience. For communication point of view, the writing is lucid and clear. Writing is one way of providing variety in classroom procedures. It provides a learner with physical evidence of his achievements and his improvement could be noticed easily. It helps him to grasp the vocabulary and structure, and complements the other language skills.

### **1.2.6 Speaking Skill**

Speaking is the ability to speak confidently and fluently is something which children will develop during their time at school, and something that will help them throughout their life. According to Sreena & Ilankumaran (2018), speaking skills are defined as skills which allow us to communicate effectively. These skills give us the ability to convey information verbally and in a way that the listener can understand. Speaking is an interactive process where information is shared, and if necessary, acted upon by the listener. So, it's important to develop both speaking and listening skills in order to communicate effectively.

Speaking skills are one of the most important skills we learn, as they allow us to communicate with others and express our thoughts and feelings. Speaking skills can be separated into formal and informal speaking skills, and we use both types of speaking skills in a variety of contexts throughout life. Informal speaking skills are important for conversations with friends and family, helping us to form emotional connections. Formal speech, on the other hand, is necessary for workplaces, in presentations or for conversations with people you don't know. Formal language is important as it helps us to make a good impression on people and communicate politely.

### **1.2.7 Speaking Subskills**

Subskills are part of and necessary to another more complex skill. The speaking subskills mentioned by Shatri (2009) are related with the use of grammar and vocabulary, a student who manage the grammar tenses and has a range of vocabulary

can speak fluently. Likewise, fluency is the ability to talk without pauses and accuracy is to manage grammar correctly and do not make a lot of mistakes. It is also important to mention the phonology skill, this is the way learners pronounce the words, sounds, stress patterns and intonation. Pragmatics is another important skill within speaking because it shows the conventions and behaviors students have when they talk. Finally, the interpersonal skill is the way to communicate employing respect and empathy.

### **PET speaking section subskills**

On the other hand, according to the rubric of the Cambridge University (2021) to assess speaking section there are some specific speaking skills that are evaluated in standardized exams. These are used with the aim of measuring language proficiency as far as speaking is concerned. These subskills evaluated in exams are four:

- **Grammar and Vocabulary:** Larsen-Freeman (2009) defined grammar as a system of structure with strong meaning and patterns ruled by particular pragmatics constraints, while Neuman & Dwyer (2009) established that vocabulary are words speaker must know to communicate ideas effectively. This aspect of the exam tests the correct use of grammar and vocabulary range of the participant in her or his oral production. This subskill is assessed taking into account the structure of each tense used correctly to express ideas with coherence and cohesion. Likewise, it pays special attention to the correct use of words or vocabulary according to context. It is necessary to have a good control of simple grammatical forms, attempts some complex, and use a range of appropriate vocabulary to exchange points of view on familiar themes.
- **Discourse management:** Dietrich et al. (2019) defined this speaking skill as the discourse structures that allow speaker generate the necessary speech to communicate ideas based upon linguistic material known. This parameter evaluates the fluency, coherence and accuracy that the participant handles when speaking. A person who has good discourse management can produce a fluent and extended speech despite doubts, in addition, they contribute to the conversation despite the repetition of some vocabulary words and use a good range of cohesive devices that allow him or her to communicate satisfactorily.

- **Pronunciation:** Djurayeva (2021) defined pronunciation as one of the most difficult skills to develop and the most important speaking skill to acquire because it allows the listener understand what the speaker is expressing. This skill assesses the phonology used by the participant, analyzing intonation, sound and stress. A test taker with good pronunciation expresses her or his ideas and the listener understands easily what he is expressing, the intonation is appropriate in questions, exclamations and demonstrates her o his points of view in the conversation. In addition, the stress of the sentences and words is adequate at each point of the speech and the sounds of the words and expressions are clearly articulated.
- **Interactive communication:** Subandi et al. (2018) stablished that effective communication occurs when two-way information flow is led, in other words, it is necessary that a message receives feedback from the recipient to create an interactive communication. This skill seeks to evaluate the pragmatic and interpersonal subskills, because it pays attention to the way in which one communicates with others in a conversation. An examinee with good interactive communication can initiate, respond, and conduct a conversation appropriately. In addition, this participant can maintain and develop negotiations, express points of view, agreements and disagreements correctly with little support from the other speaker, motivating the development of the conversation.

### **1.3 Objectives**

#### **1.3.1 General objective**

To determine the relationship among storytelling and speaking skill.

#### **1.3.2 Specific objectives**

- To investigate storytelling elements.
- To evaluate students' level of speaking subskills through a pre-test and post-test.
- To apply storytelling to improve students' speaking skill.

## **CHAPTER II**

### **METHODOLOGY**

#### **2.1 Resources**

Human, bibliographic, and material resources were necessary in this research. First of all, permission from the Technical University of Ambato was essential to develop the research process in the virtual classroom of the 4th semester of the PINE career. Indeed, the principal resource needed within this research was the Internet because this process was developed virtually by the current global COVID-19 pandemic. Likewise, the help of PINE fourth semester B students was vital, as was the participation of the fourth semester C students who were the control group of this research.

On the other hand, surveys and the speaking skill part of the PET standardized exam were necessary. The students were surveyed with a Web 3.0 survey to identify their knowledge about Web 3.0 and its tools. Indeed, the speaking part of the Cambridge English B1 standardized test (PET) was applied as the pre-test and post-test of the research. Likewise, 6 lesson plans focused on speaking skills were developed and laptops, smartphones, headphones, cameras, and microphones were necessary to apply them.

Finally, WhatsApp was used as media with the students, and Zoom was the main synchronous tool to apply lessons. Likewise, the breakout rooms of zoom were used to apply the pre and post-test. In addition, a Google Classroom was created that served as an assignment delivery platform. On this platform, Google drive was used to upload content and tasks to the cloud. Finally, to present each class the researcher used tools such as Jamboard to develop warm-ups, Canva to present the stories, Toontastic 3D app, and Vocaroo for the students to develop the assignments.

## **2.2 Methods**

### **2.2.1 Approach**

According to Hernandez (2002), a qualitative research applies an inductive method which implies an immersion in the field, contextual interpretation, flexibility, questions and data collection. On the other hand, the quantitative method is deductive and involves applying surveys, experimentation, relating variables, questions and hypotheses, and data collection. This research was examined by both qualitative and quantitative research methods and sought to be flexible and adaptable to the current virtual modality and it needed to use synchronous activities to collect the necessary qualitative information and achieve a deep study of the phenomena. At the same time, the researcher used quantitative tools like surveys and tests to collect data.

### **2.3 Research modality**

#### **2.3.1 Experimental research**

According to Darci (2010), an experimental research includes a hypothesis, a variable manipulated by the researcher and another variable measured and compared. This type of research is developed in a controlled environment. In the current research there is a hypothesis based on the effect of storytelling in speaking skill development. On the other hand, the independent variable (storytelling) can be manipulated by the researcher while the dependent variable (speaking skill) can be measured and compared through the investigation process. Likewise, in the research there are a Control group and an Experimental group and the experiment is only developed with the Experimental group to compare results at the end of the process

#### **2.3.2 Bibliographic research**

For Frederick & James (2006), a research required reading, understanding and reviewing prior works to lay the foundation in which this research could be developed. In this research it was necessary to read information from scientific journal articles, books and thesis postgraduate. Also, it was helpful to the researcher to describe what was known and unknown about her topic and its variables. That is fundamental to know more about the research problem and its variables which are Storytelling (independent variable) and speaking skill (dependent variable) being the first step to conduct the investigation.

## **2.4 Level or type of research**

### **2.4.1 Exploratory level**

According to Zafra (2006), an exploratory research investigates a problem that has not been sufficiently studied and try to conduct a better understanding about it. Likewise, Hernandez (2017) established that the exploratory level occurs when there are only uninvestigated guidelines and ideas loosely related to the study problem. Based on the reviewed bibliography of this study, it was concluded that there is no specific research on the application of storytelling in education or in English language teaching. Furthermore, the research has this level because using Storytelling to improve speaking skill is an innovative proposal and it is conducted to have a better understanding of the existing problem mainly about why and how the independent variable affects to the dependent variable.

### **2.4.2 Correlational level**

According to Zafra (2006), an experimental investigation serves as the basis for developing a correlational investigation because both focus on studying the variables of the investigation. Furthermore, Hernandez (2017) established that a correlational level has as principal goal find and describe the possible connection among variables. This research keeps as main objective to measure the level of relationship that exists between the independent variable that is storytelling and the dependent variable that is speaking skill. It seeks to specify if its correlation is positive or negative and how this affects the development of speaking skills. From the finding of the correlation between variables the hypothesis could be confirmed or denied.

## **2.5 Population**

The participants involves were 21 student of four semester “B” (Experimental group) and 20 students of four semester “C” (Control Group) from “Pedagogía de los Idiomas Nacionales y Extranjeros” program at Universidad Técnica de Ambato with an A2 level according to the Common European Framework of Reference for Languages (CEFR). Besides, these participants have an average age from 18-21 years old. The next table contains details about the number and genre of the participants in this research.

**Table 1**

Population

<b>Population</b>	<b>Experimental Group</b>	<b>Control group</b>	<b>Total</b>	<b>Percentage</b>
<b>Male</b>	4	8	12	29.3%
<b>Female</b>	17	12	29	70.7%
<b>TOTAL</b>	21	20	41	100%

**Source:** Direct research**Prepared by:** Proaño (2022)

## 2.6 Techniques and instruments

To carry out the current research the technique applied was a standardized test and rubric to assess speaking skill. The second task of the speaking section from the Preliminary English Test (PET exam) was implemented to take the pre-test and post-test. According to Cambridge University (2021), this part of the speaking section is focused on giving opinion and supporting answers, making students interact, discuss, ask and answer question and express agreements and disagreements in pairs. This test lasted around 5 per pair assessing grammar and vocabulary, discourse management, pronunciation and interactive communication skills.

The data presented in the current research was collected by the results of the PET standardized rubric from the Cambridge English Language. The post-test and post-test were applied in 4 hours of synchronous virtual class using Zoom and creating a breakout room to take the test. This method was applied with both control group and experimental group. In the test students had to choose a situation and talk their partner giving suggestions, expressing agreements and disagreements, discussing and answering questions. Student had 30 seconds to organize their ideas and 2-3 to talk about the situation they chose with the ideas in the prompt.

Furthermore, the instrument used to develop the experiment was a validated lesson plan from the British Council (2010). This template was selected because it was designed to use storytelling in an English class. This lesson plan was adapted to teach speaking skill through storytelling strategy. From this lesson template were created 6 lesson plans which the author applied in 6 different sessions. Each template had an introduction to the topic where student answered questions, development stage in which storytelling technique was applied, and assignment activity that asked participants use storytelling techniques to tell their own stories.

Likewise, in each session the researcher made use of Web 3.0 such as Jamboard to present the topic making participants answering questions about the topic of the lesson. Indeed, Canva was the main tool to present the storytelling using attractive designs to tell stories. Further, a Google Classroom was created to collect students' assignments and share content with them. In this classroom One Drive acted as the place where students could upload their tasks. Indeed, WhatsApp was used as an educational tool where students sent their opinion about the topic during the class. Technological tools like Toontastic 3D and Vocaroo were the main resource for the students to create their own stories.

Finally, two surveys were applied as qualitative instrument during this process. Firstly, during the process Web 3.0 diagnosis survey was applied to the experimental group. This survey was structured by 23 multiple-choice cloze questions related with Web 3.0 and sought to diagnose the use of web 3.0 tools in collaborative learning. Likewise, Web 3.0 evaluation was taken at the end of the experiment to the same group having as objective to analyze participants' perception about Web 3.0 and electronic tool implemented in educational virtual learning environments. The results from these surveys support the use of technological tools to develop storytelling in a virtual classroom.

## **2.7 Hypothesis**

### **Alternative hypothesis**

Storytelling influences the development of speaking skill.

### **Null hypothesis**

Storytelling does not influence the development of speaking skill.

## **2.8 Variable identification**

Storytelling (Independent)

Speaking skill (Dependent)

### **CHAPTER III**

#### **RESULTS AND DISCUSSION**

This chapter contains all the data and information collected during the experiment development carried out with student from fourth semester of the “Pedagogía de los Idiomas Nacionales y Extranjeros” program at Universidad Técnica de Ambato. This content presents three main aspects with which data and information were collected by the researcher.

Firstly, the results of the web 3.0 diagnosis survey that were carefully analyzed and discussed after apply this during the academic period October 2021-February 2022. This survey was applied to the experimental group of this research that were a total of 23 students who are familiarize with the use of Web 3.0 and technological tool in virtual learning environments. Web 3.0 diagnosis survey contained 23 questions related with synchronous and asynchronous Web 3.0 that can be applied for teacher in the class or as a tool to students practice and has as objective to identify the Web 3.0 most used by students and teacher in a virtual teaching-learning process.

Secondly, the researcher presents the results, analysis, and discussion of Web 3.0 TAM survey which was applied at the end of the experimental process to 23 students who are familiarized with Web 3.0 because they are learning in a virtual learning environment. This survey has as objective collecting students’ acceptance or rejection of a particular information technology based on the assumptions of the Theory of Reasoned Action and the Theory of Planned Behavior. The survey was structured by 15 questions to discern and determine if users perceive Web 3.0 implemented technology improves the performance of activities in their virtual learning environment.

Furthermore, analysis and discussion of the pre-test and post-test results of the second part from the speaking section of the preliminary English test or PET exam are explained in detail in this chapter. In this section, the author’s objective is to bring a clear explanation of the students’ grades and progress being assessing through a standardized rubric over 5 points from Cambridge system evaluation. Finally, the hypothesis verification is presented at the end of the chapter and developed with a control group of 20 student and an experimental of 21 students. This verification was developed by using the SPSS software and t-test statistic.

### 3.1 Analysis and discussion of the results

#### 3.1.1 Web 3.0 diagnosis

Web 3.0 diagnosis survey question number 14: What kind of technological tools does your teacher use for the presentation of information?

**Table 2**

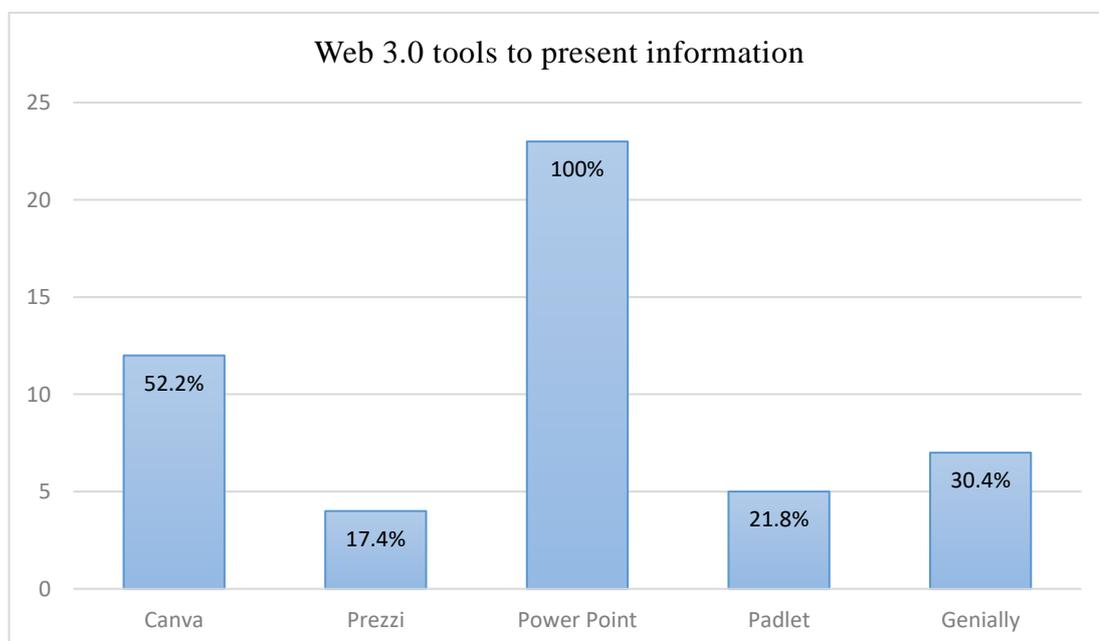
Web 3.0 tools to present information

Options	Students	Percentage
Canva	12	52%
Prezzi	4	17%
Power Point	23	100%
Padlet	5	22%
Genially	7	30%

Source: Web 3.0 diagnosis survey

Prepared by: Proaño (2022)

**Figure 1: Web 3.0 tools to present information**



Source: Web 3.0 diagnosis survey

Prepared by: Proaño (2022)

## **Analysis and interpretation**

The current table entitled Web 3.0 tools to present information shows the results from the question number 14 of the Web 3.0 diagnosis survey in which participants had to choose different Web 3.0 tools. In this questions population had the opportunity to select one or more tools their teacher use in the class to present information. The table number 2 shows the 23 students surveyed chose Power Point as the tool most used by their teachers to present information, which is equal to the 100% of the entire population. On the other hand, Canva was the second most chosen technological tool among participants, with 12 students whose represent the 52%. Further, Genially obtained the third place among the most selected tool, with 7 students, representing the 30%. Finally, Padlet was selected by 5 students and represents the 22%. While Prezzi was chosen by 4 students, representing the 17% of the population.

The results showed that some of the most Web 3.0 tools used by teachers to develop to present information to their students are Power Point and Canva. Based on the results, students prefer that information be presented to them through these tools because this facilitate the class development and catch students' attention. Therefore, it can be assumed that teachers use these tools more frequently because they are easy to use and allow to create and design attractive and dynamic presentations for students. Likewise, from the students' perception tools such as Genially, Padlet and Prezzi are not commonly used to present information but are used less frequently either to avoid making the class monotonous by always using the same tool or to present other types of topics. Finally, it can be mentioned that all the Web 3.0 mentioned were chosen showing the importance and presence of web 3.0 in teaching-learning process.

Web 3.0 diagnosis survey question number 15: What kind of technological tools does your teacher use to consolidate knowledge?

**Table 3**

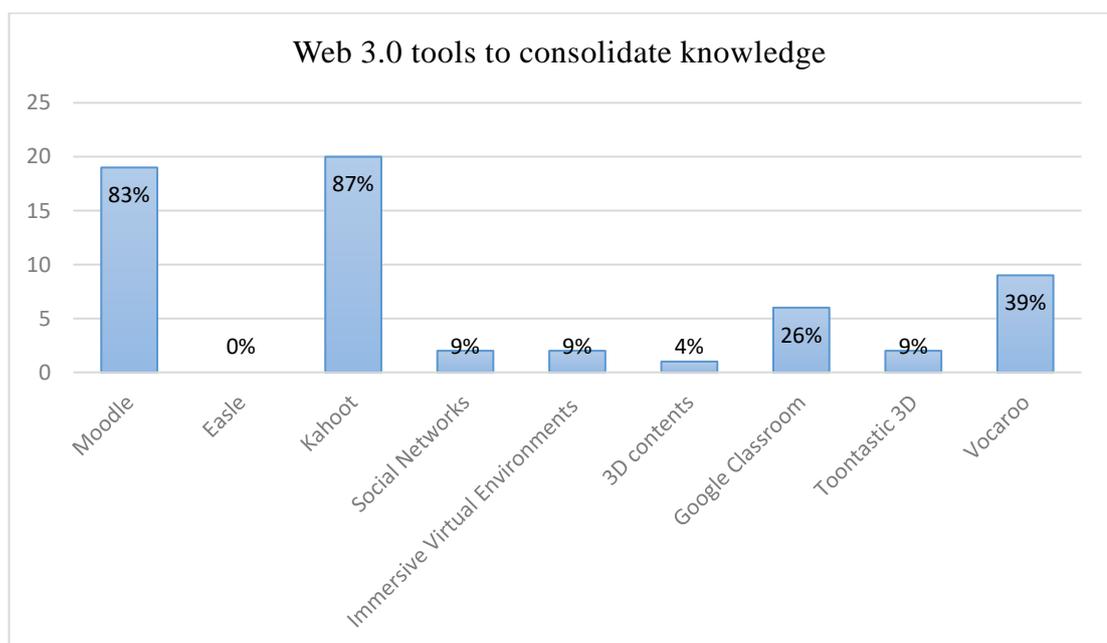
*Web 3.0 tools to consolidate knowledge*

<b>Options</b>	<b>Students</b>	<b>Percentage</b>
Moodle	19	83%
Easle	0	0%
Kahoot	20	87%
Social Networks	2	9%
Immersive Virtual Environments	2	9%
3D contents	1	4%
Google Classroom	6	26%
Toontastic 3D	2	9%
Vocaroo	9	39%

**Source:** Web 3.0 diagnosis survey

**Prepared by:** Proaño (2022)

Figure 2: Web 3.0 tools to consolidate knowledge



**Source:** Web 3.0 diagnosis survey

**Prepared by:** Proaño (2022)

## **Analysis and interpretation**

The table below entitled Web 3.0 tools to consolidate knowledge shows the results from the question number 15 of the Web 3.0 diagnosis survey in which participants had to choose different Web 3.0 tools. In this questions population had the opportunity to select one or more tools their teacher use in the class to consolidate knowledge. The table number 3 shows that 20 of 23 participants chose Kahoot as the tool most used by their teachers to consolidate knowledge, which is equal to the 87% of the entire population. Likewise, 19 students chose Moodle as the second tool most used by their teachers, which is equal to the 83% of the population. Further, Vocaroo and Google Classroom obtained the third and fourth place, with 9 students, representing the 39% and 6 participants, representing the 26% respectively.

On the other hand, the least chosen options used to by teachers to present knowledge were Social Networking, Immersive Virtual Environments and Toontastic 3D, being selected for 2 students each one and representing a 9% of the entire population. Likewise, the tool that is place in the second place of the least tool chosen is 3D Contents with only one student's selection, which represents the 4% of the total population. Finally, the tool that was not chosen by anyone having a total of 0 votes was Easle. All the result obtained in this table were collected during the experimental process and shows the Web 3.0 most used among teacher said for the students. The results showed that some of the most Web 3.0 tools used by teachers to consolidate the knowledge of their students are Kahoot and Moodle.

Based on the results, it can be interpreted that teachers prefer to use Kahoot because it is an attractive tool that allows teacher consolidate students' knowledge through dynamic activities while Moodle is the web used by the University to collect students' tasks, activities and evaluations. Likewise, Vocaroo and Google classroom were other tools used by teachers, it can be assumed that teachers use these tools to develop an enjoyable class, Vocaroo is used to practice speaking production while Google classroom is a platform to collect and show students' progress. Finally, tools such as Social Networking, Toontastic 3D, Immersive Virtual Environments and 3D Content are not tools used frequently because this are informal ways to consolidate knowledge.

### 3.1.2 Web 3.0 evaluation

Web 3.0 diagnosis survey question number 4: Technological tools make it easier for me to do my work.

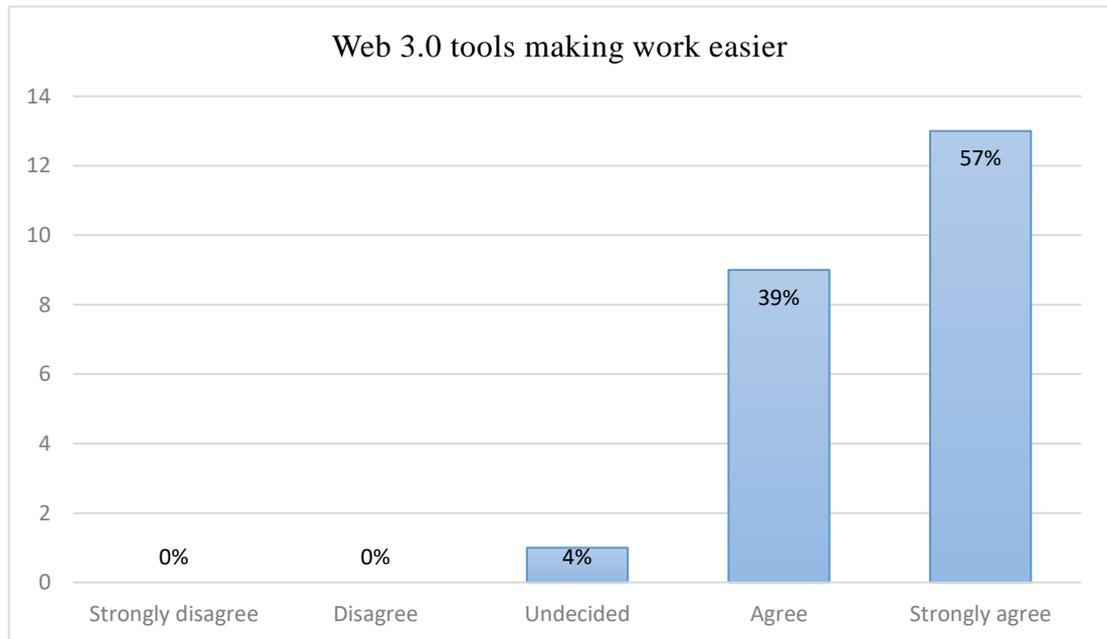
**Table 4**

*Web 3.0 tools making work easier*

<b>Options</b>	<b>Students</b>	<b>Percentage</b>
Strongly disagree	0	0%
Disagree	0	0%
Undecided	1	4%
Agree	9	39%
Strongly agree	13	57%
<b>TOTAL</b>	<b>23</b>	<b>100%</b>

**Source:** Web 3.0 evaluation survey  
**Prepared by:** Proaño (2022)

Figure 3: Web 3.0 tools making work easier



**Source:** Web 3.0 evaluation survey  
**Prepared by:** Proaño (2022)

## **Analysis and interpretation**

Table number 4 shows the answers of the population to the Web 3.0 evaluation survey in which they were surveyed with the objective of collect students' perception about technological tools used in different aspects of learning above all, focused on storytelling. This table is structures by three main aspects. First, agreement frequency elements which determined experimental group agreements. Indeed, the number of population and its percentage. Thereby, this table entitled Web 3.0 making work easier present the results collected for question number 4 which ask for student agreement about using Web 3.0 make it easier do their homework. A total of 23 students were surveyed representing the results below.

The table 4 and graph number 3 related with Web 3.0 making easier to do works shows that 13 students strongly agree with this statement, representing 57% and 9 agree that web 3.0 are appropriate ways to do works, representing a 39% of the entire population suggesting that web 3.0 facilitates tasks and homework development. In addition, only one student were undecided about web 3.0 effectiveness, representing the 4% of the participants. In contrast, no participant chose options disagree neither strongly disagree to reject that web 3.0 are technological tools appropriated and useful to facilitate students to do works easier.

The results obtained from this survey about Web 3.0 use in education and to develop storytelling reflect that most of the population agree that web 3.0 tool facilitate and contributes in a positive way making easier to the student develop and carry out their academic activities. From the results, it can be inferred that using web 3.0 are tools that can help students to develop their assignments using technological tools easy to use. It can be concluded that web 3.0 are an important support to students when they have to develop activities, and make group activities because these tools allows student to use application and access to unlimited information which make it easier do any kind of work.

Web 3.0 diagnosis survey question number 5: In general, I find that these tools are useful in my work in virtual classes.

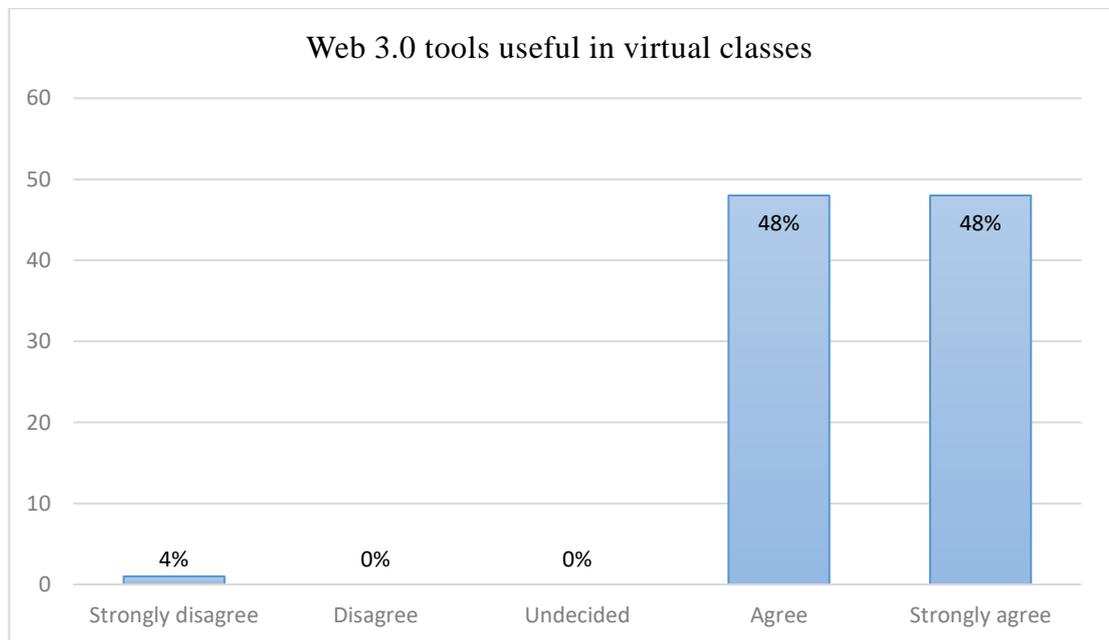
**Table 5**

*Web 3.0 tools useful in virtual classes*

<b>Options</b>	<b>Students</b>	<b>Percentage</b>
Strongly disagree	1	4%
Disagree	0	0%
Undecided	0	0%
Agree	11	48%
Strongly agree	11	48%
<b>TOTAL</b>	<b>23</b>	<b>100%</b>

**Source:** Web 3.0 evaluation survey  
**Prepared by:** Proaño (2022)

Figure 4: Web 3.0 tools useful in virtual classes



**Source:** Web 3.0 evaluation survey  
**Prepared by:** Proaño (2022)

## **Analysis and interpretation**

Table number 5 presents the answers of the population to the Web 3.0 evaluation survey in which they were surveyed with the objective of collect students' perception about technological tools used in different aspects of learning above all, focused on storytelling. This table is structures by three main aspects. First, agreement frequency elements which determined experimental group agreements. Indeed, the number of population and its percentage. Likewise, this table entitled Web 3.0 tools useful in virtual classes reflects the results collected for question number 5 which ask for student agreement about using Web 3.0 in virtual classroom is useful. A total of 23 students were surveyed representing the results below.

Therefore, table 5 and graph number 4 related with Web 3.0 making easier to do works in virtual classes shows that 11 students strongly agree with this statement, representing 48% and 11 agree that web 3.0 are appropriate tools to work in virtual modality, representing a 48% of the entire population suggesting that web 3.0 facilitates tasks and homework development in virtual classes. In addition, only one student strongly disagree about web 3.0 effectiveness in virtual classes, representing the 4% of the participants. In contrast, no participant chose options disagree neither undecided to reject that web 3.0 are technological tools appropriated and useful to facilitate students to do works easier in a virtual environment.

The results obtained from this survey about Web 3.0 use in education and to develop storytelling reflect that most of the population agree that web 3.0 tool facilitate and contributes in a positive way making easier to the student develop and carry out their academic activities studying in a virtual environment. From the results, it can be inferred that using web 3.0 are tools that can help students to develop their assignments using technological tools easy to use. It can be concluded that web 3.0 are an important support to students when they have to develop activities, connect to virtual classes, and make group activities because these tools allows student to use application and access to unlimited information which make it easier do any kind of work.

### 3.1.3 Pre-test experimental group results

**Table 6**

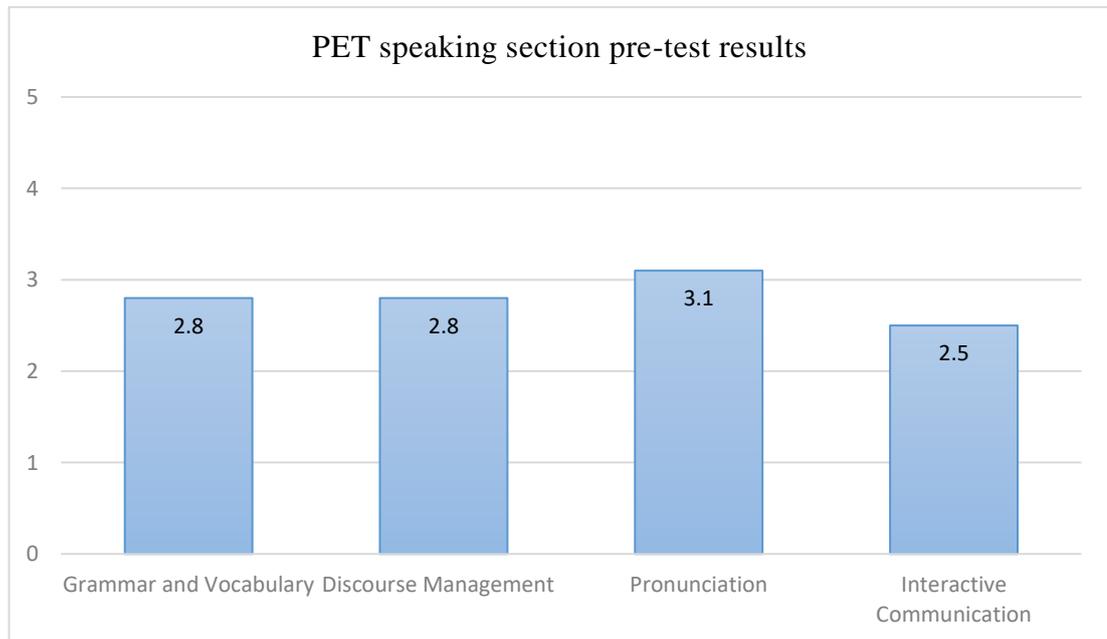
*Pre-test results (EG)*

<b>Speaking skills</b>	<b>Average</b>
Grammar and Vocabulary	2.8
Discourse Management	2.8
Pronunciation	3.1
Interactive Communication	2.5
<b>General:</b>	<b>2,8/5</b>

**Source:** Field research

**Prepared by:** Proaño (2022)

Figure 5: PET speaking section pre-test results



**Source:** Field research

**Prepared by:** Proaño (2022)

## **Analysis and interpretation**

Table number 7 shows the experimental group students' grades obtained in the pre-test. This table is divided in 4 part which are grammar and vocabulary, discourse management, pronunciation and interactive communication that are the speaking skills assessed according to the standardized rubric from Cambridge English Language assessment (2011). Speaking sections from the PET exam is graded using a 0-5 band. Thereby, the table above showed that in the pre-test the average from 21 students tested was 2.8 over 5. This result showed that students' oral production ability was located among 2 and 3 bands of the assessment rubric.

Likewise, the graph presents the averages obtained for each speaking skill, pronunciation being the only skill that reached band 3 according to the Cambridge University standardized rubric. On the other hand, the participants obtained a total of 2.8 in the skills of grammar and vocabulary, and discourse imagery, for which they remain between band 2 and 3 according to the result obtained from the pre-test. Likewise, the skill with the lowest score was interactive communication with a total of 2.5 out of 5. As a result, the average of the 4 skill is equal to 2.8 out of 5, which places the group in band 2 of the rubric.

Based on these results, it can be interpreted that the students do not have an absolutely low level in speaking, but they do not dominate the B1 level that they should handle in the semester they are studying. The results suggest that students could improve their management of these 4 subskills. Within the application of the test, it was noted that some students have a more limited command of English than others, which is why, when evaluated together, they fail to develop adequate communication. Likewise, it is important to mention that interactive communication is the skill with which they have the most problems, because it is difficult for them to start a fluid conversation with their peers.

### 3.1.4 Post-test experimental group results

**Table 7**

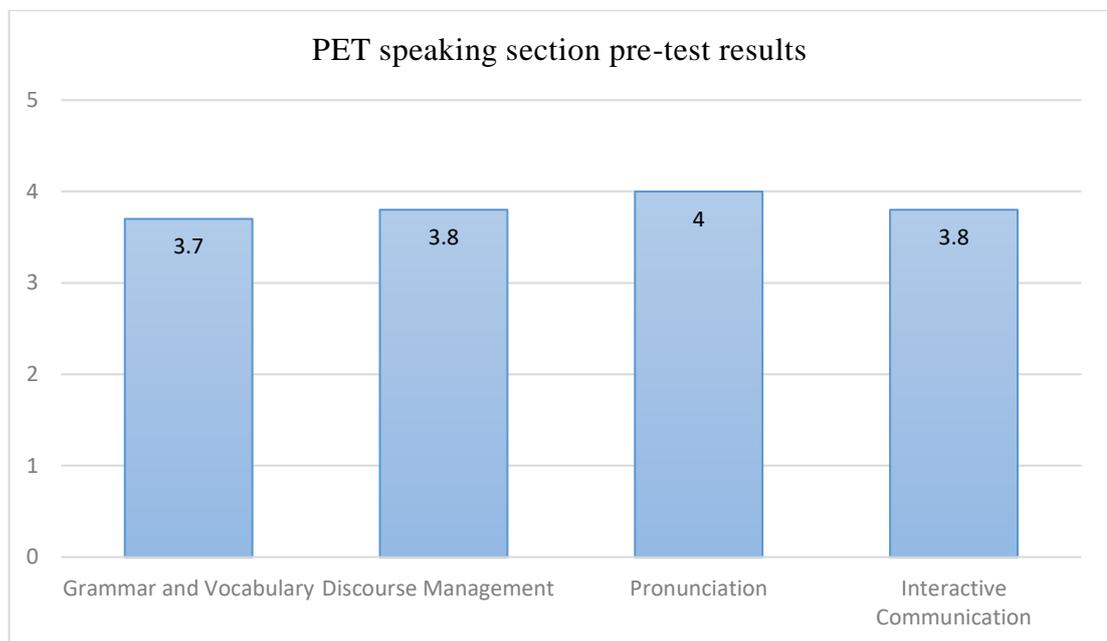
*Post-test results (EG)*

<b>Speaking skills</b>	<b>Average</b>
Grammar and Vocabulary	3,7
Discourse Management	3,8
Pronunciation	4
Interactive Communication	3,8
<b>General:</b>	<b>3,8/5</b>

**Source:** Field research

**Prepared by:** Proaño (2022)

Figure 6: PET speaking section post-test results



**Source:** Field research

**Prepared by:** Proaño (2022)

## **Analysis and discussion**

Table number 8 presents the results obtained by taking the post-test. The post-test was applied to the experimental group after 6 sessions in which the experiment was conducted. The same method of scoring was followed. The researcher used the standardized rubric of Cambridge University to assess the students' progress. Likewise, the author used the second part of the speaking section from PET exam. The table shows the difference in the results obtained with a result of 3.8 out of 5.

Furthermore, the graph shows the increase in the results of each skill. On the one hand, the students obtained 3.7 out of 5 in their use of grammar and vocabulary. Likewise, discourse management and interactive communication speaking subskills represent a 3.8 out of 5, being close to placing in band 4. Finally, on average, the students have reached band 4 in the pronunciation skill, denoting the improvement of their intonation, stress and phonology skills.

Based on the results, it can be deduced that the use of storytelling in the classroom increased and encouraged the students' progress in their speaking skills. The students proved to be close to reaching a B1 level of English. The most important aspect here is that the participant have increased their results in interactive communication which was the lowest result in the pre-test.

### 3.1.5 Pre-test control group results

**Table 8**

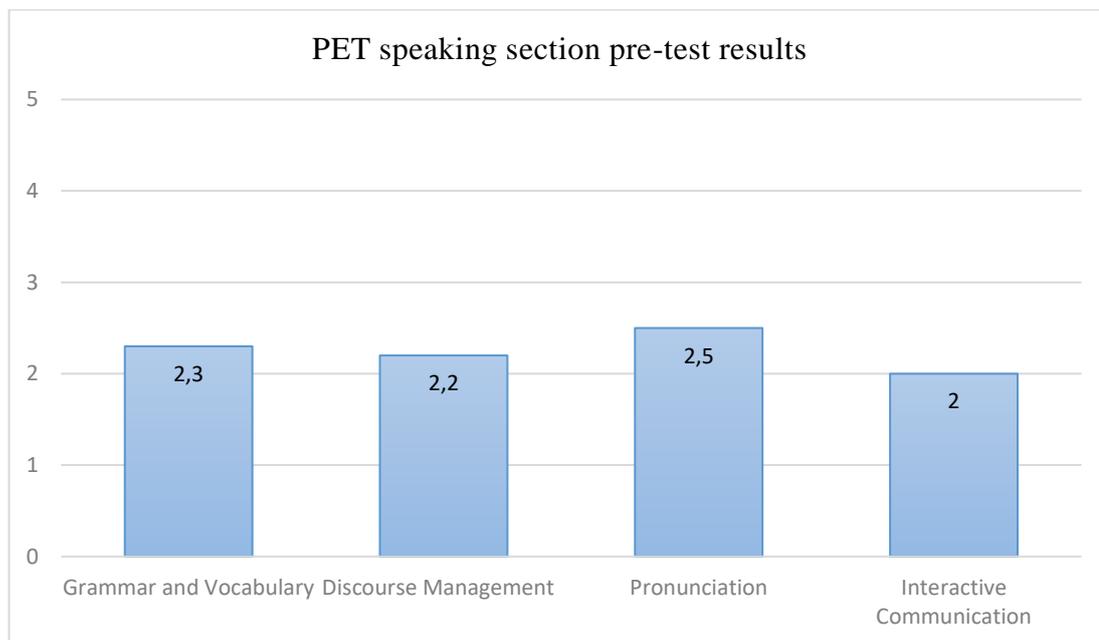
*Pre-test results (CG)*

<b>Speaking skills</b>	<b>Average</b>
Grammar and Vocabulary	2,3
Discourse Management	2,2
Pronunciation	2,5
Interactive Communication	2
<b>General:</b>	<b>2,3/5</b>

**Source:** Field research

**Prepared by:** Proaño (2022)

Figure 7: PET speaking section pre-test results



**Source:** Field research

**Prepared by:** Proaño (2022)

## **Analysis and Interpretation**

Table number 9 shows the control's group grades obtained in the pre-test. This table is divided in 4 part which are grammar and vocabulary, discourse management, pronunciation and interactive communication that are the speaking skills assessed according to the standardized rubric from Cambridge English Language assessment (2011). Speaking sections from the PET exam is graded using a 0-5 band. Thereby, the table above showed that in the pre-test the average from 20 students tested was 2.3 over 5. This result showed that students' oral production ability was located in band 2 of the assessment rubric.

Likewise, the graph presents the averages obtained for each speaking skill, pronunciation was the highest score reached 2.5 over 5 according to the Cambridge University standardized rubric. On the other hand, the participants obtained a total of 2.3 in the skills of grammar and vocabulary, and 2.2 in the discourse management skill, for which they are in band 2 according to the result obtained from the pre-test. Likewise, the skill with the lowest score was interactive communication with a total of 2 out of 5. As a result, the average of the 4 skill is equal to 2.3 out of 5, which places the group in band 2 of the rubric.

Based on these results, it can be interpreted that the students have a low level in speaking. They do not dominate the B1 level that they should handle in the semester they are studying. The results suggest that without treatment students could not improve their management of these 4 subskills. Within the application of the test, it was noted that most of the students have a more limited command of English, which is why, when evaluated in pairs, they fail to develop adequate communication. Likewise, it is important to mention that interactive communication is the skill with which they have the most problems, because it is difficult for them to start a fluid conversation with their peers.

### 3.1.6 Post-test control group results

**Table 9**

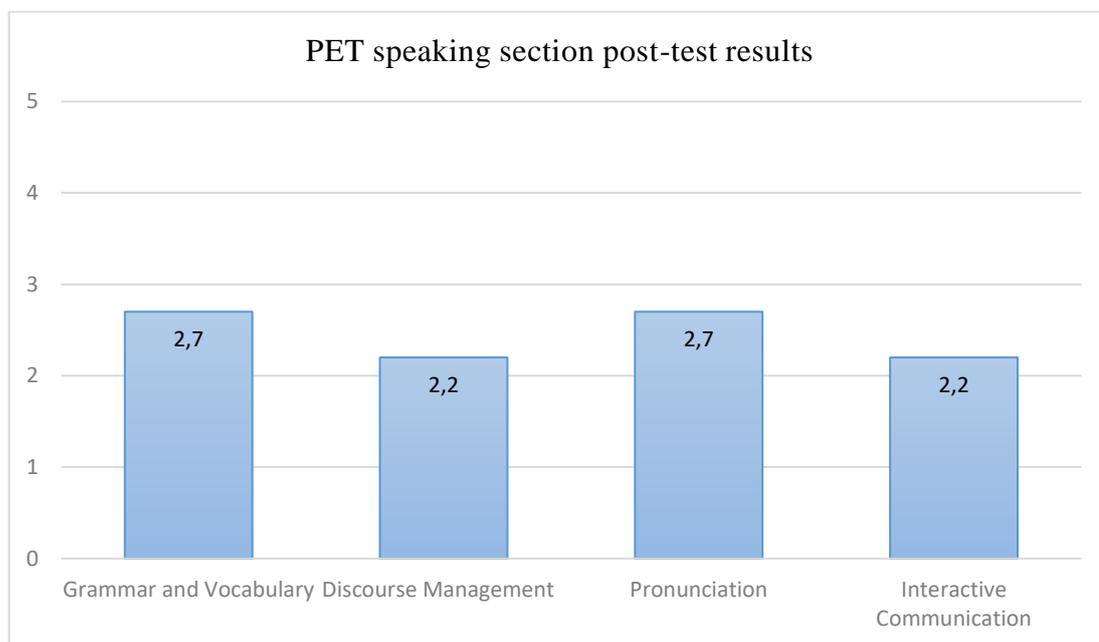
*Post-test results (CG)*

<b>Speaking skills</b>	<b>Average</b>
Grammar and Vocabulary	2,7
Discourse Management	2,2
Pronunciation	2,7
Interactive Communication	2,2
<b>General:</b>	<b>2,5/5</b>

**Source:** Field research

**Prepared by:** Proaño (2022)

Figure 8: PET speaking section post-test results



**Source:** Field research

**Prepared by:** Proaño (2022)

## **Analysis and interpretation**

Table number 9 shows the control's group grades obtained in the post-test. This table is divided in 4 part which are grammar and vocabulary, discourse management, pronunciation and interactive communication that are the speaking skills assessed according to the standardized rubric from Cambridge English Language assessment (2011). Speaking sections from the PET exam is graded using a 0-5 band. Thereby, the table above showed that in the pre-test the average from 20 students tested was 2.5 over 5. This result showed that students' oral production ability was located in band 2 of the assessment rubric.

Likewise, the graph presents the averages obtained for each speaking skill, pronunciation and discourse management were the highest score reached 2.7 over 5 according to the Cambridge University standardized rubric. On the other hand, the participants obtained a total of 2.2 in the skills of grammar and vocabulary, and 2.2 in the discourse management skill, for which they are in band 2 according to the result obtained from the pre-test. As a result, the average of the 4 skill is equal to 2.5 out of 5, which continue being placed in band 2 of the rubric.

From these results, it can be interpreted that by not applying a treatment to the group, it did not improve their speaking skills. It can also be mentioned that staying within the band means that they are not improving their speaking and possibly reaching level B1 will take them longer, this being a negative factor for the development of English language skills. Finally, the skills that present the greatest difficulty for students are grammar and vocabulary and discourse management.

### 3.1.7 Pre-test and post-test experimental group

**Table 10**

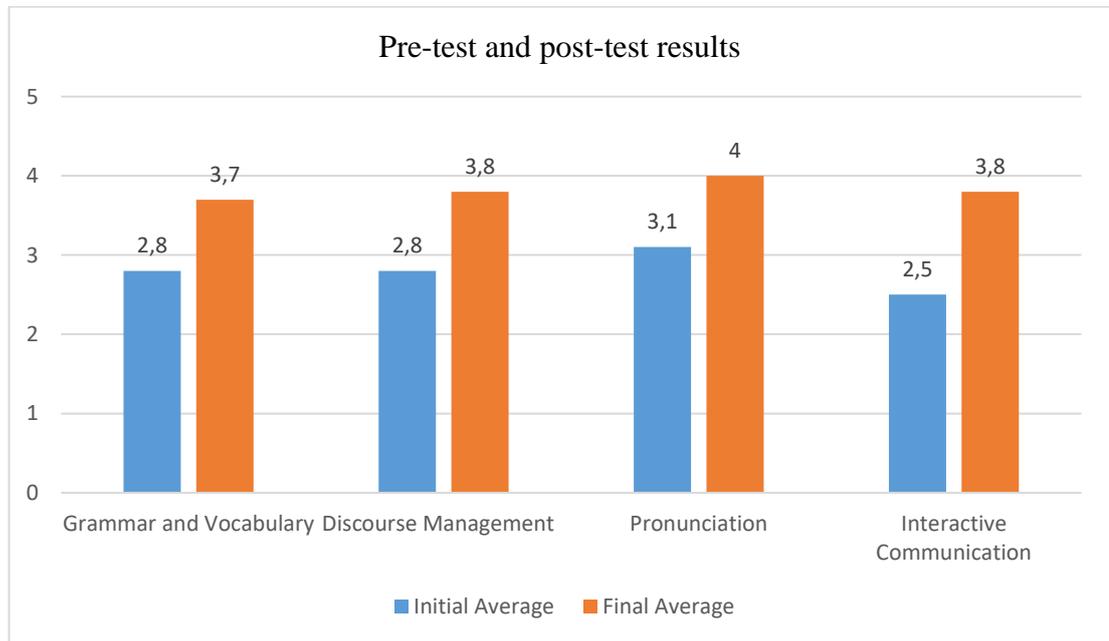
*Pre-test and post-test results (EG)*

<b>Speaking skills</b>	<b>Initial Average</b>	<b>Final Average</b>
Grammar and Vocabulary	2.8	3,7
Discourse Management	2.8	3,8
Pronunciation	3.1	4
Interactive Communication	2.5	3,8
<b>General:</b>	<b>2,8/5</b>	<b>3,8/5</b>

**Source:** Field research

**Prepared by:** Proaño (2022)

Figure 9: Pre-test and post-test results



**Source:** Field research

**Prepared by:** Proaño (2022)

## **Analysis and interpretation**

Table 10 shows both pre-test and post-test results from 21 participants of the experimental group. The table is divided in 4 part which are grammar and vocabulary, discourse management, pronunciation and interactive communication that are the speaking skills assessed according to the standardized rubric from Cambridge English Language assessment (2011). There are two columns that show the initial average and the final average. It is important to mention that speaking sections from the PET exam were graded using a 0-5 band.

Then, graph 9 compares pre-test and post-test results before and after the experiment. This graph shows that the experiment were applied properly and obtained positive result. After the experiment grammar and vocabulary skills had a 2.8 over 5 while after the treatment it became to 3.7 with a difference of 0.9. Discourse management had 2.8 and it became to 3.8 with a difference of 1. Indeed, pronunciation increased 0.9 being at the beginning 3.1 and at the end of the treatment 4. Finally, interactive communication was differenced by a 0.8 being 2.5 at the beginning of the experiment and 3.8 at the end.

Therefore, it can be said that the application of storytelling to develop speaking skill allowed students to improve their oral production management. Graph 9 demonstrate students' improvement after take the treatment. Each skill of the speaking had increased. For that reason it could be interpreted that storytelling helps students to practice, develop and improve speaking skill because it allows students to interact, express ideas, suggest, ask and answer in that way participant can increase vocabulary, practice discourse management and all the time are improving pronunciation

### 3.1.8 Pre-test and post-test control group

**Table 11**

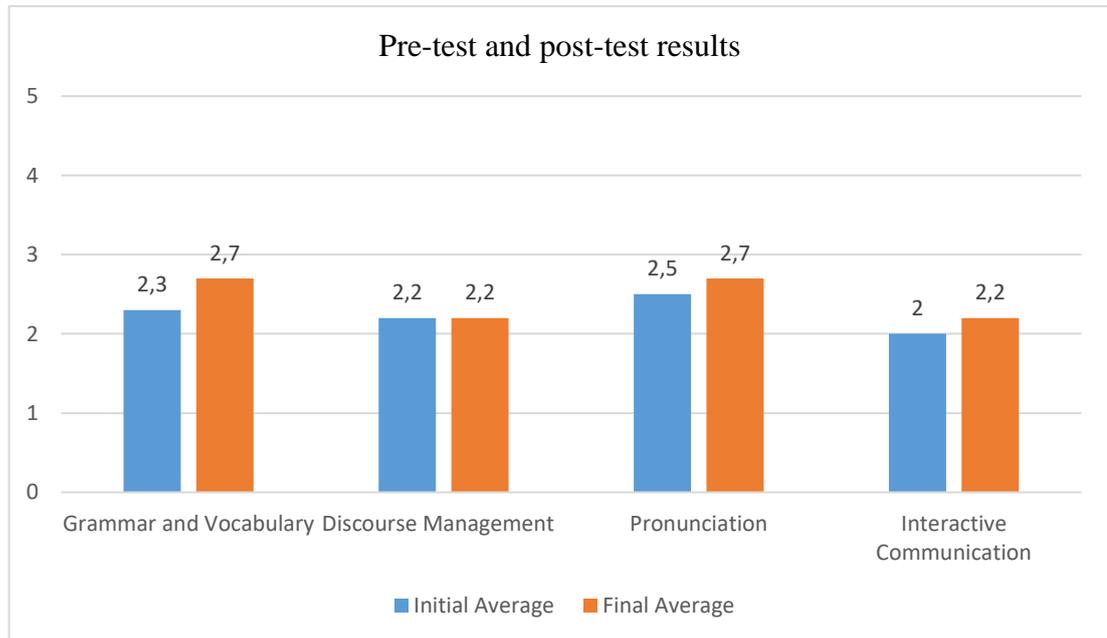
*Pre-test and post-test results (CG)*

<b>Speaking skills</b>	<b>Initial Average</b>	<b>Final Average</b>
Grammar and Vocabulary	2,3	2,7
Discourse Management	2,2	2,2
Pronunciation	2,5	2,7
Interactive Communication	2	2,2
<b>General:</b>	<b>2,3/5</b>	<b>2,5/5</b>

**Source:** Field research

**Prepared by:** Proaño (2022)

Figure 10: Pre-test and post-test results



**Source:** Field research

**Prepared by:** Proaño (2022)

## **Analysis and interpretation**

Table 11 shows both pre-test and post-test results from 20 participants of the control group. The table is divided in 4 part which are grammar and vocabulary, discourse management, pronunciation and interactive communication that are the speaking skills assessed according to the standardized rubric from Cambridge English Language assessment (2011). There are two columns that show the initial average and the final average. It is important to mention that speaking sections from the PET exam were graded using a 0-5 band.

Then, graph 10 compares pre-test and post-test results without having applies the treatment to this group. This graph shows that without applying the experiments there are not a noticeable improvement in the results. At the beginning of the research grammar and vocabulary skills had a 2.3 over 5 while in the post-test it became to 2.7 with a difference of 0.4. Discourse management had 2.2 and stayed at that number without difference. Indeed, pronunciation increased 0.2 being at the beginning 2.5 and at the end 2.7. Finally, interactive communication was differenced by a 0.2 being 2 at the beginning of the experiment and 2.2 at the end.

Therefore, it can be said that the application of storytelling to develop speaking skill allowed students to improve their oral production management. Graph 10 demonstrate that the control group, having not received the treatment, did not show improvement like the experimental group. Each skill of the speaking had not increased more than 0.4. By that reason it could be interpreted that storytelling can help students to practice, develop and improve speaking skill because it allows students to interact, express ideas, suggest, ask and answer in that way participant can increase vocabulary, practice discourse management and all the time are improving pronunciation.

### 3.2 Pre-test and post-test average and difference

**Table 12**

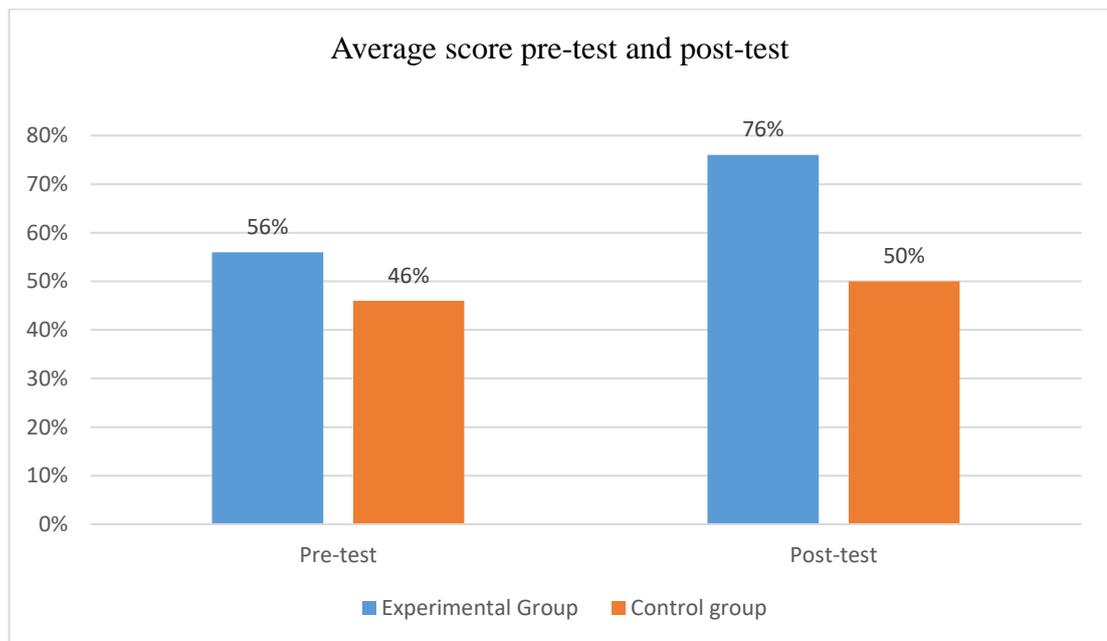
*Pre-test and post-test average and difference*

Groups	Results	Pre-test	Post-test	Difference
Experimental	Average	2,8	3,8	1
Control	Average	2,3	2,5	0,2

**Source:** Field research

**Prepared by:** Proaño (2022)

Figure 11: Average score pre-test and post-test



**Source:** Field research

**Prepared by:** Proaño (2022)

## **Analysis and results**

Table 12 shows that the score obtained from the standardized rubric after the treatment change differently among the experimental group and control group. The first two columns shows the pre-test average, after the treatment the experimental group obtained an average of 2.8 out of 5, being located among band 2 and band 3 and after the treatment increased to 3.8 that means are located among band 3 and 4. On the other hand, the control group obtained 2.3 out of 5 in the pre-test, being located in the band 2, at the end this group increased to 2.5 stayed in band 2 of the standardized rubric to assess speaking in the PET speaking section.

It can concluded that storytelling applied through Web 3.0 in a virtual environment allows students to practice pronunciation, increase vocabulary, improve grammar structure management, develop interactive communication and discourse management through telling stories related with society and linguistics. Storytelling creates an environment where students can express their ideas, share opinion, communicate and interact with other in a dynamic and entertaining way. This allows the development of speaking skills becoming students in proactive speakers capable of stablish conversation and exchange points of view.

### 3.3 Hypothesis verification

Table 13: Paired Sample Statistics Experimental Group

Paired samples statistic					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	2,7857	21	,75119	,16392
	POSTTEST	3,8262	21	,63887	,13941

Source: Hypothesis verification

Prepared by: Proaño (2022)

Table 14: Paired Sample T-Test Experimental Group

		Paired Differences				T Statistical Value	Degrees of freedom	P Value	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Inferior				Superior
Pair 1	PRETEST POSTTEST	-1,04048	0,47635	0,10395	-1,25731	-,82365	-10,010	20	0,000

Source: Hypothesis verification

Prepared by: Proaño (2022)

The tables established above present the statistical data obtained from the experimental group when the pre-test and post-test were taken. Firstly, table 14 establish that based on the average obtained from the standardized Cambridge rubric scores by band being band 5 the top, there is an important difference between the means and the standard deviation. Furthermore, the mean of a total of 21 individuals before the experiment was 2.78 in contrast, after the experiment the mean increased to 3.82. Likewise, the statistics information determine that participants improved their grades after applying Storytelling in class. Consequently, according to the 95% confidence interval of difference and the P-value, which is (0.000) less than (0.05). It is correct to say that the null hypothesis  $H_0$  is rejected and the alternative hypothesis  $H_1$  is accepted. Concluding that the use of Storytelling influences the development and improvement of speaking skills in students of the fourth semester of the “Pedagogía de los Idiomas Nacionales y Extranjeros” career at Universidad Técnica de Ambato.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### 4.1 Conclusions

- In the present research, storytelling, defined by Muhammad et al. (2018) as a way to express culture, tradition and values, was applied to improve speaking skill. It was reflected in the stories created with a different sociolinguistics' topic and focused on four speaking subskills assessed by Cambridge University (2021). Furthermore, according to the verification of the alternative hypothesis, it was determined that storytelling had an effective and positive influence on the improvement of speaking ability showing a deep relationship between variables. Based on the P-value that resulted in less than 0.05, it was confirmed that speaking subskills were improved after the storytelling activities applied in class.
- The improvement of the speaking skills is due to the research carried out on the elements of storytelling mentioned by Passi (2019) which are plot, theme, characters, dialogue, melody, deco and spectacle, these being essential to develop good storytelling and allow participants improving their speaking. Some of the most influential elements of storytelling in the development of speaking subskills were plot, theme, characters, dialogue and décor because participants created interesting stories about sociolinguistics' topics where the characters were themselves and relatives, each one with attractive dialogues and using Web 3.0 tools to design them.
- The percentage of improvement was measured applying a pre-test and a post-test using task 2 of the preliminary English test. In this exam were evaluated four important speaking subskills established by Cambridge University (2021) which were Grammar and vocabulary, Discourse management, Pronunciation, and Interactive communication. This test was applied before and after the experiment to both groups, obtaining as results that the (EG) were 2.8 its first result and 3.8 the final result. While the (CG) first result were 2.3 and the final 2.5. This shows that the application of storytelling in the experimental group allowed students to improve their speaking skill.

- During the application of the experiment, 6 storytelling lesson plans were created, each one with different topics related to sociolinguistics and focused on develop the speaking subskills stablished by Cambridge University (2021). These lesson plan were developed with the experimental group in 6 different synchronous sessions. Each class had assignments where participants could create their own stories. At the end of the experiment and based on the post-test results and the verification of the alternative hypothesis, it is concluded that storytelling improved the speaking skill of the students, motivating students to talk about significant topics that allowed them to develop their speaking subskills.

## 4.2 Recommendations

- It is recommended to promote the use of storytelling in learning environments as it has a positive relationship with speaking skill improvement. Storytelling improves students' speaking skills and also can be adapted to practice and improve another English skills. Furthermore, each story could be focused on develop a specific subskill according to the teacher necessities. To sum up, it is enough to choose a story appropriate to the age, level, and current topic, and focus it on a specific skill that professors want to teach.
- Considering that the speaking is one of the English skills in which learners have more problems, and using storytelling improves the oral production of students. It is recommended that teachers from all levels implement storytelling in their classes because the 7 elements mentioned by Passi (2019) allow create interesting stories and are easy to carry out for both teacher and students. The results will be positive because in this way the teacher creates a confident environment where students enjoy telling and listening to stories, in this way, they improve their English skills.
- It is advised take into account the English level, age of the students and the class purpose to choose or create appropriate stories to develop the class. Likewise, it is recommended that before designing a class that applies storytelling, survey students about their preference related to web 3.0 tools. Students may prefer to use different devices also some web 3.0 are not available for specific devices, especially mobile apps. It is important to take into account all these details so that the teaching-learning process will be developed positively.
- Finally, it is advised that the teacher regularly apply the storytelling technique in their classes, especially to improve speaking in virtual classes. By applying this technique, students will feel comfortable speaking in public and they could express their point of view on significant issues. For this reason, it is suggested to use this technique frequently to transform a potentially monotonous virtual class into a space where students listen, tell and create stories according to the purpose and topic of the English class.

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## Annex 1: Approval

Ambato, 18 de octubre 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

Yo Mg. Sarah Iza Pazmiño, en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "STORYTELLING AND SPEAKING SKILL" propuesto por la estudiante Daniela Estefanía Proaño Cuenca, portadora de la Cédula de Ciudadanía 1805333620, 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,

 Cedula de Identificación por  
SARAH  
JACQUELINE  
IZA PAZMIÑO

.....  
Lic. Mg. Sarah Iza Pazmiño, Mg.  
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**Source:** Universidad Técnica de Ambato  
**Prepared by:** Proaño (2022)

## Annex 2: Web 3.0 diagnosis survey

<https://forms.office.com/r/mtCMh9k8ba>

UNIVERSIDAD TÉCNICA DE AMBATO  
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN (2do PINE) (Copia)

La encuesta tendrá aproximadamente 8 minutos en completarse.  
PROYECTO DE INVESTIGACIÓN: "Desarrollo de herramientas web 3.0 en la educación como apoyo en el trabajo colaborativo".  
OBJETIVO: Diagnosticar el uso de herramientas web 3.0 en el aprendizaje colaborativo  
Indicaciones: Marca la respuesta según tu experiencia real con las herramientas web 3.0 en el entorno educativo.

\* Obligatorio

DATOS INFORMATIVOS

1. Nombre de la institución \*

Escriba su respuesta

2. Sector \*

Público

Privado

3. Nivel de educación al que usted pertenece: \*

Educación inicial

Educación básica elemental

Educación básica media

Educación básica superior

Bachillerato general unificado

Educación superior

4. Escoja la edad a la que usted corresponde: \*

2-3

4-7

8-11

12-15

16-19

20-23

24-27

28 o más

5. Sexo: \*

Hombre

Mujer

Siguiente

Source: Web 3.0 diagnosis survey  
Prepared by: Proaño (2022)

### Annex 3: Web 3.0 evaluation survey

<https://forms.office.com/r/cBrXn4TR7i>

**MODELO TAM**

Este modelo tiene antecedentes en el estudio de Proaño et al. (2022) y se basa en el Modelo TAM de Fishbein y Ajzen (1975) y el Modelo TAM de Venkatraman (2009). El modelo TAM de Venkatraman (2009) se basa en el Modelo TAM de Fishbein y Ajzen (1975) y el Modelo TAM de Venkatraman (2009) para evaluar la intención de utilizar una tecnología y la percepción de la facilidad de uso de la tecnología de información. El modelo TAM de Venkatraman (2009) se basa en el Modelo TAM de Fishbein y Ajzen (1975) y el Modelo TAM de Venkatraman (2009) para evaluar la intención de utilizar una tecnología y la percepción de la facilidad de uso de la tecnología de información. El modelo TAM de Venkatraman (2009) se basa en el Modelo TAM de Fishbein y Ajzen (1975) y el Modelo TAM de Venkatraman (2009) para evaluar la intención de utilizar una tecnología y la percepción de la facilidad de uso de la tecnología de información.

Intenciones: 1. Intención de utilizar y 2. Intención de recomendar.

1. Muy poco probable  
2. Poco probable  
3. Neutral  
4. Probable  
5. Muy probable de hacerlo

Nota: Siempre responda sobre la intención de utilizar y recomendar una tecnología de información.

1. ¿El uso de herramientas web 3.0 me permite realizar mi trabajo más rápidamente? \*

1. Muy poco probable  
 2. Poco probable  
 3. Neutral  
 4. Probable  
 5. Muy probable de hacerlo

2. ¿El uso de herramientas tecnológicas en clases virtuales mejora la calidad de mi trabajo? \*

1. Muy poco probable  
 2. Poco probable  
 3. Neutral  
 4. Probable  
 5. Muy probable de hacerlo

3. ¿Las herramientas tecnológicas mejoran mi trabajo en casa? \*

1. Muy poco probable  
 2. Poco probable  
 3. Neutral  
 4. Probable  
 5. Muy probable de hacerlo

4. ¿Las herramientas tecnológicas hacen que mi trabajo sea más fácil? \*

1. Muy poco probable  
 2. Poco probable  
 3. Neutral  
 4. Probable  
 5. Muy probable de hacerlo

5. En general, ¿se encuentran que estas herramientas son útiles en mi trabajo en clases virtuales? \*

1. Muy poco probable  
 2. Poco probable  
 3. Neutral  
 4. Probable  
 5. Muy probable de hacerlo

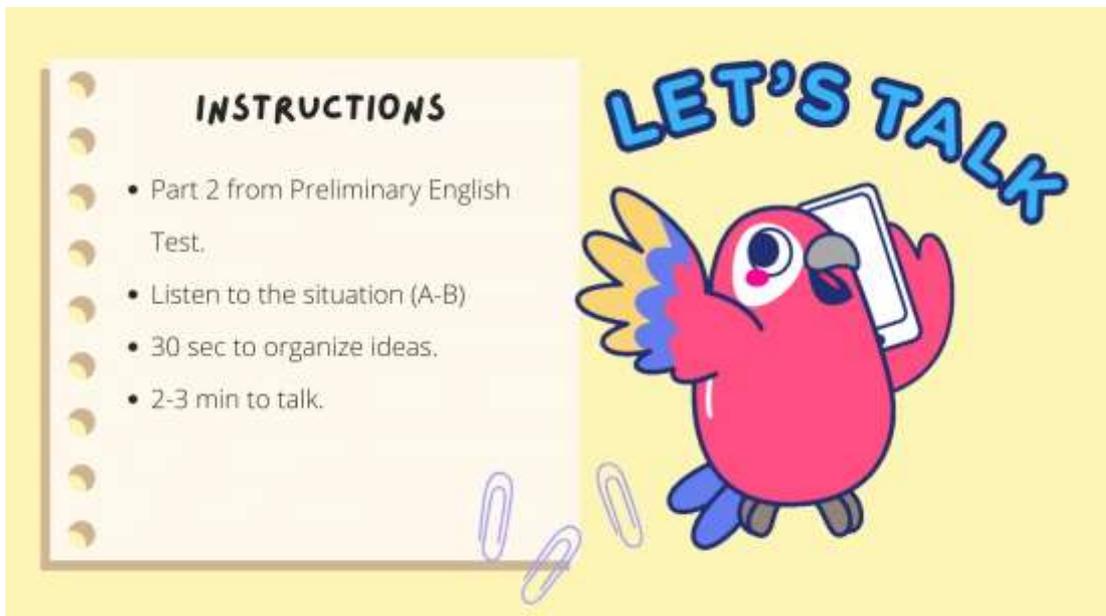
6. Aprender a utilizar las herramientas de gamificación y tecnológicas es fácil para mí? \*

1. Muy poco probable  
 2. Poco probable  
 3. Neutral  
 4. Probable  
 5. Muy probable de hacerlo

Source: Web 3.0 evaluation survey  
Prepared by: Proaño (2022)

## Annex 4: Pre-test and Post-test

[https://www.canva.com/design/DAEv6pKtdyw/tEeCw0mvalnTAbfGW8Exew/view?utm\\_content=DAEv6pKtdyw&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=sharebutton](https://www.canva.com/design/DAEv6pKtdyw/tEeCw0mvalnTAbfGW8Exew/view?utm_content=DAEv6pKtdyw&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton)





**Source:** Cambridge University PET exam speaking section part 2  
**Prepared by:** Proaño (2022)

## Annex 5: British council storytelling lesson plan



### Storytelling: Carnival Crime

**Topic:** Carnival in Brazil and a diamond theft

**Aims:**

- To develop extended listening and prediction skills in young learners using a short story
- To reinforce the use of the simple past tense

**Level:** Primary

**Introduction**

Stories are a highly adaptable teaching tool and can be used in a variety of ways to teach a variety of skills. This particular lesson focuses on extended listening skills and getting students to actively participate in the storytelling process, allowing them to use their prediction skills in a creative and fun way. It draws on materials from the British Council [LearnEnglish](#) site.

It isn't always necessary or desirable to do a more formal learning activity after telling a story in class, as storytelling activities are a good way of letting students simply enjoy listening and learning English. However, there are also some follow-up activities that concentrate on different aspects of language in the story. An interactive online exercise is also available on the [LearnEnglish](#) site.

**Procedure**

**Pre-reading task:**

- Write 'Carnival Crime' on the board and tell the students that you are going to tell them a story called 'Carnival Crime'.
- Then ask the students if they know what a carnival is and ask them questions about carnivals to capture their interest such as:
  - 'Do we have a carnival in our country?'
  - 'When do we have our carnival?'
  - 'What do people wear during carnival?'
  - 'What do people do during carnival?'
  - 'What other countries have carnivals?'
- Then tell the students that the carnival in the story is in Brazil and ask the students if they know where Brazil is, and if there is a map of the world in the class, get a student to point to Brazil on the map and elicit from the students everything they know about Brazil. It would also be helpful to show the students pictures of Brazil and the Rio Carnival either on the Internet or in books such as a world Atlas or a picture dictionary

### Story-telling activity

- First of all explain to the students that you are going to tell them a story but that you need them to help you and all that they have to do is to listen and answer some simple questions when you ask them.
- This story telling activity involves the teacher taking the main role as the principal storyteller with the students acting as secondary storytellers.
- You can follow the story telling script on **Worksheet A** word for word and use the story telling cards as visual prompts to help you tell the story.

**Tip:** I recommend that you read the story a few times yourself until you can remember it and then tell the story in your own words stopping in the same way to get student input. Telling the story in your own words as opposed to reading word for word from the text will make the story seem more real and authentic to the students.

- Now start telling the story using the story telling script and the story cards, which you will need to cut out before class.

**Tip:** Before a story telling activity it is often a good idea to do something to change the mood of the class and to create a special time for story telling, such as to put on a special story telling hat or coat, or to play some music or have the class say a short story-telling time rhyme.

### Student story-telling task

- Once you have told the story once get the students as a class to tell the story back to you using the pictures on the board to help them.
- Then give the students **Worksheet B** and see if they can join up the pictures of the story in the correct order and re-tell the story in pairs.

### Follow up task 1

Use the drawing activity from **Worksheet C** to get students to create and describe their own carnival costumes. Ask students to follow these instructions.

- First of all draw a head and a neck of a person wearing a carnival costume.  
Draw a carnival mask on the face of the person.
- Now fold your paper and pass it to the person on your right.
- Now draw the arms and top half of the costume.
- Now fold your paper and pass it to the person on your right.
- Now draw the legs of the person wearing the costume.
- Now fold your paper and pass it to the person on your right.

- Now draw the shoes of the person wearing the carnival costume.
- Now fold your paper and pass it to the person on your right.

The students then unfold their costumes and in small pairs or groups describe their costumes to each other and take a vote on the silliest costume. Students can then write a short description of their costume, which they can pin on the wall together with their costume.

#### Follow up task 2

- If you have access to computers with the Internet or even just one computer with a data projector, the students can read and listen to the story on-line. <http://www.learnenglish.org.uk/kids/stories.asp?story=44>

**Note:** this is an old plan, so the webpage it links to is no longer available. You can print out the text from the worksheets for this lesson plan.

- There is also an interactive vocabulary activity at: <http://www.learnenglish.org.uk/words/activities/clothesdr.html>
- If you don't have access to the story on-line you can give the students the original script **Worksheet D** and ask them to find the differences in pairs between the class story and the original story script.

## Annex 6: Standardized rubric to speaking section

# Cambridge English

## Assessing Speaking Performance – Level B1

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> <li>Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms.</li> <li>Uses a range of appropriate vocabulary to give and exchange views on familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>Produces extended stretches of language despite some hesitation.</li> <li>Contributions are relevant despite some repetition.</li> <li>Uses a range of cohesive devices.</li> </ul>	<ul style="list-style-type: none"> <li>Is intelligible.</li> <li>Intonation is generally appropriate.</li> <li>Sentence and word stress is generally accurately placed.</li> <li>Individual sounds are generally articulated clearly.</li> </ul>	<ul style="list-style-type: none"> <li>Initiates and responds appropriately.</li> <li>Maintains and develops the interaction and negotiates towards an outcome with very little support.</li> </ul>
4	<i>Performance covers features of Bands 3 and 5.</i>			
3	<ul style="list-style-type: none"> <li>Shows a good degree of control of simple grammatical forms.</li> <li>Uses a range of appropriate vocabulary when talking about familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>Produces responses which are extended beyond short phrases, despite hesitation.</li> <li>Contributions are mostly relevant, but there may be some repetition.</li> <li>Uses basic cohesive devices.</li> </ul>	<ul style="list-style-type: none"> <li>Is mostly intelligible and has some control of phonological features at both utterance and word levels.</li> </ul>	<ul style="list-style-type: none"> <li>Initiates and responds appropriately.</li> <li>Keeps the interaction going with very little prompting and support.</li> </ul>
2	<i>Performance covers features of Bands 1 and 3.</i>			
1	<ul style="list-style-type: none"> <li>Shows sufficient control of simple grammatical forms.</li> <li>Uses a limited range of appropriate vocabulary to talk about familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>Produces responses which are characterised by short phrases and frequent hesitation.</li> <li>Repeats information or digresses from the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Is mostly intelligible, despite limited control of phonological features.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains simple exchanges, despite some difficulty.</li> <li>Requires prompting and support.</li> </ul>
0	<i>Performance below Band 1.</i>			

As you look through the scales, it may help to highlight words which make one band different from another.

For example, under Grammar and Vocabulary, the basic wording of the first half of the descriptor at Band 3 has the same focus as at Band 1; control of simple grammatical forms. However, at band 3 'a good degree of control' replaces 'sufficient control' – *Shows a good degree of control of simple grammatical forms*. Band 5 has an additional element relating to the range of forms used: ... *and attempts some complex grammatical forms*.

Don't worry if a lot of the terms used in the scales are new to you – in the Handbook for Teachers you will find a Glossary of Terms for Speaking.

Although all four analytical criteria are assessed across the whole test, Part 3 (the long turn) is the main opportunity for examiners to assess Discourse Management in extended speech, and Part 2 and Part 4 allow a focus on a range of elements covered by Interactive Communication.

### How can I use the Assessment Scales with students?

You could:

1. Refer to the scales as you observe students carrying out a *Cambridge English: Preliminary* speaking task.
2. Note down examples of performance in terms of the listed criteria.
3. Give students feedback on their strengths and weaknesses.
4. Think about whether your students are ready for the exam and how they could improve.

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[www.cambridgeenglish.org](http://www.cambridgeenglish.org)



Source: Cambridge English Language Assessment (2011)  
Prepared by: Proaño (2022)

## Annex 7: Experiment design



**UNIVERSIDAD TÉCNICA DE AMBATO**

**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

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

**Theme:**

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**“STORYTELLING AND SPEAKING SKILL”**

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**Tutor:** Lcda. Mg. Ruth Elizabeth Infante Paredes

Ambato – Ecuador

2021

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## **INTRODUCTION**

Latorre (2018) defined technological tools as the as the best possible option for the evolution of education. The continuous advancement of the web facilitates access to information easier, transforming learning into a dynamic and interactive process. Likewise, web 3.0 is characterized by creating its content directly in a cloud, which allows users to access information at any time and from any device. These types of websites have proven to be the key to creating a new way of teaching and acquire knowledge. Nowadays, there are applications or websites for all kinds of needs, especially, to tell stories.

Therefore, Storytelling is defined as a communication strategy by the author Kaneko (2020). Telling stories is the oldest technique that humanity has to transmit knowledge. This is a way of communicating points of view, messages, cultural, historical or biographical aspects so that the listener is interested in the thematic. Applied in English language teaching, it can be used to improve any of the four skills. Above all, it is useful to develop and improve productive skills such as speaking because learners can choose the topic and talk about it, creating a story where they express their point of view on a specific issue.

For these reasons, 6 lesson plans have been designed to apply storytelling with sociocultural topics, whose main objective is to stimulate the development of oral production in fourth-semester students at Universidad Técnica de Ambato. This design brings learners the opportunity to talk about interesting topics, express their point of view, and reflect about sociolinguistic facts, developing their vocabulary, grammar, pronunciation, discourse management and interactive communication in the process.

### **GENERAL OBJECTIVE**

- Use storytelling to develop Speaking skill.

### **SPECIFIC OBJECTIVES**

- Design lesson plans focused in using stories to develop and improve speaking skill.
- Apply the storytelling lesson plan in the virtual classroom.
- Evaluate knowledge development taking the post-test.

## SCOPE OF THE EXPERIMENT

LESSON PLAN NUMBERS	TOPIC	CONTENT	NUMBER OF HOURS	SPEAKING SKILL	ACTIVITIES
N.- 1	Worf's hypothesis - Young and Free: Prerequisite for Success Story.	Storytelling related to the topic.	1	Grammar and vocabulary speaking subskills.	<ul style="list-style-type: none"> <li>- Canva presentation</li> <li>- Storytelling and retelling by students.</li> <li>- Speaking practice</li> <li>- Assignment</li> </ul>
N.- 2	Kinship - Family trip story.	Storytelling related to the topic.	1	Discourse management speaking subskill.	<ul style="list-style-type: none"> <li>- Canva presentation</li> <li>- Storytelling and retelling by students.</li> <li>- Speaking practice</li> <li>- Assignment</li> </ul>
N.- 3	Taxonomies – My hero is you story.	Storytelling related to the topic.	1	Grammar and vocabulary speaking subskills.	<ul style="list-style-type: none"> <li>- Canva presentation</li> <li>- Storytelling and retelling by students.</li> <li>- Speaking practice</li> </ul>
N.- 4	Color – The dispute of colors story.	Storytelling related to the topic.	1	Interactive communication speaking subskill.	<ul style="list-style-type: none"> <li>- Canva presentation</li> <li>- Storytelling and retelling by students.</li> <li>- Speaking practice</li> <li>- Assignment</li> </ul>
N.- 5	Prototype – A common princess story.	Storytelling related to the topic.	1	Discourse management speaking subskill.	<ul style="list-style-type: none"> <li>- Canva presentation</li> <li>- Storytelling and retelling by students.</li> <li>- Speaking practice</li> <li>- Assignment</li> </ul>
N.- 6	Taboo and Euphemism – A talk with my grandmother.	Storytelling related to the topic.	1	Discourse management speaking subskill.	<ul style="list-style-type: none"> <li>- Canva presentation</li> <li>- Storytelling and retelling by students.</li> <li>- Speaking practice</li> </ul>

**Source:** Lesson plans

**Prepared by:** Proaño (2022)

## LESSON PLAN 1: GRAMMAR AND VOCABULARY-WORF’S HYPOTHESIS

### Storytelling Lesson Plan

**Topic:** Worf’s hypothesis.

**Aim:** Students will be able to express their opinion using grammar and vocabulary (idioms) from the ‘Young and Free’ story to support Worf’s hypothesis.

**Objectives:**

- Student will be able to recognize and use idioms.
- Students will be able to use idiom to express their opinion orally.

**Level:** 4th Semester “C”

**Storytelling:** Young and Free: Prerequisite for Success

**Speaking Subskill(s):** Grammar and vocabulary

<b>INTRODUCTION</b>		
<i>Time</i>	<i>Teacher’s Activities</i>	<i>Students’ Activities</i>
5 min	<p>-The teacher will share a jamboard with the following questions “What do you think you need to succeed in United States?” and “What do you think you need to succeed in Ecuador?”</p> <p>Jamboard link:  <a href="https://jamboard.google.com/d/1oT9PduaNV1JNiyqIOjO3LcgLsNmx_VjTyJLVU39DOMw/edit?usp=sharing">https://jamboard.google.com/d/1oT9PduaNV1JNiyqIOjO3LcgLsNmx_VjTyJLVU39DOMw/edit?usp=sharing</a></p> <p><b>-Brainstorming:</b> The teacher will ask students to write the phrases or word that come to their minds to answer these questions.</p>	<p>- Students will enter to the link and write phrases or words related to the questions on Jamboard.</p> <p>-Students will explain their answers.</p>
<b>DEVELOPMENT</b>		
<i>Time</i>	<i>Teacher’s Activities</i>	<i>Students’ Activities</i>
5 min	<p>- The teacher will tell “Young and Free: Prerequisite for Success” using this link  <a href="https://www.canva.com/design/DAEYrOT0lxQ/Hcp2cZE4BrIFzV3mUISN9w/view?utm_content=DAEYrOT0lxQ&amp;utm_campaign=designshare&amp;utm_medium=link&amp;utm_source=sharebutton">https://www.canva.com/design/DAEYrOT0lxQ/Hcp2cZE4BrIFzV3mUISN9w/view?utm_content=DAEYrOT0lxQ&amp;utm_campaign=designshare&amp;utm_medium=link&amp;utm_source=sharebutton</a> or the <b>handout 1.</b></p>	<p>- Students will pay attention to teacher’s intonation and take notes of the words or phrases repeated while reading.</p>

10 min	<p>-The teacher will ask some students to retell “Young and Free: Prerequisite for Success” using the same link or the <b>handout 2</b>.</p> <p>-The teacher will ask these students what they think the idioms underlined mean.</p>	<p>-Students selected will retell “Young and Free: Prerequisite for Success” and see how are the idioms used.</p> <p>-Students selected will try to guess the idioms meaning.</p>
5 min	<p>-Teacher will explain what an idiom is using the same link or <b>handout 3</b>.</p> <p>-The teacher will present idiom meanings using the same link or <b>handout 3</b>.</p> <p>-The teacher will select some student who help her to read the meanings.</p>	<p>- Students selected will read the idiom meanings and the rest will take notes because they will use them in the assignment.</p>
5 min	<p>-The teacher will ask students to enter to Google classroom and answer the question in</p>	<p>-Students will write an idiom they remember from the story and its meaning.</p>
5 min	<p>The teacher will give a reflection about the relation among the Worf’s hypothesis and the story.</p>	
<b>ASSIGNMENT</b>		
#	<b><i>Students’ activity</i></b>	
	<p>Record what you think about this story and answer the questions below:</p> <ul style="list-style-type: none"> <li>• What is your name?</li> <li>• Do you think that you really need to be young and free to be successful? Why?</li> <li>• What are the requirements for you to be successful?</li> </ul> <p>Use at least six different idioms from the story to express your opinion, or you can look for new ones.</p> <ul style="list-style-type: none"> <li>• Recording time: 1-2 min</li> <li>• Use six idioms minimum.</li> <li>• Upload the recording in the drive link on the Google classroom task.</li> <li>• Name the file this way (Last Name and Name)</li> </ul> <p>Direct link to the task:  <a href="https://classroom.google.com/c/NDMzMzgwMTI1NTMy/a/NDM5ODM2ODE5MTY3/details">https://classroom.google.com/c/NDMzMzgwMTI1NTMy/a/NDM5ODM2ODE5MTY3/details</a></p>	

Source: British Council (2011)

Prepared by: Proaño (2022)

## CANVA VISUAL SUPPORT - STORYTELLING

[https://www.canva.com/design/DAEYrOT0lxQ/Hcp2cZE4BrlFzV3mUISN9w/view?utm\\_content=DAEYrOT0lxQ&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=sharebutton](https://www.canva.com/design/DAEYrOT0lxQ/Hcp2cZE4BrlFzV3mUISN9w/view?utm_content=DAEYrOT0lxQ&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton)

WorPs hypothesis

# Young and Free: Prerequisite for Success

By Kenneth Beare (2018)

Handout 1



Let me tell you a story...

Let's face it: In today's business world you need to be young and free of attachments to **strike it rich**. It's a **dog eat dog** world out there, and you're going to have to work quite a lot. Of course, not only will you have to work quite a lot, you'll need to be flexible and ready to take advantage of anything. That's where the "free" part comes in.





I've got a young friend, he's only 25, but he **fits the bill** perfectly. He's single and he's hungry. He's willing to **start from scratch** and, best of all, he isn't afraid of **putting his nose to the grindstone** for those 80 hour weeks. He decided to **take the bull by the horns** by going starting up his own business. He found a software developer who **knew the internet inside out**. This young man was also very ambitious. He left his safe job **at the drop of a hat**. They were both reaching for **pie in the sky**, and they were ready.



They also were lucky. They founded a **startup** and got into the whole social networking business in 2002. In other words, they were **early birds** and they were willing to **sink or swim**. Probably the most important ingredient in their success was that they were willing to **play things by ear**. They **kept their ears to the ground**, moved **full steam ahead** and **drove hard bargains**.



Source: Kenneth Beare (2011)

Prepared by: Proaño (2022)

## SPEAKING ASSIGNMENT



Source: Google classroom

Prepared by: Proaño (2022)

## LESSON PLAN 2: KINSHIP – DISCOURSE MANAGEMENT

### Storytelling Lesson Plan

**Topic:** Kinship

**Aim:** Students will be able to tell a story with their family developing discourse management and supporting the kinship concept.

**Objectives:**

- Student will be able to recognize kinship examples.
- Students will be able to develop discourse management telling a story orally.

**Level:** 4th Semester “C”

**Storytelling:** Family trip.

**Speaking Subskill(s):** Discourse management.

<b>INTRODUCTION</b>		
<i>Time</i>	<i>Teacher's Activities</i>	<i>Students' Activities</i>
5 min	<p>-The teacher will share a jamboard with the following question “Do you think family is important in society? Why?”</p> <p>Jamboard link:  <a href="https://jamboard.google.com/d/1eFgB1D-urUtiuKsEuO77IHgFk_Gppiu7nV52nnPjTag/edit?usp=sharing">https://jamboard.google.com/d/1eFgB1D-urUtiuKsEuO77IHgFk_Gppiu7nV52nnPjTag/edit?usp=sharing</a></p> <p><b>-Brainstorming:</b> The teacher will ask students to write their opinions to answer this question.</p> <p>Teacher will give a short introduction about what is kinship.</p>	<p>- Students will enter to the link and write their opinions to answer the question on Jamboard.</p> <p>-Students will explain their answers.</p>
<b>DEVELOPMENT</b>		
<i>Time</i>	<i>Teacher's Activities</i>	<i>Students' Activities</i>
5 min	<p>- The teacher will tell “Family trip” using this link  <a href="https://www.canva.com/design/DAEz2hL4IW4/4QVVv5K01zxoEsmh_W4zyg/view?utm_content=DAEz2hL4IW4&amp;utm_campaign=designshere&amp;utm_medium=link&amp;utm_source=sharebutton">https://www.canva.com/design/DAEz2hL4IW4/4QVVv5K01zxoEsmh_W4zyg/view?utm_content=DAEz2hL4IW4&amp;utm_campaign=designshere&amp;utm_medium=link&amp;utm_source=sharebutton</a> or the <b>handout 1</b>.</p>	<p>- Students will pay attention to the kinship examples in the story.</p> <p>-Students selected will answer the questions telling the terms they use.</p>

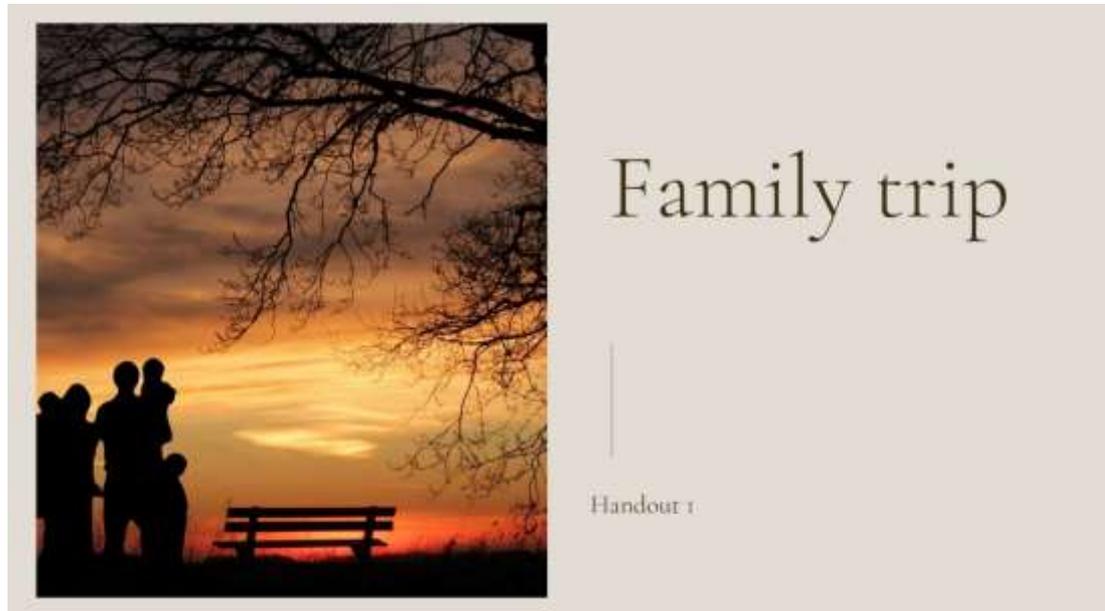
	-The teacher will ask some students will ask other terms used both in Spanish and English for the words <b>father</b> and <b>son</b> .	
10 min	-The teacher will ask some students to retell “Family trip” using the same link or the <b>handout 1</b> .  -The teacher will ask students send an audio to the WhatsApp group expressing their reflection from the story.	-Students selected will retell “Family trip”  -Students selected will send an audio expressing what they reflected from the story.
5 min	The teacher will present kinship types and the examples from the story and other term used to express the same using the same link or <b>handout 2</b> .  -Teacher will explain the parts of a story using the same story and the same link or <b>handout 3</b> .  -The teacher will select some student who help her to read the terms.	- Students selected will take notes from this explanation because they will follow the same structure in the assignment.
<b>ASSIGNMENT</b>		
#	<i>Students’ activity</i>	
	<p>Instructions</p> <p>Use the Toontastic app to create a video and record your voice telling a story (experience) you have with your family, it must contain the three parts of a story (beginning, middle and end).</p> <p>Questions to guide you:</p> <ul style="list-style-type: none"> <li>• What’s your name?</li> <li>• Tell the story (experience) with your family.</li> <li>• How or why did it start?</li> <li>• What happened?</li> <li>• What is you reflection from this experience?</li> </ul> <p>File instructions:</p> <ul style="list-style-type: none"> <li>• The video must last 2-3 min.</li> <li>• Upload it in the drive link you find in the task from lesson 2</li> <li>• Name the file this way (Last Name and Name)</li> </ul>	

**Source:** British Council (2011)

**Prepared by:** Proaño (2022)

## CANVA VISUAL SUPPORT – STORYTELLING

[https://www.canva.com/design/DAEz2hL4IW4/4QVVv5K01zxoEsmh\\_W4zyg/view?utm\\_content=DAEz2hL4IW4&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=sharebutton](https://www.canva.com/design/DAEz2hL4IW4/4QVVv5K01zxoEsmh_W4zyg/view?utm_content=DAEz2hL4IW4&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton)



Handout 1



One day, the **father** of a very wealthy family took his **son** on a trip to the country with the express purpose of showing him how poor people live. They spent a couple of days and nights on the farm of what would be considered a very poor family. On their return from their trip, the **father** asked his **son**. "How was the trip?"

"It was great, **Dad**." "Did you see how poor people live?" the **father** asked. "Oh yeah." said the **son**. "So, tell me, what did you learn from the trip?" asked the **father**. The son answered: "I saw that we have one dog and they had four. We have a pool that reaches to the middle of our garden and they have a creek that has no end. We have imported lanterns in our garden and they have the stars at night. Our patio reaches to the front yard and they have the whole horizon."

Handout 3

**Beginning** One day, the **father** of a very wealthy family took his **son** on a trip to the country with the express purpose of showing him how poor people live. They spent a couple of days and nights on the farm of what would be considered a very poor family.

**Middle** On their return from their trip, the **father** asked his **son**. "How was the trip?" "It was great, **Dad**." "Did you see how poor people live?" the father asked. "Oh yeah," said the **son**. "So, tell me, what did you learn from the trip?" asked the father.

**Ending** The son answered: "I saw that we have one dog and they had four. We have a pool that reaches to the middle of our garden and they have a creek that has no end. We have imported lanterns in our garden and they have the stars at night. Our patio reaches to the front yard and they have the whole horizon.

**Source:** English Stories: Learn Tales and Short Stories  
**Prepared by:** Proaño (2022)

## SPEAKING ASSIGNMENT

The screenshot shows a Google Classroom interface for 'Lesson 2'. The page title is 'Lesson 2' and it is published by Daniela Proaño. The assignment is titled 'A story with my family' and is worth 5 points. It includes a list of questions to guide the student's video recording: 'What's your name?', 'Tell the story (experience) with your family', 'How or why did it start?', 'What happened?', 'What?', and 'Is your reflection from this experience?'. The instructions specify that the video must last 2-3 minutes and be uploaded to the class drive. A link to a Google Drive folder named 'A story with my family' is provided at the bottom.

**Source:** Google classroom  
**Prepared by:** Proaño (2022)

### LESSON PLAN 3: TAXONOMIES – GRAMMAR AND VOCABULARY

#### Storytelling Lesson Plan

**Topic:** Taxonomies

**Aim:** Students will be able to tell an experience recognizing different kind of terms used to discuss an illness, injury, or disease.

**Objectives:**

- Student will be able to recognize and use different kinds of terms to discuss diseases.
- Students will be able to use these terms telling an experience with their doctor orally.

**Level:** 4th Semester “C”

**Storytelling:** My hero is you

**Speaking Subskill(s):** Grammar and vocabulary

<b>INTRODUCTION</b>		
<i>Time</i>	<i>Teacher’s Activities</i>	<i>Students’ Activities</i>
5 min	<p>-The teacher will share a jamboard with the following questions: “What kinds of terms do you use when you talk about coronavirus?”</p> <p>Jamboard link:</p> <p><b>-Brainstorming:</b> The teacher will ask students to write the terms that come to their minds when they talk about coronavirus.</p> <p>Teacher will give a short introduction about what is taxonomy.</p>	<p>- Students will enter to the link and write the terms they use to answer the question on Jamboard.</p> <p>-Students will explain their answers.</p>
<b>DEVELOPMENT</b>		
<i>Time</i>	<i>Teacher’s Activities</i>	<i>Students’ Activities</i>
5 min	<p>- The teacher will tell “My hero is you” excerpt using this link <a href="https://www.canva.com/design/DAEzsX-WcgM/MvGwwi1aIMGXKr7el0Fz4A/view?utm_content=DAEzsX-WcgM&amp;utm_campaign=designshare&amp;utm_medium=link&amp;utm_source=sharebutton">https://www.canva.com/design/DAEzsX-WcgM/MvGwwi1aIMGXKr7el0Fz4A/view?utm_content=DAEzsX-WcgM&amp;utm_campaign=designshare&amp;utm_medium=link&amp;utm_source=sharebutton</a> or the <b>handout 1</b>.</p>	<p>- Students will pay attention to the terms related with the coronavirus in the story.</p> <p>-Students selected will answer the questions telling another terms or phrases they use.</p> <p>E.g. Pandemic/Stay at home</p>

	-The teacher will ask some students another terms or phrases they used to discuss about coronavirus and are related with the examples in the story.	
10 min	-The teacher will ask some students to retell “My hero is you” using the same link or the <b>handout 2</b> .  -The teacher will ask these students what is their opinion about the story.	-Students selected will retell “My hero is you”  -Students selected will tell what their opinions about the story.
5 min	-Teacher will explain the taxonomy found in the story using the same link or <b>handout 3</b> .  Terms: COVID-19, Coronavirus, The virus. Symptoms: Fever, cough, trouble breathing. Phrase: Fight it, stay safe.	- Students selected will take notes from this explanation because they will follow the same structure in the assignment.
5 min	-The teacher will ask students to send an audio in the WhatsApp group answering the question: When you go to the doctor, what kinds of terms do you use to discuss an illness, injury, or disease?	-Students will tell their answers in the chat.

### ASSIGNMENT

#	<i>Students' activity</i>
	<p>Instructions</p> <p>Record your voice telling an experience with your doctor, it must answer to the questions below:</p> <ul style="list-style-type: none"> <li>• What's your name?</li> <li>• When you go to the doctor, what kinds of terms do you use to discuss an illness, injury, or disease? Send an Audio in whatsapp during the class.</li> </ul> <p>The recording must last from 1-2 min Name the file in this way (last name and name) Upload the recording in the drive link you find in the task.</p>

**Source:** British Council (2011)

**Prepared by:** Proaño (2022)

## CANVA VISUAL SUPPORT – STORYTELLING

[https://www.canva.com/design/DAEzsX-WcgM/MvGwwi1aIMGXKr7eI0Fz4A/view?utm\\_content=DAEzsX-WcgM&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=sharebutton](https://www.canva.com/design/DAEzsX-WcgM/MvGwwi1aIMGXKr7eI0Fz4A/view?utm_content=DAEzsX-WcgM&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton)

	<p>Sara's mum is her hero because she is the best mum and the best scientist in the world. But even Sara's mum cannot find a cure for the coronavirus.</p> <p>"What does COVID-19 look like?" Sara asked her mum.</p> <p>"COVID-19, or the coronavirus, is so tiny we can't see it," said her mum. "But it spreads in the coughs and sneezes of people who are sick, and when they touch people or things around them. People who are sick get a fever and a cough and can have some trouble breathing."</p>
	<p>"So we can't fight it because we can't see it?" Sara asked.</p> <p>"We can fight it," said Sara's mum, "That's why I need you to be safe, Sara. The virus affects many kinds of people, and everyone can help us fight it. Children are special, and they can help too. You need to stay safe a for all of us. I need you to be my hero."</p>

Source: UNICEF & IASC  
Prepared by: Proaño (2022)

## LESSON PLAN 4: COLORS – INTERACTIVE COMMUNICATION

### Storytelling Lesson Plan

**Topic:** Color.

**Aim:** Students will be able to develop a conversation about their points of view about “The dispute of colors” story to support that color perception is a social construction putting into practice the interactive communication.

**Objectives:**

- Student will be able to recognize and discuss color perception differences.
- Students will be able to develop a conversation expressing points of view orally.

**Level:** 4th Semester “C”

**Storytelling:** The dispute of colors

**Speaking Subskill(s):** Interactive communication

<b>INTRODUCTION</b>		
<i>Time</i>	<i>Teacher’s Activities</i>	<i>Students’ Activities</i>
5 min	<p>-The teacher will share a jamboard with the following questions “Chose a color” What is the first word or phrase comes to your mind when you think of this color?”</p> <p>Jamboard link:  <a href="https://jamboard.google.com/d/1esSal8No-9XhpbRqi1mlKnsWT2k5dAC3lBCg9AB8NwQ/edit?usp=sharing">https://jamboard.google.com/d/1esSal8No-9XhpbRqi1mlKnsWT2k5dAC3lBCg9AB8NwQ/edit?usp=sharing</a></p> <p><b>-Brainstorming:</b> The teacher will ask students to write the phrases or word that come to their minds to answer this questions.</p>	<p>- Students will enter to the link and write phrases or words related to the questions on Jamboard.</p> <p>-Students will explain their answers.</p>
<b>DEVELOPMENT</b>		
<i>Time</i>	<i>Teacher’s Activities</i>	<i>Students’ Activities</i>
5 min	<p>- The teacher will tell “The dispute of colors” using this link  <a href="https://www.canva.com/design/DAEzzcGmWwE/tvqeobj25geqtUv1unXdrg/view?utm_content=DAEzzcGmWwE&amp;utm_campai">https://www.canva.com/design/DAEzzcGmWwE/tvqeobj25geqtUv1unXdrg/view?utm_content=DAEzzcGmWwE&amp;utm_campai</a></p>	<p>- Students will pay attention to each color perception mentioned in the story.</p>

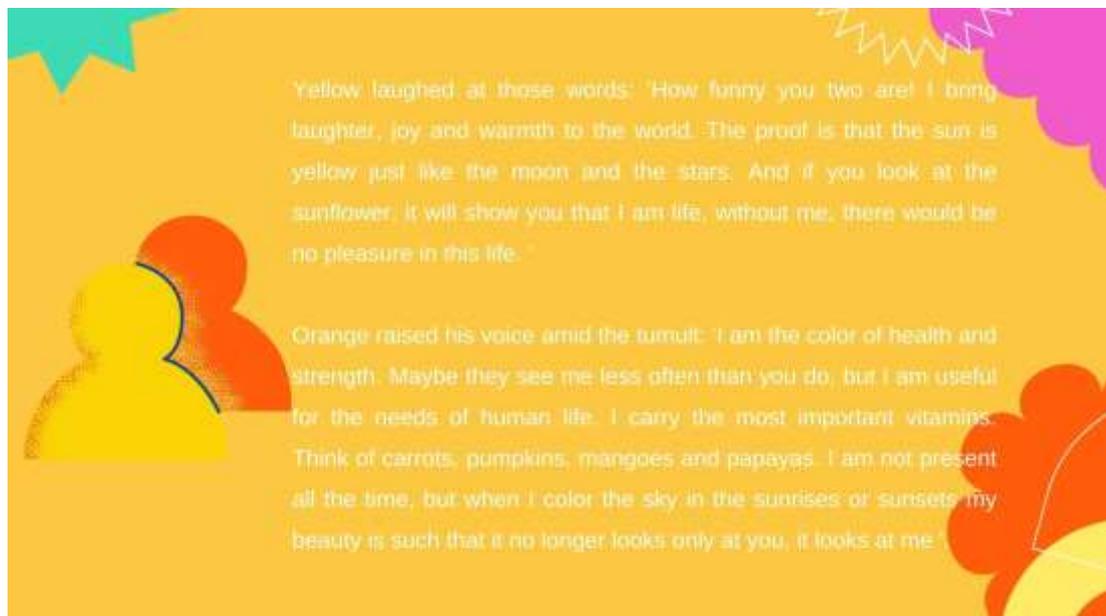
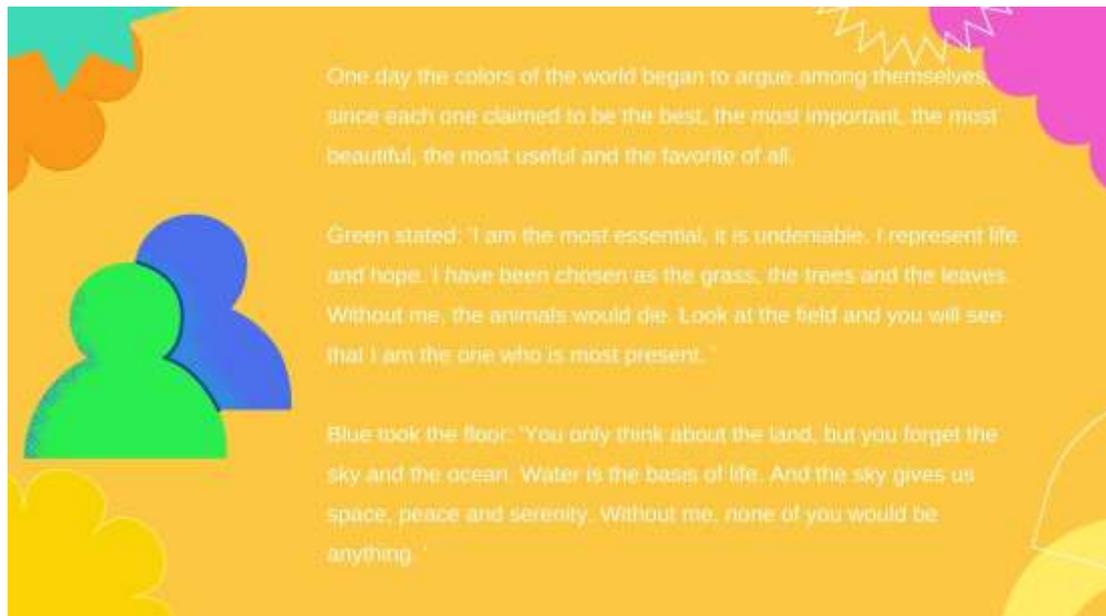
	<a href="#">gn=designshare&amp;utm_medium=link&amp;utm_source=sharebutton</a> or the <b>handout 1</b> .	
10 min	<p>-The teacher will ask some students to retell “The dispute of color” using the same link or the <b>handout 1</b>.</p> <p>-The teacher will ask each student if they agree or disagree with the description of color and if they have another perception.</p>	<p>-Students selected will retell “The dispute of colors” and recognize the perceptions each color has.</p> <p>-Students selected will express their point of view.</p>
5 min	<p>-The teacher will ask students to enter to Google classroom and answer the question in <b>Lesson 4</b>. Question: From your point of view, is color perception a social construction? Why?</p>	<p>-Students selected will answer a question in Google classroom. (Graded)</p>
<b>ASSIGNMENT</b>		
#	<i>Students’ activity</i>	
	<p>Instructions: In pairs students will record a discussion expressing their points of view about the story. Record must answer the questions below: Interact with you partner to answer these questions:</p> <ul style="list-style-type: none"> <li>• What are your names?</li> <li>• What do you think about the perception of each color showed in the story?</li> <li>• From your point of view colors in the story say the truth about themselves?</li> <li>• Do you have another perception about a color of the story? Explain.</li> </ul> <p>Recording time: 2-3 min Upload the recording in the drive link on the Google classroom task. Name the file this way (Last Name and Name)</p>	

Source: British Council (2011)

Prepared by: Proaño (2022)

## CANVA VISUAL SUPPORT – STORYTELLING

[https://www.canva.com/design/DAEzzcGmWwE/tvqeobj25geqtUv1unXdrg/view?utm\\_content=DAEzzcGmWwE&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=sharebutton](https://www.canva.com/design/DAEzzcGmWwE/tvqeobj25geqtUv1unXdrg/view?utm_content=DAEzzcGmWwE&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton)





The red one, who had remained on the sidelines until that moment, spoke loud and strong: 'I am the head of all colors, because I am the blood, the energy of life. I am the color of danger and courage. I am always willing to fight for a cause. Without me, the earth would be empty like the moon. I am the color of passion and love, of the red rose, of poinsettia and of poppies.'

The purple rose and spoke with dignity: 'I am the color of royalty and power. Kings, chiefs and bishops chose me because I am the sign of authority and wisdom. People don't question me, they listen to me and obey me.'



Finally the indigo took the floor much more calmly than the others but with the same determination: 'Think of me, I am the color of silence. You may not have seen me, but without me, you would be insignificant. I represent thought and reflection, the shadow of twilight and the depths of the water. You need me for balance, contrast and inner peace.'

And so the colors continued to boast, each convinced of their own superiority. Their dispute grew stronger and stronger. But suddenly, lightning appeared in the sky and thunder growled. The rain began to fall hard and, restlessly, the colors approached each other to feel more secure. And amid the clamor the rain spoke:



Source: Guiainfantil.com  
 Prepared by: Proaño (2022)

## SPEAKING ASSIGNMENT



Source: Google classroom  
 Prepared by: Proaño (2022)

## LESSON PLAN 5: PROTOTYPE – DISCOURSE MANAGEMENT

### Storytelling Lesson Plan

**Topic:** Prototype

**Aim:** Students will be able to tell a story using prototypes and following the example in the “A common princess” story to support Rosch proposal.

**Objectives:**

- Students will be able to use prototypes.
- Students will be able to tell a story orally using prototypes.

**Level:** 4th Semester “C”

**Storytelling:** A common princess

**Speaking Subskill(s):** Discourse management

<b>INTRODUCTION</b>		
<i>Time</i>	<i>Teacher’s Activities</i>	<i>Students’ Activities</i>
5 min	<p>-The teacher will share a jamboard with the following questions “When you think of a princess, what is the first word that comes to your mind?”</p> <p>Jamboard link:  <a href="https://jamboard.google.com/d/1ygfC85bpWZDtaOFxdWGIadFZTkLatTvRPR4tD5-FBNg/edit?usp=sharing">https://jamboard.google.com/d/1ygfC85bpWZDtaOFxdWGIadFZTkLatTvRPR4tD5-FBNg/edit?usp=sharing</a></p> <p><b>-Brainstorming:</b> The teacher will ask students to write first word that comes to their minds to answer this questions.</p>	<p>- Students will enter to the link and write words related to the questions on Jamboard.</p> <p>-Students will explain their answers.</p>
<b>DEVELOPMENT</b>		
<i>Time</i>	<i>Teacher’s Activities</i>	<i>Students’ Activities</i>
5 min	<p>- The teacher will tell “A common princess” using this link  <a href="https://www.canva.com/design/DAEz4zo82_o/Qy6AUW1eQ1c8tZfQIcfFqQ/vi?utm_content=DAEz4zo82_o&amp;utm_campaign=designshare&amp;utm_medium=ink&amp;utm_source=sharebutton">https://www.canva.com/design/DAEz4zo82_o/Qy6AUW1eQ1c8tZfQIcfFqQ/vi?utm_content=DAEz4zo82_o&amp;utm_campaign=designshare&amp;utm_medium=ink&amp;utm_source=sharebutton</a> or the <b>handout 1.</b></p> <p>-The teacher will tell students that the words underlined are concepts to describe a princess prototype.</p>	<p>- Students will pay attention to teacher’s words underlined in the story.</p>

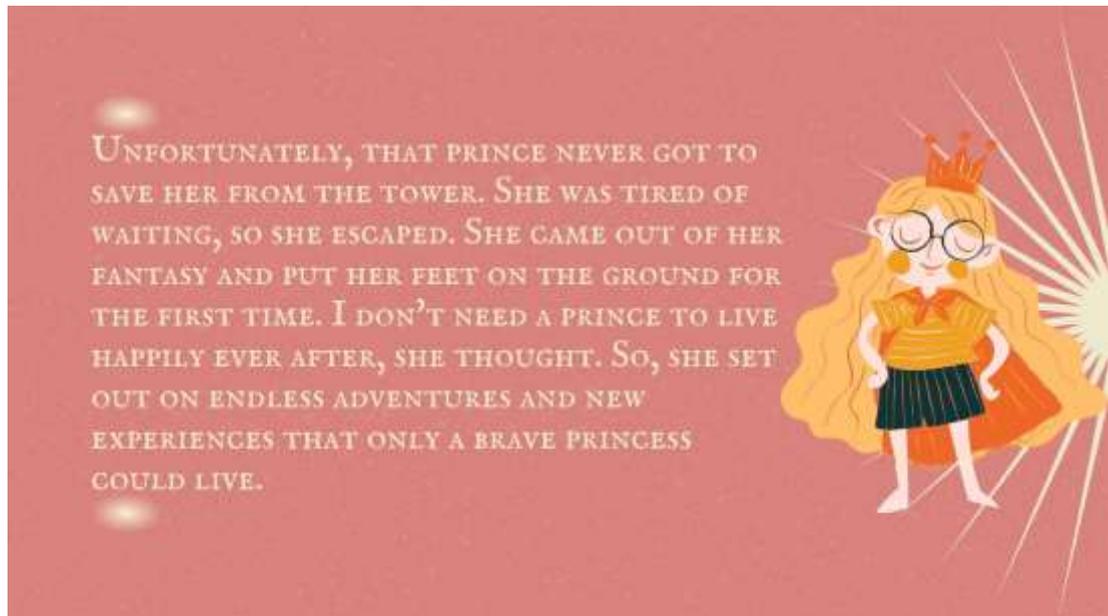
10 min	<p>-The teacher will ask some students to retell “A common princess” using the same link or the <b>handout 1</b>.</p> <p>-The teacher will ask these students why the words underlined describe a princess prototype?</p>	<p>-Students selected will retell “A common princess”.</p> <p>-Students selected will give their opinions to answer the question.</p>
5 min	<p>-Teacher will explain what a prototype is and give an example from Rosch proposal using the same link or <b>handout 2</b>.</p> <p>-The teacher will present concept use in the story to describe a princess prototype using the same link or <b>handout 2</b>.</p> <p>-The teacher will select some student who help her to read the concepts.</p>	<p>- Students selected will read the idiom meanings and the rest will take notes because they will use them in the assignment.</p>
5 min	<p>-The teacher will ask students to send a voice recorded in the WhatsApp group giving an example of prototype and the concept related with it. Following the example of the story.</p>	<p>-Students will send a voice recorder talking about an example of prototype and the concepts used to it.</p>
<b>ASSIGNMENT</b>		
#	<i>Students' activity</i>	
	<p>Instructions</p> <p>Using Toontastic app to create a video and record your voice telling a story related with prototypes and typical concepts to describe them, it must contain the three parts of a story (beginning, middle and end). You can use the “a common princess” as example</p> <p>Questions:</p> <ul style="list-style-type: none"> <li>• What's your name?</li> <li>• What is the prototype of the story?</li> <li>• How or why did it start?</li> <li>• What are the typical concepts used?</li> <li>• What is your reflection from this story?</li> </ul> <p>File instructions:</p> <ul style="list-style-type: none"> <li>• The video must last 2-3 min.</li> <li>• Upload it in the drive link you find in the task from lesson 5</li> <li>• Name the file this way (Last Name and Name)</li> </ul>	

Source: British Council (2011)

Prepared by: Proaño (2022)

## CANVA VISUAL SUPPORT – STORYTELLING

[https://www.canva.com/design/DAEz4zo82\\_o/Qy6AUW1eQ1c8tZfQIcfFqQ/view?utm\\_content=DAEz4zo82\\_o&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=sharebutton](https://www.canva.com/design/DAEz4zo82_o/Qy6AUW1eQ1c8tZfQIcfFqQ/view?utm_content=DAEz4zo82_o&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton)



Prepared by: Proaño (2022)

# SPEAKING ASSIGNMENT

The screenshot shows a Google Classroom interface for a lesson titled "Lesson 5". The assignment is titled "Daniela Proaño publicó una nueva tarea: A common princess." and was posted on 11 ene, 22:09. It has 13 attempts and 11 attempts remaining. The assignment instructions are as follows:

**Publicado:** 13 ene (Estado: 13 vez)

**Instrucciones**  
Using Teleplay: App (or another tool) to create a video and record your voice telling a story related to proverbs and typical proverbs for describe each. It must contain the three parts of a story (beginning, middle and end). You can use the "a common princess" as an example.

**Questions**

- What's your name?
- What is the proverbs of the story?
- How or why did it start?
- What are the typical proverbial used?
- What is your reflection from this story?

**File constraints**

- The video must last 0-3 min.
- Upload it in the drive that you find in the back from screen (Make the file less size) (JPG and MP4)

**Source:** Google classroom  
**Prepared by:** Proaño (2022)

## LESSON PLAN 6: TABOO AND EUPHEMISM – DISCOURSE MANAGEMENT

### Storytelling Lesson Plan

**Topic:** Taboo and Euphemism

**Aim:** Students will be able to tell a story talking about taboos and using euphemisms to support that language is used to avoid saying things that are taboos for society.

**Objectives:**

- Student will be able to recognize taboo topics.
- Students will be able to use euphemisms to tell a story orally.

**Level:** 4th Semester “C”

**Storytelling:** A talk with my grandma

**Speaking Subskill(s):** Discourse management.

<b>INTRODUCTION</b>		
<i>Time</i>	<i>Teacher’s Activities</i>	<i>Students’ Activities</i>
5 min	<p>-The teacher will share a jamboard with the following questions “What are the terms people use to avoid saying uncomfortable words in a talk about virginity or reproductive organs?”</p> <p>Jamboard link:  <a href="https://jamboard.google.com/d/1PJghYqoQHgzmpGZt1nIhKx4yuTfsVM6lay_VIfJGXek/edit?usp=sharing">https://jamboard.google.com/d/1PJghYqoQHgzmpGZt1nIhKx4yuTfsVM6lay_VIfJGXek/edit?usp=sharing</a></p> <p><b>-Brainstorming:</b> The teacher will ask students to write the phrases or word that come to their minds to answer these questions.</p>	<p>- Students will enter to the link and write phrases or words related to the questions on Jamboard.</p> <p>-Students will explain their answers.</p>
<b>DEVELOPMENT</b>		
<i>Time</i>	<i>Teacher’s Activities</i>	<i>Students’ Activities</i>
5 min	<p>- The teacher will tell “A talk with my grandma” using this link  <a href="https://www.canva.com/design/DAEz4Iqgm50/jLTdvNOzz-OzmQBchewPwg/view?utm_content=DAEz4Iqgm50&amp;utm_campaign=designshare&amp;utm_medium=link&amp;utm_source=s harebutton">https://www.canva.com/design/DAEz4Iqgm50/jLTdvNOzz-OzmQBchewPwg/view?utm_content=DAEz4Iqgm50&amp;utm_campaign=designshare&amp;utm_medium=link&amp;utm_source=s harebutton</a> or the <b>handout 1</b>.</p>	<p>- Students will pay attention words underlined and think if they are taboo or euphemisms.</p>
10 min	<p>-The teacher will ask some students to retell “A talk with my grandma” using the same link or the <b>handout 1</b>.</p>	<p>-Students selected will retell “A talk with my grandma” and see how underlined word are used</p>

	-The teacher will ask these students what they think are the words underlined.	-Students selected will try to guess the words are taboos or euphemisms.
5 min	-Teacher will explain the difference between taboo and euphemism using the same link or <b>handout 2</b> .  -The teacher will present taboo and euphemisms found in the story and their meanings using the same link or <b>handout 3</b> .  -The teacher will select some student who help her to read the meanings.	- Students selected will read taboo and euphemism meanings and the rest will take notes.
5 min	-The teacher will ask students to send an audio in the Whatsapp group answering a question related with taboo and euphemisms.  Questions: Talk about a taboo topic and some euphemisms you could use to talk about it.	-Students will talk about a taboo and euphemisms related with it.
<b>ASSIGNMENT</b>		
#	<i>Students' activity</i>	
	<p>Instructions</p> <p>Using Toontastic app create a video and record your voice telling an story you have related with a taboo topic where euphemism were used, it must contain the three parts of a story (beginning, middle and end).</p> <p>Questions:</p> <ul style="list-style-type: none"> <li>• What's your name?</li> <li>• What is the taboo story (experience) about?</li> <li>• How or why did it start?</li> <li>• What happened and what euphemisms were used?</li> <li>• What is you reflection from this experience?</li> </ul> <p>File instructions:</p> <ul style="list-style-type: none"> <li>• The video must last 2-3 min.</li> <li>• Upload it in the drive link you find in the task from lesson 6</li> <li>• Name the file this way (Last Name and Name)</li> </ul>	

**Source:** British Council (2011)

**Prepared by:** Proaño (2022)

## CANVA VISUAL SUPPORT – STORYTELLING

[https://www.canva.com/design/DAEz4Iqgm50/jLTdvNOzz-OzmQBchewPwg/view?utm\\_content=DAEz4Iqgm50&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=sharebutton](https://www.canva.com/design/DAEz4Iqgm50/jLTdvNOzz-OzmQBchewPwg/view?utm_content=DAEz4Iqgm50&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton)



The conversation was interrupted by Emma's mother, who called them to eat. Emma couldn't help but feel displeased with what Grandma said. She wondered if that was true or just an old-fashioned way of thinking.

She hoped that people's minds had changed today, and they don't believe that women have fewer freedoms than men. However, within herself, she knew that more people thought like Grandma.

-THE END



Prepared by: Proaño (2022)







Lesson 5

Estadística básica

When you think of a princess, what is the first word that comes to your mind?

Alexander Gordon: The first word that comes to my mind is **kind** and the 3 words.

Patricia Acosta: **elegant**

Jamima Torres: **crown**

Daisy Gallego: **crown**

Ramela Coca: **Crown**

Shana Montañez: **single tooth wiggle**

Belen Camino: **Beauty - kind**

Estefania Torres: **beautiful girl**

Ortega Montano: **beautiful**

Calista Chaudron: **Perfectly**

Isabella Gonzalez: **perfection**

Nicole Segura: **beautiful**

Odalis Tamayo: **beautiful**

Karen Tapia: **respectful**

Vicky Aguilar: **Kingdom**

kind: **Solange Ortiz**

Ortega Marco: **intense**

Lizbeth Chacón: **delicate and beautiful**

Lesson 6

Estadística básica

What are the terms people use to avoid saying uncomfortable words in a talk about ...?

**Virginity**

Belen Camino: **pure woman**

Shana Montañez: **A person who have had sexual intercourse**

Daisy Gallego: **nuestro sesos.**

Calista Chaudron: **innocent**

Ortega Marco: **Little Big**

Lizbeth Chacón: **dancella**

Karen Tapia: **purity**

**Reproductive organs**

Alexander Gordon: **dick-cock**

Vicky Aguilar: **Solange Ortiz**

Ramela Coca: **Princess**

Ortega Marco: **Little Big**

Odalis Tamayo: **flower**

Robert Montano: **Balls**

flower

Jamima Torres: **private parts**

Nicole Segura: **bird**

Estefania Torres: **parts to refer to genitalia**

Vicky Aguilar: **prince**

## Annex 9: Urkund report



### Document Information

Analyzed document	Tesis_Daniela Proaño.pdf (D127607401)
Submitted	2022-02-11T02:48:00.0000000
Submitted by	
Submitter email	dany03605@gmail.com
Similarity	4%
Analysis address	rutheinfantep.uta@analysis.urkund.com

### Sources included in the report

<b>SA</b>	UNIVERSIDAD TECNICA DE AMBATO / Proaño_Complete_Research_Project.pdf Document Proaño_Complete_Research_Project.pdf (D110975845) Submitted by: dproano3620@uta.edu.ec Receiver: wilmaesuaresm.uta@analysis.urkund.com	 4
<b>SA</b>	UNIVERSIDAD TECNICA DE AMBATO / Lescano Santiago Theoretical Framework.docx Document Lescano Santiago Theoretical Framework.docx (D111149039) Submitted by: slescano5872@uta.edu.ec Receiver: deadv.pved.02.uta@analysis.urkund.com	 3
<b>SA</b>	UNIVERSIDAD TECNICA DE AMBATO / SIMALUISA SELENA_ TESIS.pdf Document SIMALUISA SELENA_ TESIS.pdf (D110641569) Submitted by: ssimaluisa4104@uta.edu.ec Receiver: ve.chicaiza.uta@analysis.urkund.com	 1

