



UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

TITLE

SHORT STORIES TO IMPROVE ORAL PRODUCTION
AMONG ELEMENTARY-1 STUDENTS AT ENGLISH
SPEAK UP CENTER, MORNING SESSION IN LOJA
CITY DURING 2019-2020 SCHOOL YEAR

Thesis as a previous requirement to obtain
the Bachelor's Degree in Science of
Education, English Language Major.

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**Loja-Ecuador
2020**

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ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to the Universidad Nacional de Loja, to the Facultad de la Educación, el Arte y la Comunicación and to the English Language Department for being part of my learning process to complete my studies.

Similarly, I am so grateful to English Speak Up Center, its principal Mg. Sc Elizabeth Sánchez, the English teacher Lic. Liliana Gómez, and the students for making this research work possible.

Likewise, words cannot describe how grateful I am to Dra. Carmen Enith Davila Vega, Mg. Sc. whose contribution with stimulating recommendations and encouragement, helped and supported me during the development of the thesis.

THE AUTHOR

DEDICATION

This thesis work is dedicated to my beloved parents, Luis and Verónica, for supporting and teaching me to work hard to reach all my dreams. Thanks to my parents for being my guide and models. To my lovely siblings Sandy and Gioco who taught me determination and showed me that perseverance is the key to achieve everything. To my friends, Arianna, Paula, Melany, Jessenia, Diego, Carolina, Fernanda, Andres, Juan Carlos, Larry, Eimy, Sharon and María who have always been part of my journey giving me support and advice every time I needed.

Finally, I dedicate my work to all my teachers who helped in different ways along this difficult but enjoyable journey.

AMANDA DEL CISNE

MATRIZ DE ÁMBITO GEOGRÁFICO

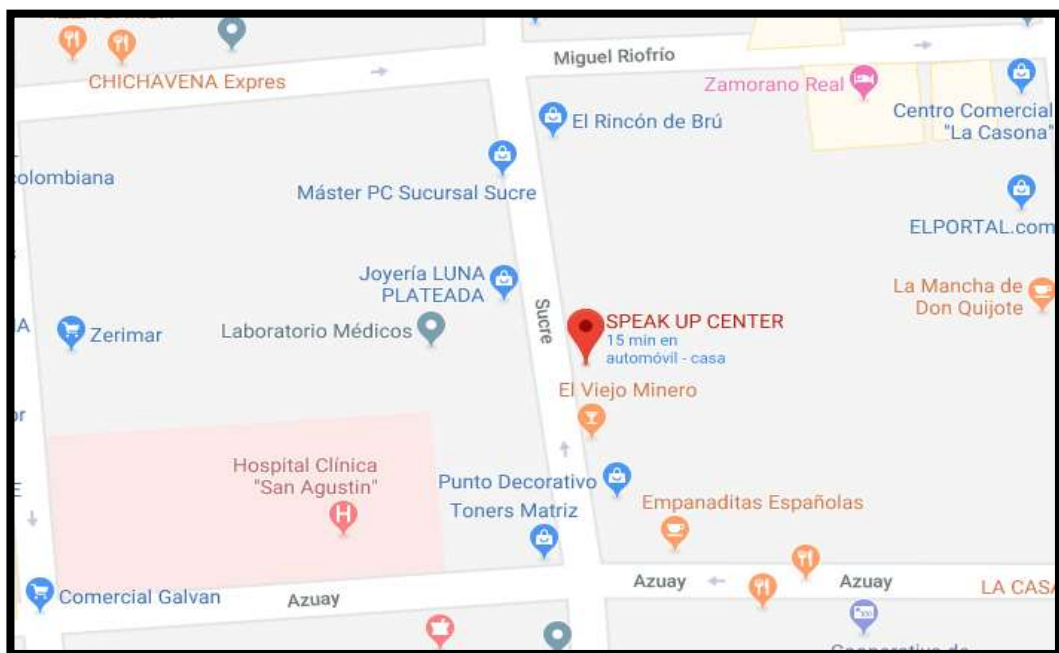
ÁMBITO GEOGRÁFICO DE LA INVESTIGACIÓN											
BIBLIOTECA: FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN.											
TIPO DE DOCUMENTO	AUTORA / TÍTULO DE LA TESIS	FUENTE	FECHA / AÑO	ÁMBITO GEOGRÁFICO						OTRAS DESAGREGACIONES	OTRAS OBSERVACIONES
				NACIONAL	REGIONAL	PROVINCIAL	CANTÓN	PARROQUIA	BARRIO O COMUNIDAD		
TESIS	<p>AMANDA DEL CISNE HERNÁNDEZ CHIRIBOGA</p> <p>SHORT STORIES TO IMPROVE ORAL PRODUCTION AMONG ELEMENTARY-1 STUDENTS AT ENGLISH SPEAK UP CENTER, MORNING SESSION IN LOJA CITY DURING 2019-2020 SCHOOL YEAR</p>	UNL	2020	ECUADOR	ZONA 7	LOJA	LOJA	SUCRE	SAN SEBASTIÁN	CD	LICENCIADA EN CIENCIAS DE LA EDUCACIÓN, MENCIÓN IDIOMA INGLÉS

MAPA GEOGRÁFICO Y CROQUIS

UBICACIÓN GEOGRÁFICA DEL CANTÓN LOJA



CROQUIS DE LA INVESTIGACIÓN ENGLISH SPEAK UP CENTER



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a. TITLE

SHORT STORIES TO IMPROVE ORAL PRODUCTION AMONG
ELEMENTARY-1 STUDENTS AT ENGLISH SPEAK UP CENTER,
MORNING SESSION IN LOJA CITY DURING 2019-2020 SCHOOL YEAR

b. RESUMEN

Esta investigación tuvo como objetivo mejorar la producción oral a través de la aplicación de historias cortas en los estudiantes de Elementary-1 en el Centro English Speak Up, sección matutina, en la ciudad de Loja durante el año lectivo 2019-2020. Para cumplir este objetivo, se utilizaron los métodos: científico, descriptivo, analítico-sintético y estadístico, los cuales fueron útiles para recolectar la información teórica acerca de la estrategia; describir el problema; tabular, procesar y presentar los datos en tablas y figuras, y analizar e interpretar la información. Instrumentos como exámenes y cuestionarios fueron aplicados a seis estudiantes para diagnosticar su conocimiento en la producción oral y su actitud hacia la estrategia. Los resultados verifican el significativo mejoramiento que los estudiantes lograron en la producción oral del Inglés, en cuanto a pronunciación, exactitud y fluidez. Las historias cortas fueron efectivas en el mejoramiento de la producción oral de los estudiantes. Esta estrategia los estimuló a trabajar cooperativa y activamente en la presentación de historias cada clase.

ABSTRACT

This research work aimed to improve oral production through short stories among Elementary-1 students at English Speak Up Center, morning session, in Loja city during 2019-2020 school year. To achieve this aim, the methods used were: Scientific, Descriptive, Analytic-Synthetic, and Statistical Methods, which assisted to collect theoretical information about the strategy, describe the problem, tabulate, process and present the data in tables and figures, and analyze and interpret information. Instruments like tests and questionnaires were applied to six students to diagnose students' oral production and attitude towards the strategy. The results verify the significant students improvement in pronunciation, fluency and accuracy when they produce the language. In conclusion, short stories were effective and stimulated students to work cooperatively and actively in the performance of stories every class.

c. INTRODUCTION

Oral production defined by Hymes (1972) is the capacity to communicate effectively in a particular speech community with specific purposes. People who master their oral production, are able to express their ideas with the precise pronunciation, fluency and grammatically right. Sepahvand, (2014), says that some students are not learning to speak because they never have any opportunity to speak, and when the opportunity is available for them, they feel anxiety, they are afraid of making mistakes and be bullied by their classmates.

An observation done at English Speak Up Center, showed that Elementary-1 students, morning session, 2019-2020 academic period, had problems communicating what they want to say with fluency. This is, pronouncing the words correctly, using the appropriate grammar and expressing their ideas. To solve these students' difficulties, the researcher came up how the use of short stories improve Oral production.

Several reasons could be named to highlight why short stories are an innovative way to teach students to produce the language. First of all, there are many genres of short stories, so the teacher can use a different one for each student and class to engage them to work properly to learn the language. Second, short stories can be selected and applied to students of all ages. Students are confident working with their favorite stories and at the same time they will develop better their speaking skills.

The specific objectives for this research work were: to research the theoretical and methodological references about short stories, to diagnose the issues that limit the development of oral production, to design an intervention plan based on short stories, to apply the most suitable short stories, and to validate the effectiveness that short stories had on the improvement of oral production among Elementary-1 students at English Speak Up Center, Morning session, in Loja city during 2019-2020 school year.

The methods used include the following: **The scientific method** facilitated the study of Short Stories intended to improve oral production, and helped in the observations done both before and during the intervention. **The descriptive method** facilitated the description of the different stages of the study and the kind of resources used by the researcher. **The analytic-synthetic method** was used to analyze the obtained results through the pre-test and post-test. It was also useful to interpret data. **The statistical method** was used to make both the quantitative analysis of the data from the tests and questionnaires, and the qualitative analysis of information obtained from the observations and journals.

The present research is organized as follows; it starts with **The Abstract**, which mentions the general objective, principal methods, techniques and instruments, results obtained from the data collected and the main conclusion of the work. It continues with **The Introduction** which includes the contextualization of the central problem, the reasons why the theme was

chosen, the specific objectives of the study, and the methodology used to achieve successfully the research. ***The Literature Review*** details information about the two variables; Short Stories and Oral Production. ***The Materials and Methods*** section covers the design of the research, materials, methods, techniques instruments that were used to collect information, the population and the description of the intervention plan. ***The Results*** that are presented through tables and figures with the corresponding interpretation and logical analysis. Next, ***The Discussion***, which includes a general analysis about the results obtained, and finally ***The Conclusions and Recommendations*** which highlight the significance or usefulness of the research.

d. LITERATURE REVIEW

SHORT STORIES

Integrating short stories in the English classroom has been considered to be a way of having access to authentic materials that appeal to learners of all ages, since they would rather read something according to their preferences instead of academic texts.

Short Stories can be used also as a tool to improve the oral production skills on students. Through short stories, students will produce the language by repeating what their favorite writers had said before.

According to the Merriam-Webster Dictionary (2019), a short story is “an invented prose narrative shorter than a novel usually dealing with a few characters and aiming at unity of effect and often concentrating on the creation of mood rather than plot.” In the Collins Dictionary (2019), “a short story is a written story about imaginary events that is only a few pages long”

Short stories are narratives that usually are shorter than a novel and include less characters. They have a single effect conveyed in only one or a few significant episodes or scenes. Also, its form encourages economy of setting, a concise narrative, and the omission of a complex plot; characterization is disclosed in action and dramatic encounters are seldom fully developed (Hansen A. J., 2019).

Short stories are mostly a short narrative and have few features. The standard features include exposition, complication, crisis, climax, and resolution of the crisis. It also presents one aspect of the life of a character.

It could be an incident, an event, a description of a feeling, or even a simple act and can also impact a reader and even inspire them. The characters also share their innermost thoughts, their motives, their feelings, their emotions, and different notions.

Short Story Genres

Education Bureau (2019), states that short stories include a wide range of different genres, which are detailed below.

Fables and animal tales.

Fables are stories that feature animals, plants or forces of nature as characters. There is a moral lesson explicitly expressed at the end of the story. For example:

- ‘The Fox and the Crow’ is one of Aesop’s Fables.
- ‘The Frog in the Shallow Well’ is a Chinese fable.
- ‘Rikki Tikki Tavi’ is a modern fable written by Rudyard Kipling.

Folktales and fairy tales.

Folktales include a wide range of traditional narratives including myths, legends, fables, fairy tales and tales about ordinary people. Fairy tales are folktales that feature imaginary characters such as fairies, giants or talking animals. The stories tend to be about royalty and the events are magical.

For example:

- ‘The Fisherman and His Wife’ by The Brothers Grimm
- ‘The Emperor’s New Clothes’ by Hans Christian Andersen
- ‘The Happy Prince’ by Oscar Wilde

Ghost stories.

Ghost stories feature ghosts or other supernatural beings. They play on people's superstitious fears and beliefs. For example:

- 'The Legend of Sleepy Hollow' by Washington Irving
- 'Number 13' by M. R. James
- 'The Judge's House' by Bram Stoker

Horror stories.

Horror stories explore the dark side of human nature. They play on people's psychological fears. For example:

- 'Young Goodman Brown' by Nathaniel Hawthorne
- 'The Tell-Tale Heart' by Edgar Allan Poe
- 'The Landlady' by Roald Dahl

Crime and mystery stories.

Crime stories or mystery stories often feature a clever detective who must solve a mysterious crime. These stories are also called detective stories.

For example:

- 'The Murders in the Rue Morgue' by Edgar Allan Poe
- 'The Red-headed League' by Sir Arthur Conan Doyle
- 'The Heroine' by Patricia Highsmith

Adventure stories.

Adventure stories feature strong characters engaged in a conflict, usually against the forces of nature. For example:

- 'Typhoon' by Joseph Conrad

- 'To Build a Fire' by Jack London
- 'The Most Dangerous Game' by Richard Connell

Love stories.

A love story features a romantic relationship between a man and a woman. Often, the romantic lovers must overcome obstacles before they can find their happy ending. For example:

- 'Bliss' by Katherine Mansfield
- 'A Lesson in Love' by O. Henry
- 'The Jilting of Jane' by H. G. Wells

Science fiction stories.

Science fiction stories usually explore how science and technology impact the future. Characters can include aliens, robots or other forms of artificial intelligence. For example:

- 'The Man Who Could Work Miracles' by H. G. Wells
- 'Travel by Wire!' by Arthur C. Clarke
- 'The Fun They Had' by Isaac Asimov

Modern stories with a 'twist'.

Some modern stories have a clear plot structure (rising action, climax, falling action), and end with a 'twist' or a surprise. For example:

- 'An Occurrence at Owl Creek Bridge' by Ambrose Bierce
- 'The Necklace' by Guy du Maupassant
- 'The Gift of the Magi' by O. Henry

Modern ‘slice-of-life’ stories.

Other modern stories have little plot structure, but focus on characterization, offering a ‘slice of-life’ snapshot of a character in conflict.

For example:

- ‘The Horse Dealer’s Daughter’ by D. H. Lawrence
- ‘The Garden Party’ by Katherine Mansfield
- ‘Old Man at the Bridge’ by Ernest Hemingway

How to Select Short Stories

Gómez (2011) expresses that short stories “are easy to read with EFL learners, they are usually brief compositions, mostly dealing with one single plot. Learners can read them in a short period of time and become motivated to hold class discussions”.

To select the stories, it is important to consider certain points.

- The student’s cultural background
- The student’s linguistic proficiency
- The student’s literacy background
- The student’s age and level of understanding.
- Interesting texts
- Availability and suitability of the text.

Activities to Use with Short Stories.

Short stories are an important tool to improve oral production, depending on how the teacher uses them. Pardede (2011) presents the following

activities that teachers can assign to develop students speaking skills by using short stories.

Reading aloud.

The students read the story aloud as a chain activity. The first student reads the first sentence. The second student takes the second sentence, the third student reads the third sentence, and so on. Such activity will enhance students' pronunciation and fluency in an interesting way. It is suitable for elementary class.

Retelling.

In an upper intermediate class, the students retell the story as a chain activity in small groups. Each student will have a lot of opportunities to practice the relevant connectors or other discourse markers in a meaningful context. (They certainly should have been given a list of the connectors and discourse markers beforehand.)

Role play.

An extending activity useful to develop students' speaking skill and to make students more involved in the story is role-play. This can be carried out by asking students to play the role of several characters, i.e. by instructing them the followings: a. Imagine you are Jackson. Tell your partner (acting as his father) why you were late coming from the garage. Make sure you are convincing. b. Suppose you are the receptionist of the garage in which Jackson took the car. Tell Jackson's father about the car.

This research introduces short stories as a tool to improve oral production. It starts with the definition of it, which is an invented prose narrative shorter than a novel usually dealing with a few characters and aiming at unity of effect and often concentrating on the creation of mood rather than plot. It is also describing the genres of short stories, the aspects to consider to select them and the activities to use them in a class focused on oral production.

ORAL PRODUCTION

Oral Skill, Proficiency or Production

It is not possible to talk about oral production without involving listening (as a receptive skill of understanding) and speaking (as a productive skill) as a two-way process where a response is expected (Peña, 2009). According to this statement, learners require to be taught to speak and at the same time to listen, otherwise they will not be able to develop the ability correctly.

Hymes (as cited by Fuentes, 1972) states that oral production is “the capacity to communicate effectively within a particular speech community that wants to accomplish its purposes.” In the same way, Chastain (as cited by Fuentes, 1998) suggests that “speaking is a productive skill and it involves many components”. Speaking involves more than making the right sounds, choosing the right words, or getting the construction grammatically correct. According to Bygate (as cited by Fuentes, 1987) speaking is “a skill

which deserves attention as much as the literacy in both native and foreign languages.”

Fisk (as cited by Garbati, J. F. & Mady, C. J. , 1969) defines oral proficiency as an “ability to express one’s thoughts, limited only by vocabulary and knowledge of [language] structure” or “merely the ability to imitate accurately the spoken sounds of the second language and to respond with an appropriate dialogue line if one is asked a familiar question” (p. 65).

All the authors mentioned before agree that oral production is a productive skill that need to be developed so the user will be able to perform it appropriately on a daily basis. To develop the skill, students need to work on specific areas.

According to Sukmaya Komarudin (2008), there are five areas generally recognized of speech process:

- Pronunciation (including the segmental features vowels and consonants and the stress and intonation pattern).
- Grammar
- Vocabulary
- Fluency (the ease and speed of the flow of speech)
- Comprehension, for oral communication certainly requires a subject to respond to speech as well as to initiate it.

Components of Speaking Skills.

Pronunciation.

Pronunciation is the “Appropriate intonation and correct articulation of English sounds.” (Pomposo Yanes, 2016) Pronunciation is the way in which a word or a language is spoken. This may refer to generally agreed-upon sequences of sounds used in speaking a given word or language in a specific dialect ("correct pronunciation"), or simply the way a particular individual speaks a word or language.

A word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the duration of the cultural exposure of their childhood, the location of their current residence, speech or voice disorders, their ethnic group, their social class, or their education. (Beech, Hilton-Jones, & Harding, 1993)

Suprasegmental features of pronunciation.

“Suprasegmental or Prosodic Feature, in phonetics, a speech feature such as stress, tone, or word juncture that accompanies or is added over consonants and vowels; these features are not limited to single sounds but often extend over syllables, words, or phrases.”

"Suprasegmental features are important for marking all kinds of meanings, in particular speakers' attitudes or stances to what they are saying (or the person they are saying it to), and in marking out how one utterance relates to another (e.g. a continuation or a disjunction). Both the forms and functions of suprasegmentals are less tangible than those of consonants

and vowels, and they often do not form discrete categories." (Richard Ogden, 2009)

Common Suprasegmental Features.

Vowels and consonants are considered to be small segments of the speech, which together form a syllable and make an utterance. Specific features that are superimposed on the utterance of the speech are known as supra-segmental features. Common supra-segmental features are the stress, tone, and duration in the syllable or word for a continuous speech sequence. Sometimes even harmony and nasalization are also included under this category. Supra-segmental or prosodic features are often used in the context of speech to make it more meaningful and effective. Without supra-segmental features superimposed on the segmental features, a continuous speech can also convey meaning but often loses the effectiveness of the message being conveyed.

Accuracy.

Accuracy is the grammatical correctness in the use of the language. Accuracy refers to correctness of the learners' use of the language system, including their use of grammar, pronunciation and vocabulary. Accuracy is often compared to fluency when we talk about a learner's level of speaking or writing. (BBC British Council, 2019)

Accuracy in the classroom.

Language manipulation activities can help develop accuracy. These include controlled practice, drills, the study and application of grammar rules, and activities that help students to 'notice' their own mistakes.

Fluency.

Fluency is the “Fluent expression with few pauses and hesitations.” (Pomposo Yanes, 2016) Fluency in a language means speaking easily, reasonably quickly and without having to stop and pause frequently.

Oral fluency or speaking fluency is a measurement both in production and reception of speech, as a fluent speaker must be able to understand and respond to others in conversation. “Spoken language is typically characterized by seemingly non-fluent qualities (e.g., fragmentation, pauses, false starts, hesitation, repetition) because of ‘task stress.’ (Guillot, 1999).” How orally fluent is a person, can be understood in terms of perception as expected and natural (i.e., fluent) or unusual and problematic (e.g., non-fluent).

How to Teach Oral Production.

Nunan (2003), proposes at least three principles for teaching oral production.

- Give students practice with both fluency and accuracy. Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations

or unnatural pauses, false starts, word searches. The teacher must provide students with fluency-building practice and realize that making mistakes is a natural part of learning a new language.

- Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk. It is important for language teachers to be aware of how much they are talking in class so they don't take up all the time the students could be talking. It means that it is better work in pairs. Group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons.
- Design classroom activities that involve guidance and practice in both transactional and interactional speaking. When we talk with someone outside the classroom, we usually do so for interactional or transactional purposes. Interactional speech is communicating with someone for social purposes. Transactional speech involves communicating to get something done, including the exchange of goods and/or services.

Strategies to Develop Oral Production.

There are many teaching strategies that have been useful to assist students learning of oral skills development. Garbati (2015) limits the discussion to the following strategies: explicit teaching, scaffolding, providing authentic encounters, planned and spontaneous presentations, task planning, fluency activities, questioning, role-play, and assessment and feedback.

Explicit teaching.

Explicit teaching inside the classroom is used to enhance accuracy and expand the range of topics to engage students. Explicit teaching of components, such as: syntax, grammar, vocabulary, pronunciation and use; is necessary and provide learners engagement with the L2.

Researchers agree that a combination of explicit teaching plus opportunities for meaningful and authentic communication helps promote L2 production. Gibbons (as cited by Garbati, J. F. & Mady, C. J. , 2007) states that teachers should “review research in L2 acquisition and systemic functional linguistics and, in particular, explore how classroom discourse mediates academic language learning in the ESL context.”

If subject teaching is planned, specific contexts to develop academic language will be provided. Classroom discourse needs to include general discourse and discipline-specific discourse.

Scaffolding.

Gibbons (as cited by Garbati, J. F. & Mady, C. J. , 2007) refers to scaffolding as “the means whereby a student is able to carry out a task that, alone, he or she would be unable to complete” (p. 703). Scaffolding is a momentary support used by teachers to help learners at the moment to show that they are able to produce the target language.

Scaffolding is also beneficial because students learn to do something while they complete the activity because they know how to do it. Providing operative scaffolding allows teachers to maintain high expectations of

learners while also guiding learners to complete tasks successfully. “Scaffolding instruction integrates L2 instruction in content-area classes, which may enable L2 learners to demonstrate their knowledge without overly relying on L2 skills.” (Garbati, J. F. & Mady, C. J. , 2015)

Scaffolding supports oral skills development. Providing opportunities for students to work together to complete joint production activities can offer occasions where students produce higher quality speech than they would have preparing on their own.

Providing authentic encounters.

Another teaching strategy that was found to be successful for L2 oral language development is to provide opportunities for students to engage in authentic oral encounters.

One practical way of encouraging students’ development of their L2 is to provide them with multiple, complex opportunities to speak about academic topics throughout the school day (Soto-Hinman, 2011, p. 21). In order to judge the provision of such opportunities, teachers could monitor, and with appropriate permissions record, the learners’ use of language over an identified period of time. In doing so, they can reflect on their own instructional practices and how they may impact student achievement positively or negatively.

Soto-Hinman (2011) found that participants are often surprised at how much talking the classroom teacher does, how much of the interaction in

the class is lecture-based, even though the teacher's aim is to develop the learners' oral language. (Garbati, J. F. & Mady, C. J. , 2015)

Planned and spontaneous presentations.

Providing students with opportunities for planned and spontaneous presentations is a practice that can be used to promote authentic encounters. Bunch (as cited by Garbati, J. F. & Mady, C. J. , 2009) summarizes that it is important for learners to grasp both the features of an L2 and the ways in which they can engage in classroom participation structures and routines.

Higher levels of proficiency can only be attained through extensive language production and comprehension activities. In order to increase learners' L2 development, students need to interact with teachers and peers in both structured practice situations as well as in spontaneous conversation.

Task planning.

Planning for a task can promote L2 oral development as research has shown that some of the benefits of planned speech come at the actual task planning stage. In pre-task planning, students are given a limited amount of time prior to completing the task.

Fluency Activities are benefits that come with task planning and rehearsing may include fluency improvement. Based on work by Skehan and Foster (1999), Ellis (2009) suggests that fluency can be defined as "the

capacity to use language in real time, to emphasize meanings, possibly drawing on more lexicalized systems”.

Questioning.

Questioning may even be the most common strategy to engage with L2 students (Zwiers, 2007). Kao, Carlin, and Hsu (2011) examined teachers' questioning techniques in a three-week intensive drama-oriented L2 course where data were collected in the form of audio and video recorded classroom observations. It was found that teachers used questions (e.g. confirming and clarifying questions) to gather new information from students, to contribute to the content of the drama scenes, or to remodel students' inaudible or grammatically incorrect utterances. It means that through appropriate questioning techniques, L2 learners can carry out natural interaction in an L2 classroom

Role play.

Role-play gives learners an opportunity to act at life-like situations so that they can learn conversational linguistic and behavioral structures for particular situations (New Brunswick Department of Education, 1996).

It is important that questions elicit language that requires elaboration rather than simply one-word responses. (Garbati, J. F. & Mady, C. J. , 2015) If open-ended questions are used, then students have multiple ways to enter into, and extend, a conversation. When students are asked a question, they should be encouraged to elaborate on the answer. When students are

not aware of how to elaborate, teachers should guide students as to why and how to elaborate.

Assessment and feedback.

The quality and type of assessment and feedback provided to L2 learners plays an important role in learners' oral language development. Corrective feedback emphasizes both the negative and positive evidence in students' L2 development. (Lyster & Saito, 2010)

In practical terms, when interacting with L2 students on a one-on-one or small group basis, teachers can rephrase a student's incorrect oral response and prompt them to offer an improved version. The use of audio or video recordings of students' oral (formal) presentations may guide teachers' use of feedback strategies. (Garbati, J. F. & Mady, C. J. , 2015)

Listening to recordings or watching videos alongside students can provide opportunities for teachers to explicitly correct L2 learners as well as raise their awareness of their own oral skill development. In implementing corrective feedback, it is important for teachers to use strategies that suit the needs and goals of their learners.

How to Assess Oral Production.

Create a Rubric.

Teachers must choose the criteria on which to grade students oral production like pronunciation, fluency and accuracy, and list them along the left side of the page. Then create an even number of columns along the top of the page.

Pronunciation.

When evaluating the pronunciation of the students, it is important to listen for clearly articulated words, appropriate pronunciations of unusual spellings, and assimilation and contractions in suitable places.

Accuracy.

As the students speak, listen for the grammatical structures and tools that they already know. Are they able to use multiple tenses? Do they have agreement? Is word order correct in the sentence?

Fluency.

Fluency does not improve at the same rate as other language skills. Fluency is a judgment of the ease of communication and is an important criterion when evaluating speaking.

This research introduces oral production as the problem to be solved in the research. It starts with the definition of oral production, which is the capacity to communicate effectively within a particular speech community that wants to accomplish its purposes. It also describes the main descriptors, fluency, pronunciation, accuracy and creativity.

After, several strategies are introduced to develop oral production that are: explicit teaching, scaffolding, providing authentic encounters, planned and spontaneous presentations, task planning, role play and assessment feedback. These strategies will be used to prompt students to work in class and produce the language, which is the core of the research.

e. MATERIALS AND METHODS

Materials

The completion of this research was carried out with the collaboration of human, technical, and material resources. The human participants that took part in the investigation were students of Elementary-1 class, they participated actively in all the activities planned using short stories, the researcher who conducted the investigation, the teacher in charge of the subject who provided the necessary feedback to improve the classroom management and lesson plans, and the thesis advisor who was always giving advice to complete this work correctly. In respect to technical resources, a computer, printer, and the internet were fundamental to obtain the best information and provide students with the best material. Similarly, a camera, a voice recorder, speakers and a projector were used to collect and provide information during the course of the class. Ending up, the material resources like lesson plans, worksheets, flashcards, and videos were essential for involving students in the teaching-learning process.

Design of the Research

The present research was based on Action Research design, which is defined by Mills (as cited by Creswell, 2012) as “systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning”. This author proposes the following steps: identifying a research problem,

reviewing the literature, specifying a purpose for research, collecting data, analyzing and interpreting the data, and reporting and evaluating research.

Considering the steps proposed by Creswell, this research was carried out in the following manner. First, through a non-participant observation to the Elementary-1 students was identified oral production as a weakness. Second, based on the resources available, short stories were selected as a solution to the problem. Third, the necessary information was identified and collected in the literature review. Fourth, an intervention plan was designed following the model Engage-Study-Activate proposed by Jeremy Harmer. Fifth, the data collected was analyzed and interpreted. Sixth, the intervention plan was implemented, and seventh step was to reflect on the results obtained.

Methods, Techniques and Instruments

Methods.

During the development of this research work different methods were used. They were:

The scientific method provided the study of Short Stories and how to develop oral production, theory that was applied during the intervention. This method facilitated the prediction of the possible solution, as well as assisted the collection of data to make relevant predictions and the analysis of it.

The descriptive method eased the description of resources used by the researcher. It served to explain the object of the investigation.

The analytic-synthetic method was used to tabulate the results of the pre-test and post-test, Pre Questionnaire and Post Questionnaire, the reflective journal and observation sheet. It was also used to make the interpretation of the data, the logical analysis and draw up the conclusions.

The statistical method was utilized to make both the quantitative statistical analysis of the data obtained from the tests and questionnaires, and the qualitative analysis of the data obtained during the observations and journals.

Techniques and instruments.

Since this work is an action research, to collect both quantitative and qualitative information some instruments were applied.

Test.

Tests allowed participants to perform activities in relation to oral production. The pre-test was done to measure students' speaking skill. Meanwhile, the post-test was applied after using short stories to measure their progress in their speaking. The test contained five questions which were directed to measure accuracy, fluency and pronunciation. To evaluate accuracy, the first and second questions were used, the third and fourth questions evaluated students' fluency capacity. Finally, the fifth question was important to determine their level on pronunciation.

Questionnaire.

The researcher made a questionnaire that was administered to the participants. It contained four questions. The first one was a yes/no

question, the second, third, and fourth ones were multiple-choice questions. These questions provided information about students' attitudes towards short stories. They were applied at the beginning and end of the intervention plan.

Observation sheet.

To examine students' performance in each class, an observation sheet was designed and used to make notes of students' progress.

Reflective Journal.

A reflective journal was important to register what happened class by class, specifically how students reacted to the activities proposed in the lesson plans.

Population.

The participants of this research were six students of Elementary-1, morning session at 'English Speak Up Center'. They were all about twelve to seventeen years old, three girls and three boys.

Description of the intervention plan.

Considering that this research was conducted according to an action research model proposed by Creswell, five phases were followed: initial reflection, planning, action, observation and reflection.

Phase 1. Initial reflection

In this phase, the researcher observed students in class and concluded that they were not involved in speaking tasks, and their oral production was deficient.

Phase 2. Planning.

After the initial reflection, an intervention plan based on the ESA model proposed by Jeremy Harmer, (2007) was developed. This model includes the phases Engage, Study and Activate.

During the ESA stages, the activities: reading aloud, retelling and role play were applied respectively to improve students' oral production.

Phase 3. Action.

This phase was determined to apply the intervention plan. Forty hours divided into eight weeks were necessary to compile information and to apply the lesson plans. To enforce the pre-test and post-test and Pre Questionnaire and Post Questionnaire, one hour was taken from the first session and one hour in the last one.

Phase 4. Observation.

To collect information about the response of the students towards the strategy used, this stage attempted to collect data through an observation sheet and a reflective journal. This phase was carried out parallelly with the action phase.

Phase 5. Reflection.

After the application of the intervention plan, the researcher analyzed critically the data and concluded how effective were short stories among Elementary-1 students for improving their oral production.

f. RESULTS

This section explains how objectives proposed in this action research were fulfilled.

The first objective was reached finding information about short stories such as: definition, genres, how to select them, activities to use with short stories, and about oral production its definition, and components, how to teach oral production, strategies, and how to assess oral production. This literature was found in different resources like: thesis, papers, articles, dictionaries, classical papers, web sites and books. This information was important to develop the intervention, instruments, pre-test/post-test and Pre Questionnaire/Post Questionnaire, the rubric and, the grading scale.

The second objective was fulfilled with the results obtained in the pre-test, which was applied to the students in the first session of the intervention plan. The results of the pre-test are showed in Table 1. The third objective was accomplished with the intervention plan which was developed taken into account three stages Engage, Study and Activate. Each lesson was elaborated using the different short stories and following the activities reading aloud, retelling and role play to improve pronunciation, fluency and accuracy. The fourth objective was attained through the comparison of the Pre Questionnaire/Post Questionnaire results, that are displayed in the Tables 2, 3, 4, and 5. The fifth objective was completed with the post-test findings that validated and confirmed the students' improvement. These findings are shown in Table 6.

Pre-test Results

Objective Two: To diagnose the issues that limit the development of oral production among Elementary-1 students at English Speak Up Center, Morning session, in Loja city during 2019-2020 school year.

a. Table 1

Pre-test Scores of the Elementary-1 Students in Oral Production

Students' code	P <i>/2</i>	A <i>/4</i>	F <i>/4</i>	Score <i>/10</i>
ESUCE1 01	1.0	0.5	1.0	2.5
ESUCE1 02	1.5	3.8	2.5	7.8
ESUCE1 03	1.2	2.4	0.0	3.6
ESUCE1 04	1.0	2.2	1.3	4.5
ESUCE1 05	2.0	3.7	2.5	8.2
ESUCE1 06	0.8	0.4	0.0	1.2
MEAN	1.3	2.2	1.2	4.7

Note. ESUC= English Speak Up Center, E1= Elementary-1, 01= Student's code, P= pronunciation, A= accuracy, F= fluency.

b. Interpretation and Analysis

The findings in Table 1 shows the general mean score students of Elementary-1 obtained in oral production, which is 4.7/10. This result reflected that students were in a below average qualitative score range (see grading scale on page 123)

Analyzing the results students obtained, the highest mean score was in pronunciation 1.3/2. Students pronounced the words related to numbers and continents, with the correct stress, appropriate intonation and right articulation of English sounds, but it is important to mention that they had difficulties pronouncing the sounds /θ/, /ʒ/ and the vowels. On the other

hand, the lowest mean score students reached was 1.2/4 in fluency. It means that that students struggled in speaking easily, reasonably, quickly, and in using the appropriate vocabulary.

In conclusion, students' results showed they did not communicate effectively and they present problems in fluency. Even though they understood what was the question about, their answers were not appropriate. Their nervousness and lack of vocabulary were a factor to make a lot of pauses while they were trying to answer. According to Hymes (as cited by Fuentes, 1972) oral production is "the capacity to communicate effectively within a particular speech community that wants to accomplish its purposes."

Comparison of the Pre Questionnaire and Post Questionnaire

Results

Objective Four: To apply the most suitable short stories in order to improve the oral production among Elementary-1 students at English Speak Up Center, Morning session, in Loja city during 2019-2020 school year.

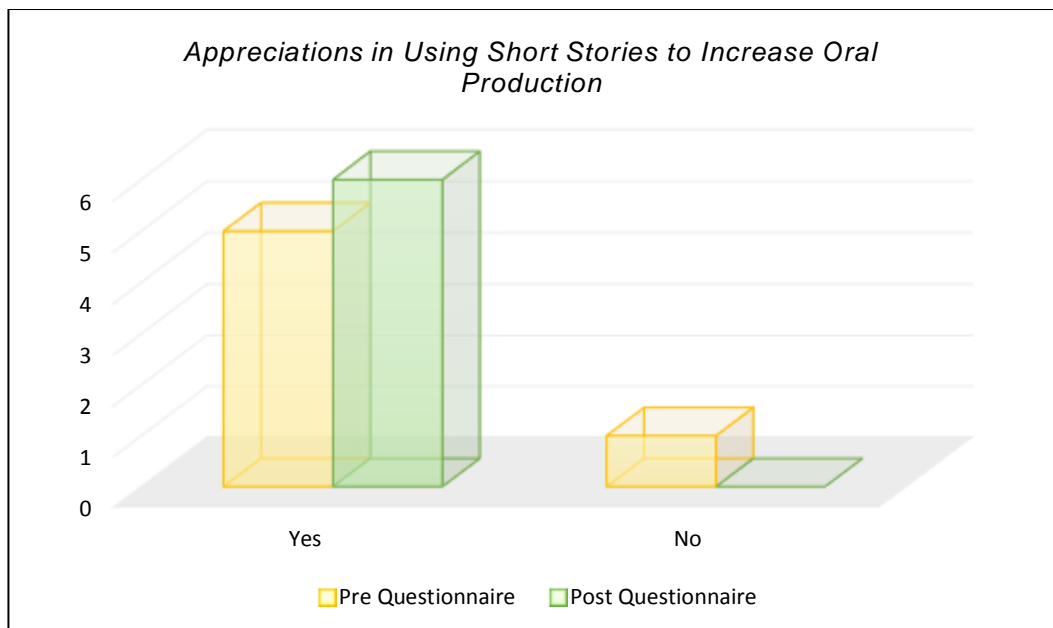
Question 1: Do you consider that the use of short stories increases the oral production in class?

a. Table 2

Appreciations in Using Short Stories to Increase Oral Production

Options	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Yes	5	83	6	100
No	1	17	0	0
Total	6	100	6	100

b. Figure 1



c. Interpretation and Analysis

According to the results gathered in Table 2, many students (83%) answered positively that the use of short stories increases the oral production in class. This means that students were familiarized with the strategy and how it was favorable to produce the language. Whereas, after the intervention plan all the students (100%) said that the use of short stories increased their oral production in class. Students affirmed that short stories are a good strategy to increment their vocabulary, correct their pronunciation, improve their accuracy, and speak fluently.

Short stories as Gómez R, (2011) says “are easy to read with EFL learners because they are usually brief compositions, mostly dealing with one single plot. Learners can read them in a short period of time and become motivated to hold class discussions”.

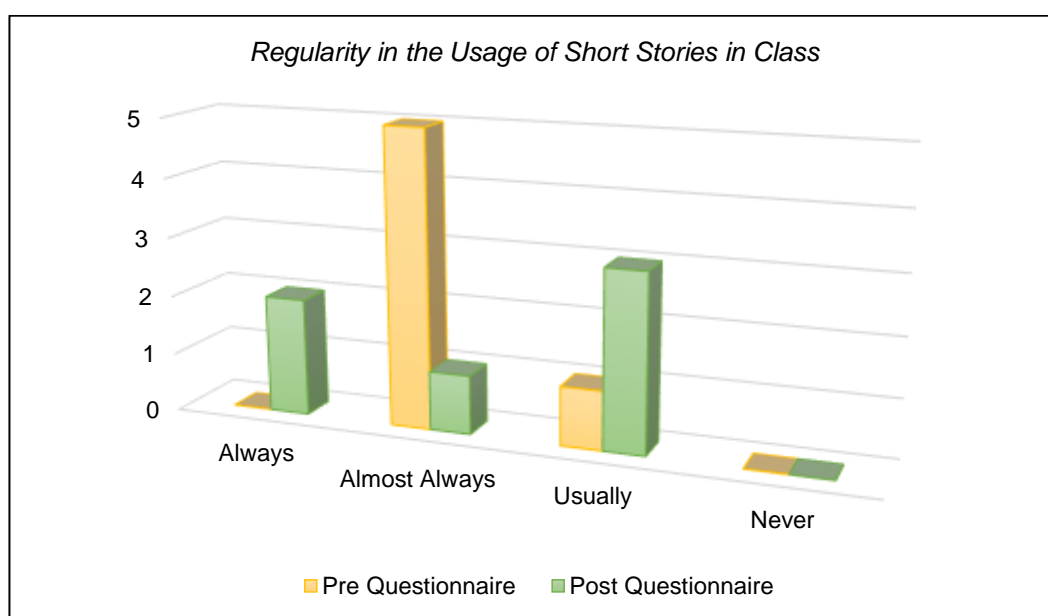
Question 2: How often do you consider that short stories should be used in class?

a. Table 3

Regularity in the Usage of Short Stories in Class

Options	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Always	0	0	2	33
Almost Always	5	83	1	17
Usually	1	17	3	50
Never	0	0	0	0
Total	6	100	6	100

b. Figure 2



c. Interpretation and Analysis

The results in Table 3 show that many students (83%) considered that short stories should be almost always used in class. Students considered that the constant use of short stories are beneficial for them to improve their oral production. Short stories are an engaging resource that increase their results if they are used most of the classes. After the application of the

intervention plan, half of students (50%) considered that short stories should be usually used in class. It is because they ponder short stories that are useful to hold discussions, debates and performances which encourages them to practice their oral production.

Short stories as Gómez R, (2011) says that “learners can read them in a short period of time and become motivated to hold class discussion.

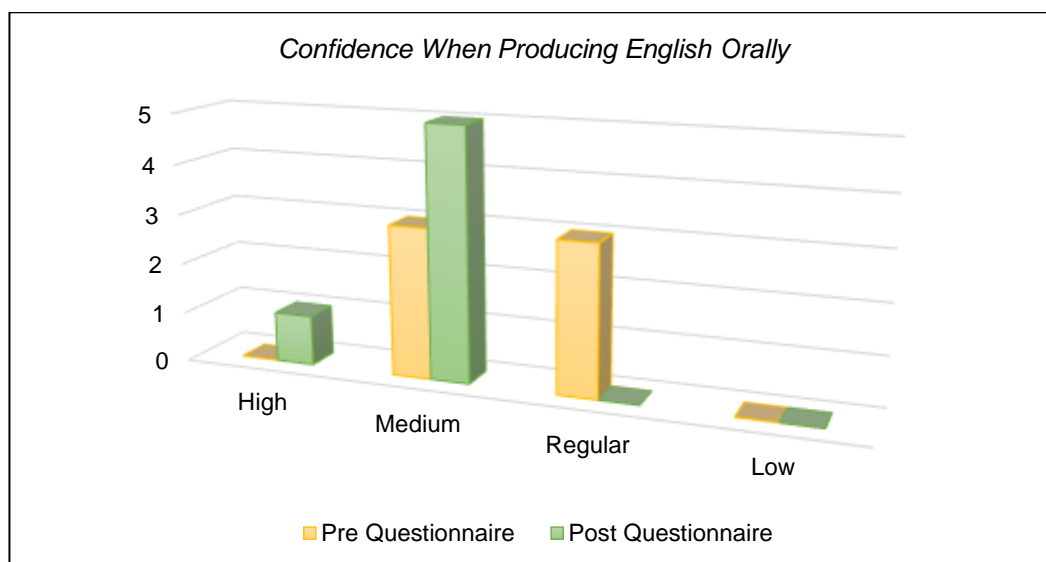
Question 3: What is your level of confidence when producing orally English in class?

a. Table 4

Confidence when producing English orally

Options	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
High	0	0	1	17
Medium	3	50	5	83
Regular	3	50	0	0
Low	0	0	0	0
Total	6	100	6	100

b. Figure 3



c. Interpretation and Analysis

The results in Table 4 state that half of the students (50%) had regular and medium level of confidence when they were producing English in class. They did not have the ability to speak clearly when they needed to express ideas and feelings. They stated that their classmates made them feel nervous with the comments that they did while they were talking. In addition, their mistakes in pronunciation made them avoid all types of speaking performance. Students stated that they did not want to feel judged and that all the critics made by their classmates make them lose their confidence. While after the intervention plan, many students (83%) expressed that they felt medium level of confidence when they produced the language. The strategy helped them to express ideas, feelings and thoughts correctly. Students learned to use the appropriate vocabulary to express themselves through the foreign language, and the knowledge that they acquired increased their confidence to speak clearly and being certain of what they were saying.

According to Literary Devices, (2019) "A short story presents one aspect of the life of a character. A short story can also impact a reader and even inspire them." It helps readers to become confident to express themselves after reading the story.

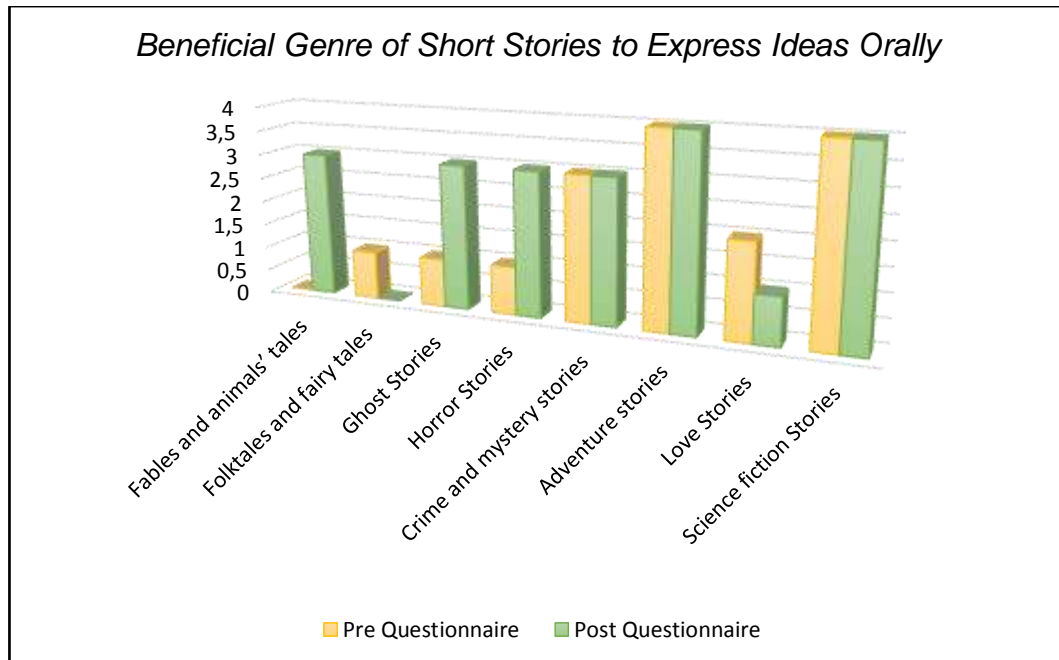
Question 4: What genre of short story do you consider more beneficial when you express ideas orally? You can select more than one answer.

a. Table 5

Beneficial Genre of Short Stories to Express Ideas Orally

Options	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Fables and animals' tales	0	0	3	15
Folktales and fairy tales	1	6	0	0
Ghost Stories	1	6	3	14
Horror Stories	1	6	3	14
Crime and mystery stories	3	19	3	14
Adventure stories	4	25	4	19
Love Stories	2	13	1	5
Science fiction Stories	4	25	4	19
Total		100		100

b. Figure 4



c. Interpretation and Analysis

The results in Table 5 state that 25% of students consider that Adventure and Science fiction stories are more beneficial to express their ideas in oral

production. They indicated that these genres include stories that they have previously read and were easy to understand. Additionally, these genres helped them to produce the language with confidence. After the intervention plan, 19% of students stated that Adventure Stories and Science Fiction stories still have the same impact on them and restated they as most beneficial to express ideas orally.

Post-test Results

Objective Five: To validate the effectiveness that short stories had in the improvement of oral production among Elementary-1 students at English Speak Up Center, Morning session, in Loja city during 2019-2020 school year.

a. Table 6

Post-test Scores of the Elementary-1 Students in Oral Production

Students' code	P /2	A /4	F /4	Score /10
ESUCE1 01	1.8	3.2	2.0	7.0
ESUCE1 02	2.0	4.0	4.0	10.0
ESUCE1 03	1.8	4.0	3.0	8.8
ESUCE1 04	1.8	3.6	3.5	8.9
ESUCE1 05	2.0	4.0	4.0	10.0
ESUCE1 06	1.5	0.8	1.5	3.8
MEAN	1.8	3.3	3.0	8.1

Note. ESUC= English Speak Up Center, E1= Elementary-1, 01= Student's code, P= pronunciation, A= accuracy, F= fluency.

b. Interpretation and Analysis

The findings in Table 6 show the general score students of Elementary-1 obtained, which is 8.1/10 in oral production. This result reflected that

students gathered an average qualitative score range. (see grading scale on page 123). Analyzing the results, the highest mean score was 1.8/2 in pronunciation. It means that students overcame their difficulties in pronouncing words with the correct stress, appropriate intonation and right articulation of English sounds, especially with correct pronunciation of the sounds /θ/, /ʒ/ and the vowels. On the other hand, students achieved the lowest mean score in fluency that was 3/4. It shows that students improved significantly their oral production. Students could communicate but not fluently. Consequently, analyzing the pre-test results the three aspects covered as pronunciation, fluency and accuracy were improved. According to Khorashadyzadeh, (2014) short stories are beneficial to practice oral production. “Students can narrate the story in their own words, give chronological sequences of events, paraphrase or give a summary of the story. Besides, students can do role play of some parts of the story, or dramatize the characters on it.”

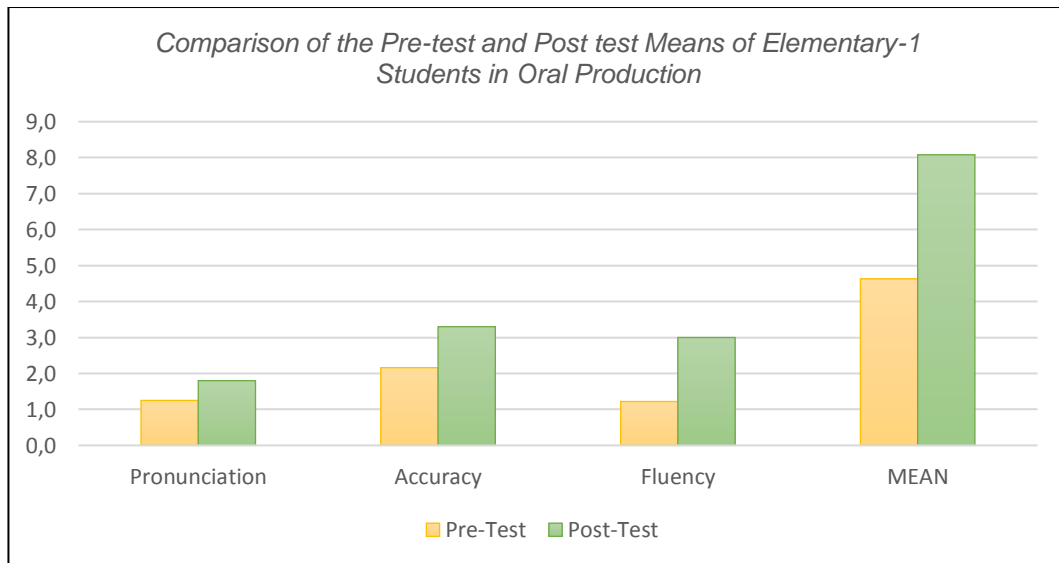
Comparing Pre-test and Post-Test Means

a. Table 7

Comparison of the Pre-test and Post-test Means of Elementary-1 Students in Oral Production

Aspects	Pre-Test	Post-Test
Pronunciation	1.3	1.8
Accuracy	2.2	3.3
Fluency	1.2	3.0
MEAN	4.7	8.1

b. Figure 5



c. Interpretation and Analysis

As it is shown in Table 7 and Figure 6, students improved significantly their oral production through the use of short stories, which is proved with the increase of 3.4 points that students obtained from the pre-test mean score of 4.7/10 to the post-test mean score of 8.1/10. The main improvement that students gathered was in the aspect of fluency, which is verified with the mean score of 1.2/4 in the pre-test and with the mean score of 3/4 points in the post-test. In summary, it is evident that short stories were effective in the improvement of students' oral production. Students pronounce the continents and numbers with precision and they were able to follow grammatical patterns to form sentences.

g. DISCUSSION

The results of the investigation SHORT STORIES TO IMPROVE ORAL PRODUCTION AMONG ELEMENTARY-1 STUDENTS AT ENGLISH SPEAK UP CENTER, MORNING SESSION IN LOJA CITY DURING 2019-2020 SCHOOL YEAR, evidence that students reached an average level in the qualitative score range, which is backed with the pre-test mean score of 4.6/10 and the post-test mean score of 8.1/10. These results showed that students improve significantly their oral production.

Murdoch, (2002) says that “short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance ELT courses for learners” Also, according to Oster, (1999) short stories give students “the opportunity to come up with their own insights, helping them to speak the language in a more imaginative way”.

To improve students’ oral production, three aspects were established: pronunciation, fluency and accuracy. The results gathered after the application of the pre-test showed that students’ expressed their ideas with difficulty and pausing a lot, their pronunciation was affected because they did not identify the sound of sounds /θ/, /ʒ/ and the vowels /ʊ/ and /ə/. because they confused them and mispronounce while they spoke and they communicate students did not identify grammatical structures and formed wrong sentences when they were speaking. However, after the application of the post-test, students overcame their weaknesses. Students expressed their thoughts pronouncing correctly the English phonemes, with an evident

improvement in their fluency, and using the grammatical structure they were asked for. Finally, based on the results obtained from the students, it is evident that short stories were essential to improve students' oral production.

The intervention plan applied in this research was based on the ESA model proposed by Jeremy Harmer. The model contains three phases and it was the key to succeed with the lesson plans developed for each class. Starting each class, the Engage phase was in charge of connecting students with the short story selected, they read aloud the short story to practice pronunciation. Next, the study phase was focused in teaching the necessary grammatical structures and students were asked to retell the story using the grammar they were taught. Ultimately, during the activation phase, students produced the language speaking. Students developed role play activities to practice their fluency. At first, students felt uncomfortable doing these activities. They were anxious and did not want to talk. At the beginning, the class was very quiet and only one or two students want to talk, but during the development of the classes, they started to feel relaxed and their attitude was improving toward the activities. They started to talk and give comments about the short stories, and were motivated to express themselves in class.

Fortunately, the researcher experienced more strengths than weaknesses. The environment for the class was appropriate in relation to the number of students. The classroom was provided with a projector, a

computer, speakers and the necessary didactic material such as: leaflets, flashcards, charts, and verbs wall map. The teacher support was fundamental, she was part of each class and participated along with the students during the development of the classes. It is important to highlight the support of the administrative staff. They were completely involved in the progress of the intervention plan, and also concern if there was required anything. The only limitation presented was the time. A class of five hours was tiring and there were occasions when students were exhausted and did not have the energy to learn.

Short stories as a strategy to improve oral production was effective and functional. The strategy contributed to enhance students in the production of the language. Students mastered pronunciation patterns, managed grammatical structures, they were aware of which tense use while they produced the language, and improved considerably their fluency. In addition, this was an innovative strategy for students. They worked with enthusiasm and cooperated to complete all the activities during the learning process. Learners also were confident when working in pairs and started to express their ideas orally during the class.

h. CONCLUSIONS

Students of Elementary-1 at English Speak Up Center presented issues when producing the English language orally. Their speaking was not fluent and accurate. They paused constantly, and had difficulties pronouncing the sounds /θ/, /ʒ/ and the vowels /ʊ/ and /ə/. Their speaking also showed grammatical mistakes, especially in the order of the words and in using vocabulary. So, students were unmotivated to participate in speaking activities.

The use of short stories like science fiction as a strategy in each class was the key to improve significantly the students' limitations in oral production presented in accuracy, fluency and pronunciation. Students speak clear and use the appropriate vocabulary and grammatical structures, with a clear pronunciation of the sounds /θ/, /ʒ/ and the vowels /ʊ/ and /ə/, so students produced the language more accurately and fluently.

Short stories were effective in the improvement of students' oral production. This strategy stimulated them to work cooperatively and actively in the performance of stories every class.

i. RECOMMENDATIONS

Starting each academic period, teachers should take a diagnostic test in order to obtain information about students' proficiency in oral production. After teachers evaluate students, they should apply activities such as: role play, retelling and reading aloud. These activities allow them to keep track of students' progress and be able to assist students in their oral production difficulties.

Teachers should use science fiction short stories to foster students creativity and imagination, and heighten students' oral production. The application of short stories is a way of having access to authentic materials appealing for learners of all ages. Short stories provide learners the chance to produce the language while they communicate with each other, and encourage them to improve their fluency, accuracy and pronunciation when they speak.

Teachers should usually use short stories as a prompting activity. Short stories give students the opportunity to learn out of their comfort zone and not only using text books. The content of the stories also keeps students connected with the class and prepares them to speak about the different topics in the learning process.

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k. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT

THEME

SHORT STORIES TO IMPROVE ORAL
PRODUCTION AMONG ELEMENTARY-1
STUDENTS AT ENGLISH SPEAK UP CENTER,
MORNING SESSION IN LOJA CITY DURING 2019-
2020 SCHOOL YEAR

This project as a previous requirement to
obtain the Bachelor's Degree in Sciences
of Education, English Language Major

AUTHOR

Amanda Del Cisne Hernández Chiriboga

LOJA – ECUADOR
2019

a. THEME

SHORT STORIES TO IMPROVE ORAL PRODUCTION AMONG
ELEMENTARY-1 STUDENTS AT ENGLISH SPEAK UP CENTER,
MORNING SESSION IN LOJA CITY DURING 2019-2020 SCHOOL YEAR

b. PROBLEM STATEMENT

Background

The present research work will be carried out at English Speak Up Center during the 2019-2020. school year This prestigious institute was founded in February 18th, 2004 as Centro de Capacitación Ocupacional Servicios Pedagógicos Integrados 'English Speak Up Center'. Following and obeying the new legal corpus that regulates occupational centers, this institution changes its name to Centro Particular de Enseñanza de Idiomas 'English Speak Up Center'.

There are 3 teachers covering different classes, and around 50 students in courses at different times. The courses are addressed to children, teenagers and adults who has as objective the learning of a new language. The institutions offer preparation for international exams, personalized classes, regular courses, summer courses and translation services. The mission of this institution is 'To respond the demand of learning English as a foreign language, through a diverse educational offer which satisfy both general and specific interests.'

Current situation of the research problem

One of the goals of the Ecuadorian Curriculum for English as Foreign Language in Educación General Básica and Bachillerato General Unificado is to "Appreciate the use of English Language through spoken and written literary texts such as poems rhymes, songs, games and graphic short

stories in order to foster imagination curiosity and memory, while developing taste for oral and written literary texts (Ministerio de Educación, 2016)”.

According to Sepahvand, (2014), some students are not learning to speak maybe because they never have any opportunity to speak, and when the opportunity is available for them, they feel anxiety and are afraid of making mistakes and be bullied by their classmates. That will become the main reason why they avoid all kind of speaking activities. Pérez (as cited by Guerrero, 2010) states that when foreign language learners try to speak, the accuracy of their speech, the variety and precision of their words and the complexity of their utterances are highly influenced by some specific factors.

In addition, students have a lack of motivation to learn the language because of the situation that they face inside the classroom. On one side, public education, there are classrooms with 30 or 40 students, with this number of scholars, teacher cannot explain properly the four skills and they focus only on teaching grammar and filling the text book. This has become a reason why students are not learning to produce the language. On the other side, private education deals with less students in the classrooms but the complexity of their books make them feel scared to say the wrong answers becoming this the main problem for them to produce the language.

In response to this problem, this research project proposes to include in the class short stories to improve oral production increasing the student's accuracy, fluency and pronunciation and developing the class in an

enjoyable environment. This research will benefit Elementary-1 students since they will have opportunities to hear the sounds of the language, build vocabulary, and to improve their oral production.

Short Stories will engage student with activities that are going to be selected according to students' preferences and the contents planned in their books, these activities will make the class interesting and enjoyable at the same time.

Research Problem

Considering the aforementioned elements, it is essential to research the following problem:

HOW DO SHORT STORIES IMPROVE ORAL PRODUCTION AMONG ELEMENTARY-1 STUDENTS AT ENGLISH SPEAK UP CENTER, MORNING SESSION IN LOJA CITY DURING 2019-2020 SCHOOL YEAR?

Delimitation of the research

Timing.

This research will be developed during the 2019–2020 school year.

Location.

The present project will be applied at Centro Particular de Enseñanza de Idiomas 'English Speak Up Center' which is a private academy located in the city of Loja on Sucre between Azuay and Miguel Riofrío streets.

Participants.

The participants of this research are Elementary-1 students at 'English Speak Up Center'. They are all about twelve to seventeen years old; they

are six students, three girls and three boys and the candidate teacher of this study who is going to take part in the plan of action.

Subproblems.

- What theoretical and methodological references about short stories are adequate for improving the oral production among Elementary-1 students at English Speak Up Center, Morning session, in Loja city during 2019-2020 school year?
- What are the issues that limit the development of the oral production among Elementary-1 students at English Speak Up Center, Morning session, in Loja city during 2019-2020 school year?
- What are the phases to design the intervention plan that addresses the issues of oral production among Elementary-1 students at English Speak Up Center, Morning session, in Loja city during 2019-2020 school year?
- Which short stories are suitable for the improvement of oral production among Elementary-1 students at English Speak Up Center, Morning session, in Loja city during 2019-2020 school year?
- How effective is the application of short stories on oral production among Elementary-1 students at English Speak Up Center, Morning session, in Loja city during 2019-2020 school year?

c. JUSTIFICATION

The purpose of this research project is to improve oral production among Elementary-1 students at Centro Particular de Enseñanza de Idiomas 'English Speak Up Center', Morning session, in Loja city through an intervention plan based on short stories. In relation to oral production Bula Villalobos, (2015) states that it is "the ability to communicate effectively with others", it is considered a problem for students due to the difficulty for them to produce certain sounds the language. Short stories will improve and promote oral production, at the same time students will enhance their vocabulary, and will foster student's confidence and fluency at the moment of speaking.

Additionally, this research project will furnish some benefits to English major students such as: English major students at Universidad Nacional de Loja, English Speak Up Center students. To begin with, English Major students will gain experience on their classroom management and they will learn how to apply new and innovative strategies in class. Secondly, students from English Speak Up Center will improve their oral production in the target language. Thirdly, in-service teachers will receive new information and resources in oral production strategies such as short stories that will be useful for their future classes. Finally, research culture will be created by this project because it is based on the reflection of the action research design of this investigation.

To conclude with, this research work is a legal requirement which demands the Universidad Nacional de Loja for the graduation process as a Bachelor's Degree in Sciences of Education, English Language Specialization.

d. OBJECTIVES

General

- To improve oral production through short stories among Elementary-1 students at English Speak Up Center, Saturday session, in Loja city during 2019-2020 school year.

Specific

- To research the theoretical and methodological references about short stories and their application on oral production.
- To diagnose the issues that limit the development of oral production among Elementary-1 students at English Speak Up Center, Morning session, in Loja city during 2019-2020 school year.
- To design an intervention plan based on short stories in order to improve the oral production among Elementary-1 students at Speak Up Center, Morning session, in Loja city during 2019-2020 school year.
- To apply the most suitable short stories in order to improve the oral production among Elementary-1 students at English Speak Up Center, Morning session, in Loja city during 2019-2020 school year.
- To validate the effectiveness that short stories had in the improvement of oral production among Elementary-1 students at English Speak Up Center, Morning session, in Loja city during 2019-2020 school year.

e. THEORETICAL FRAMEWORK

SHORT STORY

Integrating short stories in the English classroom has been considered to be a way of having access to authentic materials appealing for learners of all ages since they would rather read something according to their likes instead of academic texts.

Short Stories can be used also as a tool to improve the oral production skill in students. Through short stories, students will produce the language by repeating what their favorite writers had said before.

There are several definitions of short stories in dictionaries and defined by authors.

According to the Merriam-Webster Dictionary, (2019) a short story is “an invented prose narrative shorter than a novel usually dealing with a few characters and aiming at unity of effect and often concentrating on the creation of mood rather than plot”

The Collins Dictionary, (2019) says that “a short story is a written story about imaginary events that is only a few pages long”

In the book *A glossary of literary terms* a short story is a brief work of prose fiction, and most of the terms for analyzing the component elements, the types, and the narrative techniques of the novel are applicable to the short story as well. (Abrams, 2011)

It is a narrative that usually is shorter than a novel and includes less characters. Short story is concerned with a single effect conveyed in only one or a few significant episodes or scenes. Also, the form encourages economy of setting, concise narrative, and the omission of a complex plot; character is disclosed in action and dramatic encounter but is seldom fully developed (Hansen A. J., 2019).

As a short story is mostly a short narrative and has few features. The standard features include exposition, complication, crisis, climax, and resolution of the crisis. However, it is not essential that all short stories follow the same pattern.

A short story presents one aspect of the life of a character. It could be an incident, an event, a description of a feeling, or even a simple act. A short story can also impact a reader and even inspire them.

For persons who cannot read novels, enjoy reading the short stories. Moreover, in a short story, the characters also share their innermost thoughts, their motives, their feelings, their emotions, and different notions.

Short story Genres.

Short stories include a wide range of different genres detailed below by the Education Bureau, (2019)

Fables and animal tales.

Fables are stories that feature animals, plants or forces of nature as characters. There is a moral lesson explicitly expressed at the end of the story. For example:

- ‘The Fox and the Crow’ is one of Aesop’s Fables.
- ‘The Frog in the Shallow Well’ is a Chinese fable.
- ‘Rikki Tikki Tavi’ is a modern fable written by Rudyard Kipling.

Folktales and fairy tales.

Folktales include a wide range of traditional narratives including myths, legends, fables, fairy tales and tales about ordinary people. Fairy tales are folktales that feature imaginary characters such as fairies, giants or talking animals. The stories tend to be about royalty and the events are magical.

For example:

- ‘The Fisherman and His Wife’ by The Brothers Grimm
- ‘The Emperor’s New Clothes’ by Hans Christian Andersen
- ‘The Happy Prince’ by Oscar Wilde

Ghost stories.

Ghost stories feature ghosts or other supernatural beings. They play on people’s superstitious fears and beliefs. For example:

- ‘The Legend of Sleepy Hollow’ by Washington Irving
- ‘Number 13’ by M. R. James
- ‘The Judge’s House’ by Bram Stoker

Horror stories.

Horror stories explore the dark side of human nature. They play on people’s psychological fears. For example:

- ‘Young Goodman Brown’ by Nathaniel Hawthorne
- ‘The Tell-Tale Heart’ by Edgar Allan Poe

- 'The Landlady' by Roald Dahl

Crime and mystery stories.

Crime stories or mystery stories often feature a clever detective who must solve a mysterious crime. These stories are also called detective stories.

For example:

- 'The Murders in the Rue Morgue' by Edgar Allan Poe
- 'The Red-headed League' by Sir Arthur Conan Doyle
- 'The Heroine' by Patricia Highsmith

Adventure stories.

Adventure stories feature strong characters engaged in a conflict, usually against the forces of nature. For example:

- 'Typhoon' by Joseph Conrad
- 'To Build a Fire' by Jack London
- 'The Most Dangerous Game' by Richard Connell

Love stories.

A love story features a romantic relationship between a man and a woman. Often, the romantic lovers must overcome obstacles before they can find their happy ending. For example:

- 'Bliss' by Katherine Mansfield
- 'A Lesson in Love' by O. Henry
- 'The Jilting of Jane' by H. G. Wells

Science fiction.

Science fiction stories usually explore how science and technology impact the future. Characters can include aliens, robots or other forms of artificial intelligence. For example:

- ‘The Man Who Could Work Miracles’ by H. G. Wells
- ‘Travel by Wire!’ by Arthur C. Clarke
- ‘The Fun They Had’ by Isaac Asimov

Modern stories with a ‘twist’.

Some modern stories have a clear plot structure (rising action, climax, falling action), and end with a ‘twist’ or a surprise. For example:

- ‘An Occurrence at Owl Creek Bridge’ by Ambrose Bierce
- ‘The Necklace’ by Guy du Maupassant
- ‘The Gift of the Magi’ by O. Henry

Modern ‘slice-of-life’ stories.

Other modern stories have little plot structure, but focus on characterization, offering a ‘slice of-life’ snapshot of a character in conflict. For example:

- ‘The Horse Dealer’s Daughter’ by D. H. Lawrence
- ‘The Garden Party’ by Katherine Mansfield
- ‘Old Man at the Bridge’ by Ernest Hemingway

Selecting short stories

Short stories can be used because as Gómez R, (2011) says “are easy to read with EFL learners because they are usually brief compositions, mostly dealing with one single plot. Learners can read them in a short period of time and become motivated to hold class discussions”.

To select the stories, we need to consider certain points.

- The student’s cultural background
- The student’s linguistic proficiency
- The student’s literacy background
- The student’s age and level of understanding.
- Interesting texts
- Availability and suitability of the text.

To succeed in the investigation, we need to consider the aspects mentioned before. It is important to select themes with which the students can identify or students will struggle with a language and culture which are unfamiliar.

Benefits of Short Stories.

Short stories offer some benefits to improve oral production. These include motivational and cultural (Rocha Erkaya, 2005).

Motivational benefits.

Since short stories usually have a beginning, middle and an end, they encourage students at all levels of language proficiency to continue reading

them until the end to find out how the conflict is resolved. Elliott (1990), for example, affirms that literature motivates advanced students and is “motivationally effective if students can genuinely engage with its thoughts and emotions and appreciate its aesthetic qualities” (p. 197). He stresses the importance of developing student–response (individual and group levels) and competence in literature.

Teaching culture.

Short stories are effective when teaching culture to EFL students. Short stories transmit the culture of the people about whom the stories were written. By learning about the culture, students learn about the past and present, and about people’s customs and traditions.

Activities to use with short stories.

Short stories are an important tool to improve oral production, depending on how the teacher use them.

Pardede, (2011) presents the followings activities that teachers can assign to develop students speaking skills by using short stories.

1. The students read the story aloud as a chain activity. The first student reads the first sentence. The second student takes the second sentence, the third student, third sentence, and so forth. Such activity will enhance students’ pronunciation and fluency in an interesting way. It is suitable for elementary class.
2. In an upper intermediate class, the students retell the story as a chain activity in small groups. Each student will have a lot of opportunities to

practice the relevant connectors or other discourse markers in a meaningful context. (They certainly should have been given a list of the connectors and discourse markers beforehand.)

3. An extending activity useful to develop students' speaking skill and to make students more involved in the story is role-play. This can be carried out by asking students to play the role of several characters, i.e. by instructing them the followings: a. Imagine you are Jackson. Tell your partner (acting as his father) why you were late coming from the garage. Make sure you are convincing. b. Suppose you are the receptionist of the garage in which Jackson took the car. Tell Jackson's father about the car.

Procedure to teach short stories.

Short stories are useful inside the class if they are teaching correctly. The BBC English proposes a model to apply with students for different levels showed below:

Materials:

- Students worksheets
- Dictionaries
- Short story text.

Procedure:

Stage and stage aim(s)	Interaction	Procedure	Differentiation
<p>Lead in and speaking to raise students' interest in the text and topic</p>	<p>STUDENT-STUDENT</p> <p>TEACHER-STUDENT</p>	<p>Students do Task 1 in the worksheet. Motivate students to be creative and think about the feelings and experiences they associate with the age groups.</p> <p>Tell students about the focus of the lesson and refer them to the text box under the pictures.</p>	<p>With lower level groups, ask students to speculate on the ages, check their guesses with the whole group and afterwards ask them to brainstorm ideas.</p> <p>Ask them to create lists of things people in these different age groups usually do, for example: children aged 7-11 usually go to school during the day and do homework in the evening.</p>
<p>Vocabulary To help predict the setting, characters and plot in the short stories To raise students' curiosity about the remaining texts</p>	<p>STUDENT-STUDENT</p> <p>TEACHER-STUDENT</p>	<p>Students do Task 2 in the worksheet.</p> <p>Group feedback. Encourage students to explain the reasons for their choice and the associations they have made. Speculate about the content of the stories.</p>	<p>Note: This is quite an easy activity for this level. Not all the words here appear in the extracts that students will read later.</p>
<p>Reading To raise students' awareness of how language help readers to infer narrative elements present in texts To provide language for later work</p>	<p>INDIVIDUAL WORK</p> <p>STUDENT-STUDENT</p>	<p>Students do Task 3 in the worksheet. Divide students into groups A/B/C/D. Give students different text extracts (cut-ups). Refer students to the aspects in the story they have to report on: narrator, location, characters, and scene.</p> <p>Put students in couples in which each student has to read a different text. Ask them to report to the groups, preferably without reading too much from the texts.</p>	<p>With lower level groups, allow students more time to check the dictionary for more complex words, but motivate students to infer meaning by context rather than relying too much on the dictionary.</p> <p>If there is plenty of time, teacher may wish to group students with the same text first so that they can discuss the significant aspects in their extract before grouping them with students who have read different texts.</p>

<p>Language work To raise language awareness of different uses of past tenses in narratives</p>	<p>INDIVIDUAL WORK STUDENT-STUDENT TEACHER-STUDENT</p>	<p>Students do Task 4. Give each student a sheet with all four extracts. Ask them to read the texts and complete the table. Students compare their answers in the group and discuss the two Think about it questions. Group feedback. Discuss the grammar awareness questions.</p>	<p>Give students one exercise to practice the grammar studied in the class.</p>
<p>Speaking and Writing To practice using the language studied in the lesson</p>	<p>STUDENT-STUDENT TEACHER-STUDENT</p>	<p>Students do Task 5 in pairs. Tell students that they can talk about themselves or other people they know who have been in similar situations. If you have time, ask some volunteers to read out their paragraphs. Focus on common errors in the use of the tenses and review grammar with the whole group.</p>	<p>With lower level groups, allow students more time to write the paragraphs. Circulate to help with possible grammar and vocabulary issues.</p>
<p>Homework</p>	<p>TEACHER-STUDENT</p>	<p>Point out that the short story does not need to be based on real/personal events, instead emphasise that they are free to create an entirely fictional account. Students can either post their paragraphs on the group blog - if you have one - or hand them in to you.</p>	<p>Feel free to replace the images for ones closer to your students' cultural background if you feel they will be more appropriate.</p>

This research introduces the short stories as a tool to improve oral production. It starts with the definition of short story, which is an invented prose narrative shorter than a novel usually dealing with a few characters and aiming at unity of effect and often concentrating on the creation of mood rather than plot. It is also describing the genres of short stories, activities to use them in a class of oral production, the benefits of short stories.

ORAL PRODUCTION

Oral production, also known as oral proficiency or oral skill by several authors, is an issue or problem that has been detected among Elementary-1 students at English Speak Up Center in Loja during 2019-2020 school year. By the use of strategies, indicators to grade students' performance, appropriate correction and applying the prosodic feature (or suprasegmental) this chapter look forward to reducing that problem.

Oral Skill, Proficiency or Production.

It is not possible to talk about oral production without involving listening (as a receptive skill of understanding) and speaking (as a productive skill) as a two-way process where is expected a response (Peña, 2009). According to this statement, learners require to be taught to speak and at the same time to listen, otherwise they will not be able to develop correctly the ability.

The concept of oral production may vary according to the author, referring to Hymes (as cited by Fuentes, 1972) oral production is "the capacity to

communicate effectively within a particular speech community that wants to accomplish its purposes.” In the same way, Chastain (as cited by Fuentes, 1998) points that “speaking is a productive skill and it involves many components”. Speaking involves more than right sounds, words or getting the construction grammatically correct. According to Bygate (as cited by Fuentes, 1987) speaking is “a skill which deserves attention as much as the literacy in both native and foreign languages.”

Fisk (as cited by Garbati, J. F. & Mady, C. J. , 1969) define oral proficiency as an “ability to express one’s thoughts, limited only by vocabulary and knowledge of [language] structure” or “merely the ability to imitate accurately the spoken sounds of the second language and to respond with an appropriate dialogue line if one is asked a familiar question” (p. 65).

All the authors mentioned before agree that oral production is a productive skill that need to be developed so the user will be able to perform it appropriately during their daily basis. To develop the skill, students need to work on specific areas.

There are five areas generally recognized of speech process:

- Pronunciation (including the segmental features vowels and consonants and the stress and intonation pattern).
- Grammar
- Vocabulary
- Fluency (the ease and speed of the flow of speech)

- Comprehension, for oral communication certainly requires a subject to respond to speech as well as to initiate it.

Besides the existence of five components, this research will emphasized in three of them.

Pronunciation.

“Appropriate intonation and correct articulation of English sounds.” (Pomposo Yanes, 2016) Pronunciation is the way in which a word or a language is spoken. This may refer to generally agreed-upon sequences of sounds used in speaking a given word or language in a specific dialect ("correct pronunciation"), or simply the way a particular individual speaks a word or language.

A word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the duration of the cultural exposure of their childhood, the location of their current residence, speech or voice disorders, their ethnic group, their social class, or their education.

Suprasegmental features of pronunciation.

“Suprasegmental or Prosodic Feature, in phonetics, a speech feature such as stress, tone, or word juncture that accompanies or is added over consonants and vowels; these features are not limited to single sounds but often extend over syllables, words, or phrases.”

"Suprasegmental are important for marking all kinds of meanings, in particular speakers' attitudes or stances to what they are saying (or the person they are saying it to), and in marking out how one utterance relates

to another (e.g. a continuation or a disjunction). Both the forms and functions of suprasegmentals are less tangible than those of consonants and vowels, and they often do not form discrete categories." (Richard Ogden, 2009)

Common Suprasegmental Features.

Vowels and consonants are considered as small segments of the speech, which together form a syllable and make the utterance. Specific features that are superimposed on the utterance of the speech are known as supra-segmental features. Common supra-segmental features are the stress, tone, and duration in the syllable or word for a continuous speech sequence. Sometimes even harmony and nasalization are also included under this category. Supra-segmental or prosodic features are often used in the context of speech to make it more meaningful and effective. Without supra-segmental features superimposed on the segmental features, a continuous speech can also convey meaning but often loses the effectiveness of the message being conveyed.

Accuracy.

It is the grammatical correction in the use of the language. Accuracy refers to how correct learners' use of the language system is, including their use of grammar, pronunciation and vocabulary. Accuracy is often compared to fluency when we talk about a learner's level of speaking or writing.

Accuracy in the classroom.

Language manipulation activities can help develop accuracy. These include controlled practice, drills, the study and application of grammar rules, and activities that help students to 'notice' their own mistakes.

Fluency.

“Fluent expression with few pauses and hesitations.” (Pomposo Yanes, 2016) Fluency in a language means speaking easily, reasonably quickly and without having to stop and pause a lot.

Oral fluency or speaking fluency is a measurement both of production and reception of speech, as a fluent speaker must be able to understand and respond to others in conversation. “Spoken language is typically characterized by seemingly non-fluent qualities (e.g., fragmentation, pauses, false starts, hesitation, repetition) because of ‘task stress.’” (Guillot, 1999) How orally fluent one is can therefore be understood in terms of perception, and whether these qualities of speech can be perceived as expected and natural (i.e., fluent) or unusual and problematic (i.e., non-fluent).

Teaching Oral Production

Nunan, (2003) proposes at least four principles for teaching oral production.

- Give students practice with both fluency and accuracy. Accuracy is the extent to which students’ speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations

or unnatural pauses, false starts, word searches. It means Teacher must provide students with fluency-building practice and realize that making mistakes is a natural part of learning a new language.

- Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk. It is important for us as language teachers to be aware of how much we are talking in class so we don't take up all the time the students could be talking. It means that is better work in Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons.
- Plan speaking tasks that involve negotiation for meaning. Learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make teacher understood. This process is called negotiating for meaning. It involves checking to see if you've understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning.
- Design classroom activities that involve guidance and practice in both transactional and interactional speaking. When we talk with someone outside the classroom, we usually do so for interactional or transactional purposes. Interactional speech is communicating with someone for social purposes. Transactional speech involves communicating to get something done, including the exchange of goods and/or services.

Strategies to develop Oral Production.

There are many teaching strategies that have been useful to assist students learning of oral skills development. Garbati, (2015) limit their discussion to the following strategies: explicit teaching, scaffolding, providing authentic encounters, planned and spontaneous presentations, task planning, fluency activities, questioning, role-play, and assessment and feedback.

Explicit teaching.

Explicit teaching inside the classroom is used to enhance accuracy and expand the range of topics to engage students. Explicit teaching of components, such as: syntax, grammar, vocabulary, pronunciation and use; is necessary and provide learners engagement with the L2.

Researchers agree that a combination of explicit teaching plus opportunities for meaningful and authentic communication helps promote L2 production. Gibbons (as cited by Garbati, J. F. & Mady, C. J. , 2007) “reviewed research in L2 acquisition and systemic functional linguistics and, in particular, explored how classroom discourse mediates academic language learning in the ESL context.”

If subject teaching is planned, specific contexts to develop academic language will be provided. Classroom discourse needs to include general discourse and discipline-specific discourse.

Scaffolding.

Gibbons (as cited by Garbati, J. F. & Mady, C. J. , 2007) refers to scaffolding as “the means whereby a student is able to carry out a task that, alone, he or she would be unable to complete” (p. 703). Scaffolding is a momentary support used by teachers to help learners at the moment to show that they are able to produce the target language.

Scaffolding is also beneficial because students learn to do something while they develop the activity knowing how to do it. Providing operative scaffolding allows teachers to maintain high expectations of learners while also guiding learners to complete tasks successfully. “Scaffolding instruction integrates L2 instruction in content-area classes, which may enable L2 learners to demonstrate their knowledge without overly relying on L2 skills.” (Garbati, J. F. & Mady, C. J. , 2015)

Scaffolding support oral skills development. Providing opportunities for students to work together to complete joint production activities can offer occasions where students produce higher quality speech than they would have preparing on their own.

Providing Authentic Encounters.

Another teaching that was found to be successful for L2 oral language development is to provide opportunities for students to engage in authentic oral encounters.

One practical way of encouraging students’ development of their L2 is to provide them with multiple, complex opportunities to speak about academic

topics throughout the school day (Soto-Hinman, 2011, p. 21). In order to judge the provision of such opportunities, teachers could monitor, and with appropriate permissions record, the learners' use of language over an identified period of time. In doing so, they can reflect on their own instructional practices and how they may impact student achievement positively or negatively.

Soto-Hinman (2011) found that participants are often surprised at how much talking the classroom teacher does, how much of the interaction in the class is lecture-based, even though the teacher's aim is to develop the learners' oral language. (Garbati, J. F. & Mady, C. J. , 2015)

Planned and Spontaneous Presentations.

Providing students with opportunities for planned and spontaneous presentations is a practice that can be used to promote authentic encounters. Bunch (as cited by Garbati, J. F. & Mady, C. J. , 2009) summarizes that it is important for learners to grasp both the features of an L2 and the ways in which they can engage in classroom participation structures and routines.

Higher levels of proficiency can only be attained through extensive language production and comprehension activities. In order to increase learners' L2 development, students need to interact with teachers and peers in both structured practice situations as well as in spontaneous conversation.

Task Planning.

Planning for a task can promote L2 oral development as research has shown that some of the benefits of planned speech come at the actual task planning stage. In a pre-task planning, students are given a limited amount of time prior to completing a task.

Fluency Activities Benefits that come with task planning and rehearsing may include fluency improvement. Based on work by Skehan and Foster (1999), Ellis (2009) suggests that fluency can be defined as “the capacity to use language in real time, to emphasize meanings, possibly drawing on more lexicalized systems” (p. 475).

Questioning.

Questioning may even be the most common strategy to engage with L2 students (Zwiers, 2007). Kao, Carlin, and Hsu (2011) examined teachers' questioning techniques in a three-week intensive drama-oriented L2 course where data were collected in the form of audio and video recorded classroom observations.

Role Play.

Role-play gives learners an opportunity to act in life-like situations so that they can learn, for example, conversational linguistic and behavioural structures for particular situations (New Brunswick Department of Education, 1996).

It is important that questions elicit language which requires elaboration rather than simply one-word responses. (Garbati, J. F. & Mady, C. J. , 2015)

If open-ended questions are used, then students have multiple ways to enter into, and extend, a conversation. When students are asked a question, they should be encouraged to elaborate on them. When students are not aware of how to elaborate, teachers should guide students as to why and how to elaborate.

Assessment and Feedback.

The quality and type of assessment and feedback provided to L2 learners plays an important role in learners' oral language development. Corrective feedback emphasizes both the negative and positive evidence in students' L2 development (Lyster & Saito, 2010).

In practical terms, when interacting with L2 students on a one-on-one or small group basis, teachers can rephrase a student's incorrect oral response and prompt them to offer an improved version. The use of audio or video recordings of students' oral (formal) presentations may guide teachers' use of feedback strategies. (Garbati, J. F. & Mady, C. J. , 2015)

Listening to recordings or watching videos alongside students can provide opportunities for teachers to explicitly correct L2 learners as well as raise their awareness of their own oral skill development. In implementing corrective feedback, it is important for teachers to use strategies that suit the needs and goals of their learners.

Mistakes correction during the oral production performance.

Errors made by L2 learners fall into two categories: global errors and local ones. The former impedes understanding and communication. Hence, they

need correcting. The latter, on the other hand, do not have to be corrected since they do not hinder communication thanks to the context clue. (Sa-Ngaphan, 2013)

In order to establish such a balance between accuracy and fluency, Bailey (as cited by Halušková, 1985) suggests seven error treatment options, while each option could possibly have eight features. These options and features are outlined below:

- To treat or to ignore
- To treat immediately or to delay
- To transfer treatment or not
- To transfer to another individual, a subgroup or the whole class
- To return or not to the original error maker after treatment
- To permit other learners to initiate correction
- To test for the efficacy of the treatment

This research introduces oral production as the problem to be solved in the research. It starts with the definition of oral production, which is the capacity to communicate effectively within a particular speech community that wants to accomplish its purposes. It is also describing the main descriptors, fluency, pronunciation, accuracy and creativity.

After, it is introduced several strategies are introduced to develop oral production that are: explicit teaching, scaffolding, providing authentic encounters, planned and spontaneous presentations, task planning, role play and assessment feedback. These strategies will be used to prompt

students to work in class and produce the language which is the core of the research.

f. METHODOLOGY

Design of the research

The present Research work is based on Action research, which is defined by Creswell (2012) as “systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning (Mills, 2011).”

This is an action research study because the researcher identified that oral production is an issue among Elementary-1 students at English Speak Up Center and after the revision of literature, the researcher decided to conduct a plan of action which is based in the application of short stories through ESA (Engage-Study-Activate) lesson plans as a solution to oral production issue.

Methods, techniques and instruments

Methods.

This study will make a description of the data that result from a plan of action. The following general methods will be applied along the research:

The Scientific method will facilitate the study of the Literary Texts intended to improve oral production, and will help in the observations done both before and during the intervention. This method will facilitate the prediction of the possible solution, as well as assisting the collection of data to make relevant predictions and the analysis of it.

The Descriptive method will facilitate description of the different stages of the study and the kind of resources used by the researcher. It will serve to explain and analyze the object of the investigation.

The analytic-synthetic method will be used to analyze the obtained results through the pre-test and post-test. It will be used also to make the interpretation of the data, the logical analysis and draw up the conclusions.

The Statistic method will be used to make both the quantitative statistical analysis of the data obtained from the questionnaires and the qualitative text analysis of the data obtained during the observations.

Techniques and instruments

Data collection instruments.

Since this work is an action research, elements of both quantitative and qualitative research will be selected for data collection. Quantitative research considers variables and statistics whereas qualitative research considers an understanding of words or actions. Both qualitative and quantitative instruments are self-developed by the researcher considering the principles of question construction. Being this the case, paper and pencil methods (test) will be used to develop quantitative data collection instruments, and observations and interviews (questionnaire, observation sheet) for the qualitative ones.

Tests.

Tests will allow participants to perform cognitive tasks in relation to the basic oral production. Additionally, tests will yield a numerical score by

which the researcher will calculate the mean to compare the pre- and posttest results. For this research, the researcher will use a pretest and posttest oral evaluation. The pretest is done before implementing literary texts it is to measure students' speaking ability at first. Meanwhile, the posttest is implemented after using literary texts. Students will perform an activity based on a songs, short stories and poems and the test will be scored by using the rating score mentioned on the literature review.

Pretest–Posttest.

A researcher-made oral pretest will provide a measure on the performance of oral production before the participants (Elementary-1 students at English Speak Up Center) receive a treatment through the intervention plan designed in this research project. After the treatment or intervention plan, an oral posttest will measure again the performance of oral production in order to make a pretest- posttest comparison of the cognitive dimension of the performance of oral production of the participants being treated.

Questionnaire.

A researcher-made questionnaire will be administered to the participants to answer questions related to their attitudes and feelings toward the Literary Texts. Likewise, the tests a pre and posttest questionnaire will be administered in order to make a comparison between the results. Furthermore, the data collected by the questionnaires will support the tests results.

Observation.

The emphasis during the observation will be on understanding the natural environment as lived by the Elementary-1 students at English Speak Up Center during their English classes. There will be two types of observations as detailed below.

Nonparticipant observation.

In nonparticipant observation, the researcher is not involved in the situation being observed. She observes and records behaviors but does not interact or participate in the setting under study. The objective of this nonparticipant observation is to identify the issue for this action research project which will be supported through the participant observation (Gay, Mills, & Airasian, 2012)

Participant observation.

In participant observation, the researcher will become a part and a participant in the situation being. The researcher will participate deliberately in the problematic situation by means of the Literary Texts in order to improve oral production among Elementary-1 students at English Speak Up Center during 2019–2020 school year.

Field Diary and notes.

The researcher will use a field diary to help her identify important events that will happen in each lesson which eventually provide a better understanding of the process of the plan of action.

Description of the intervention plan

The objective of this study is to enhance oral production through literary texts to help Elementary-1 students to improve their language acquisition in English as a foreign language. Due to the fact that this is an action-research study, the development of a plan of action will be carried out in different phases:

Phase 1. Initial reflection.

During a non-participant observation, the researcher was able to see that Elementary-1 students did not make any attempt to interact with the others because they were not used to communicative activities. They were more involved in written tasks of completion exercises and repetition drills. This situation allowed the researcher to recognize that oral production is an issue among learners who do not have learning opportunities to speak or show little or no interest in producing speech during their English classes.

Being this concern, the researcher asked herself whether there are some different techniques that would better prepare students to produce oral production. Therefore, having read some mainstream literature on oral production, the researcher found out that literary texts activities will empower learners as individuals “*to open and close conversations, to make small-talks, to take turns in speaking, to react to others, to use an appropriate style of speaking*” Brown and Yule (as cited by Richards, 2008)

Phase 2. Planning.

As a consequence, to remedy the Elementary-1 students' weaknesses on oral production, (engage, study, activate) lessons plans will be presented, which are organized with literary texts activities (techniques, strategies) such as poems, songs, and short stories. A engage-study-activate lesson plan integrates guided, controlled and free practices that improve oral production among students. A purposeful real-life task emphasize communication and meaning (World Learning, 2016)

According to Harmer, (2007) in his book 'How to Teach English', the ESA model can be summarized as follows:

Stage	Purpose	Activity
Engage	The teacher must have the attention of students and involve them emotionally.	Activities such as: <ul style="list-style-type: none">• Games• Stories• Music• Pictures Can be used to lead into the language content targeted for that lesson.
Study	The focus is on language and how it is constructed. New information or a revision of previously learned information can be included.	The teacher may include a variety of material to present the information, grammar or vocabulary, students have the chance to work in groups and written and oral English are included during the study phase. Textbooks are useful in this phase of the class.
Activate	The use and practice of the language focus in the Study segment of the lesson.	Exercises and activities are designed for students to use English in Communication, rehearsing what they have learned. Activities include role-playing, debating, story or poem writing, and discussions.

On the other hand, this plan of action will explicitly respond to the following research questions

- What are the phases of the plan of action that contribute with the improvement of oral production among Elementary-1 students at English Speak Up Center during the 2019-2020 school year?
- Which literary texts are implemented to improve oral production among Elementary-1 students at English Speak Up Center during the 2019-2020 school year?

Phase 3. Action.

The plan of action will be developed during 8 weeks of 5 hours each one. One hour of the weeks 1 & 8 will be devoted to the administration of the data collection instruments (pre and posttest and questionnaires) and the rest for the development of the lesson plans, the 8 weeks will be developed with lesson plans. As is usual, things will rarely go precisely as expected, therefore some minor changes or deviations will be made to meet possible drawbacks.

Phase 4. Observation.

During the plan of action, the researcher will monitor and record Elementary-1 students' reactions and achievements to the planned activities by means of a pre and posttest, a questionnaire, observation sheet and a diary or journal.

Phase 5. Reflection.

Once finished the plan of action, the researcher will reflect critically upon the effectiveness of the use of literary texts to improve oral production among Elementary-1 students at English Speak Up Center during the 2019–2020 school year.

Intervention plan

The intervention plan will be develop following the Engage-Study-Activate lesson model plan designed by (Harmer, 2007) as a treatment to help students in the improvement of their oral production which are described below.



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FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT
INTERVENTION AND OBSERVATION PLAN. WEEK Nº 1

INFORMATIVE DATA

Institution: English Speak Up Center

Teacher: Lic. Liliana Gómez

Researcher: Amanda del Cisne Hernández Chiriboga

Participants: Elementary-1

School Year: 2019-2020

Topic: Unit 1 – Who are you?

RESEARCH PROBLEM: how do short stories improve oral production among elementary-1 students at English speak up center, morning session in Loja city during 2019-2020 school year?

GOAL: By the end of the intervention plan students will be able to promote their oral production using short stories focused on the following aspects: Accuracy, Fluency and Pronunciation.

LEARNING OBJECTIVES: At the end of this lesson students will be able:

- To get to know each other, and feel relaxed about speaking English in the classroom. Focus on creating a positive and comfortable atmosphere and helping students to reduce possible anxiety about speaking by using retelling, reading aloud and role playing.

Contents	Stage	Activity	Resources
LESSON 1 – I'm from Argentina. – Countries and nationalities – Sentence stress – Introducing yourself – Exchanging phone numbers Introducing people	Engage	– Teacher asks informative questions to get to know better the students – Teacher asks students to brainstorm professions and write them on the board. – Teacher asks students adjectives to describe the characteristics of each profession. Reading aloud (accuracy) – Teacher tells the students the name of the short story and students guess what is the topic about. – Students read aloud the short story one by one and then identify the present simple tense.	– Adjective flashcards – Short story text – Students' worksheet

LESSON 2 –Are they dancers? –Jobs Word stress –Talking about jobs and nationality	Study	– Teacher asks students to use adjectives to describe physical features of people and their professions. Retelling (fluency) – Students work with a partner and tell each other the short story with their own words.	
	Activate	– Teacher asks students to work with a classmate and discuss what are the differences in the images related with countries and nationalities, then, they answer the question: What characteristic is better to describe a nationality? Role Play (pronunciation) – Students go in front of the class and perform a scene of the short story. – Teacher checks mistakes in oral production.	
MONITORING PLAN: Data Source 1: Pres test – Pre-written questionnaire Date Source 2: Observation sheet, field notes Pretest (oral evaluation) Rubric, Pre-questionnaire, Rating scale for scores.			
SUPPORT: Coaching and guidance from our thesis advisor.			
TIME: November 9 th , 2019			

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S.

Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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ENGLISH LANGUAGE DEPARTMENT
INTERVENTION AND OBSERVATION PLAN. WEEK Nº 2
INFORMATIVE DATA

Institution: English Speak Up Center

Teacher: Lic. Liliana Gómez

Researcher: Amanda del Cisne Hernández Chiriboga

Participants: Elementary-1

School Year: 2019-2020

Topic: Unit 1 – Who are you?

<p>RESEARCH PROBLEM: how do short stories improve oral production among elementary-1 students at English speak up center, morning session in Loja city during 2019-2020 school year?</p>
<p>GOAL: By the end of the intervention plan students will be able to promote their oral production using short stories focused on the following aspects: Accuracy, Fluency and Pronunciation.</p>
<p>LEARNING OBJECTIVES: At the end of this lesson students will be able:</p> <ul style="list-style-type: none"> • To practice possessive adjectives, learn names for common objects, ask about and identify objects, practice listening for numbers, letters and names of places and practice useful language when in an airport by using retelling, reading aloud and role playing.

Contents	Stage	Activity	Resources
<p>LESSON 3 Where's our suitcase?</p> <ul style="list-style-type: none"> - this / that / these / those - Possessive adjectives 	Engage	<ul style="list-style-type: none"> - What's your favourite possession? Give some examples of your own. Ask students to work with a partner and name all the objects in their bag today. Ask students to look at the pictures and try to name as many objects as they can. Ask: What's the woman's job? (security officer). - Hold up different objects of various colours and ask students to name the colours. Name various colours and ask students to name everything of that colour in the room. <p>Reading aloud (accuracy)</p> <ul style="list-style-type: none"> - Teacher tells the students the name of the short story and students guess what is the topic about. - Students read aloud the short story one by one and then identify the possessive adjectives. 	<ul style="list-style-type: none"> - Professions flashcards - Sticky notes - Colors lyrics - Pictures of the flags - short story text, - students' worksheet
<p>Reading: The world has talent</p>	Study	<ul style="list-style-type: none"> - Demonstrate the meaning of all the possessive adjectives by pointing to objects around you and on students' desks. 	

<ul style="list-style-type: none"> - Talking about possessions - Talking about flights and destinations - 		<ul style="list-style-type: none"> - Then ask students to point to objects around the room, name the using sticky notes and ask other students to say whose they are, eg That's Ali's book. It's his book. - Then ask students to look at exercise 8 again and read out the sentences with possessive adjectives. <p>Retelling (fluency) Students work with a partner and tell each other the short story with their own words.</p>	
<p>EVERYDAY ENGLISH</p> <ul style="list-style-type: none"> - Asking about language Making requests - FOCUS ON: can Common objects - Colours - Nationalities 	Activate	<ul style="list-style-type: none"> - Distribute pictures of flags, one to each student. - Ask each student to write a description, then collect the flags and put them on the wall. - Collect the descriptions and redistribute them. - Ask students to find the flag on the wall that matches their description. <p>Role Play (pronunciation)</p> <ul style="list-style-type: none"> - Students go in front of the class and perform a scene of the short story. - Teacher checks mistakes in oral production. 	

MONITORING PLAN:
Date Source 1: Observation sheet, field notes
SUPPORT: Coaching and guidance from our thesis advisor.
TIME: November 16 th , 2019

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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ENGLISH LANGUAGE DEPARTMENT
INTERVENTION AND OBSERVATION PLAN. WEEK Nº 3
INFORMATIVE DATA

Institution: English Speak Up Center

Teacher: Lic. Liliana Gómez

Researcher: Amanda del Cisne Hernández Chiriboga

Participants: Elementary-1

School Year: 2019-2020

Topic: UNIT 2 - Family and home

RESEARCH PROBLEM: how do short stories improve oral production among elementary-1 students at English speak up center, morning session in Loja city during 2019-2020 school year?			
GOAL: By the end of the intervention plan students will be able to promote their oral production using short stories focused on the following aspects: Accuracy, Fluency and Pronunciation.			
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> • To practice the different forms of the verb have, talk about relationships using possessive 's and use vocabulary to describe families by using retelling, reading aloud and role playing. 			
Contents	Stage	Purpose	Resources
LESSON 1 We have six children. - Talking about your family LESSON 2 - There's a painting on the wall. Reading: - unusual houses - Describing a plan of a home - Writing a description of your home	Engage	<ul style="list-style-type: none"> - Ask students to look quickly at the photo and guess how many people are in it, then count the numbers. Reading aloud (accuracy) - Teacher tells the students the name of the short story and students guess what is the topic about. - Students read aloud the short story one by one and then identify the forms of the verb have. 	<ul style="list-style-type: none"> - Photo related with people - Short story about family - Survey sheet - short story text - students' worksheet
	Study	<ul style="list-style-type: none"> - Ask students to find out about names too, eg Do you have brothers and sisters? Yes, I do, I have a brother. What's his name? My brother's name is.... Monitor pairs as they work, making a note of any common problems with grammar, pronunciation or intonation. - Ask volunteers to tell the class about their family. - The other students can ask questions. - Tell the class about your family and encourage them to ask you questions. Invite students to create their own poem and share it with the class. 	

		<ul style="list-style-type: none"> - Allow a few minutes for quiet reading time and tell students to check their ideas from the story. - Students may ask about unfamiliar words; help them to use the context to work out the meaning whenever possible. - Ask students to match the texts and the photos. - Check the answers as a class. - Encourage students to talk and share opinions. <p>Retelling (fluency) Students work with a partner and tell each other the short story with their own words.</p>	
	Activate	<p>Ask students to do a survey of the class. Each student can have a different survey question, e.g. how many people are an only child, how many have one brother, or one sister and so on. They should walk around asking everybody in the class and making notes of the answers. Finally, they should sit down, summarize the results and tell the class.</p> <p>Role Play (pronunciation)</p> <ul style="list-style-type: none"> – Students go in front of the class and perform a scene of the short story. – Teacher checks mistakes in oral production. 	
MONITORING PLAN:			
Date Source 1: Observation sheet, field notes			
SUPPORT: Coaching and guidance from our thesis advisor.			
TIME: November 23 th , 2019			

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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ENGLISH LANGUAGE DEPARTMENT
INTERVENTION AND OBSERVATION PLAN. WEEK Nº 4
INFORMATIVE DATA

Institution: English Speak Up Center

Teacher: Lic. Liliana Gómez

Researcher: Amanda del Cisne Hernández Chiriboga

Participants: Elementary-1

School Year: 2019-2020

Topic: UNIT 2 - Family and home

RESEARCH PROBLEM: how do short stories improve oral production among elementary-1 students at English speak up center, morning session in Loja city during 2019-2020 school year?			
GOAL: By the end of the intervention plan students will be able to promote their oral production using short stories focused on the following aspects: Accuracy, Fluency and Pronunciation.			
LEARNING OBJECTIVES: At the end of this lesson students will be able:			
<ul style="list-style-type: none"> • To practice questions with there is / there are, learn names of places in a town, ask for directions and describe places by using retelling, reading aloud and role playing. 			
Contents	Stage	Activity	Resources
LESSON 3 Is there a bank? - Talking about places and population - Writing a description of a place VOCABULARY PLUS - People - Physical appearance - Personality	Engage	<ul style="list-style-type: none"> - Students play the Alphabet list where they have to say an object that they can find at home with each letter of the alphabet. - Students may talk about their home town or the town where they are (if it is different). - Teacher introduces a short story to engage students with the class. Reading aloud (accuracy) <ul style="list-style-type: none"> - Teacher tells the students the name of the short story and students guess what is the topic about. - Students read aloud the short story one by one and then identify the descriptive words. 	<ul style="list-style-type: none"> - Worldwide map - Cardboard - List of places - short story text, students' worksheet
	Study	Teacher provides feedback on accuracy and pronunciation. Retelling (fluency) <ul style="list-style-type: none"> - Students work with a partner and tell each other the short story with their own words. 	

<p>EVERYDAY ENGLISH</p> <ul style="list-style-type: none"> - Asking for directions 	<p>Activate</p>	<ul style="list-style-type: none"> - Ask students about the map, eg Which countries are shown here? - Discuss the differences between the UK (United Kingdom), Great Britain and England. (The UK is England, Scotland, Wales and Northern Ireland. Great Britain is England, Scotland and Wales.) Ask, eg. Which cities do you think are the biggest? Do you know anything about these places? What other cities in Britain do you know? Ask students about the population of the towns and cities where they live - Students can work in pairs, taking turns to ask for and give directions. If necessary, make a list of places and give them. Monitor pairs as they work, making a note of any problems with grammar, vocabulary or pronunciation. - Praise students and provide corrective feedback. Ask volunteers to present their dialogues to the class. <p>Role Play (pronunciation)</p> <ul style="list-style-type: none"> - Students go in front of the class and perform a scene of the short story. 	
<p>MONITORING PLAN:</p>		<ul style="list-style-type: none"> - Teacher checks mistakes in oral production. 	
<p>Date Source 1: Observation sheet, field notes</p>			
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>			
<p>TIME: November 30th, 2019</p>			

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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ENGLISH LANGUAGE DEPARTMENT
INTERVENTION AND OBSERVATION PLAN. WEEK Nº 5
INFORMATIVE DATA

Institution: English Speak Up Center
Teacher: Lic. Liliana Gómez
Researcher: Amanda del Cisne Hernández Chiriboga

Participants: Elementary-1
School Year: 2019-2020
Topic: REVIEW Units 1 & 2 - Cross culture: Stereotypes

RESEARCH PROBLEM: how do short stories improve oral production among elementary-1 students at English speak up center, morning session in Loja city during 2019-2020 school year?			
GOAL: By the end of the intervention plan students will be able to promote their oral production using short stories focused on the following aspects: Accuracy, Fluency and Pronunciation.			
LEARNING OBJECTIVES: At the end of this lesson students will be able:			
<ul style="list-style-type: none"> • To practice questions with there is / there are, learn names of places in a town, ask for directions and describe places by using retelling, reading aloud and role playing. 			
Contents	Stage	Activity	Resources
<ul style="list-style-type: none"> - The imperative - Be affirmative - Be negative - Be questions and short answers - This / that / these / those 	Engage	<ul style="list-style-type: none"> - Ask students to make two further false sentences and asking their partner (or the class) to correct them. - Ask additional questions about the article, eg Are Mark and Julie famous? How many sisters does Grady have? How many sisters does Zahara have? Where are Brad and Angelina's children from? Is it a good idea to adopt children from different countries? - Teacher presents the 'Hangman Game'. <p>Reading aloud (accuracy)</p> <ul style="list-style-type: none"> - Teacher tells the students the name of the short story and students guess what is the topic about. - Students read aloud the short story one by one and then identify the forms of the verb be. 	<ul style="list-style-type: none"> - Article about adoption - Photo suggested by the book - Adjective flashcards - Short story script - short story text, students' worksheet

<ul style="list-style-type: none"> - Possessive adjectives - Have: affirmative / negative / questions - Possessive 's - There is / There are 	Study	<ul style="list-style-type: none"> - Ask students to describe the photos and say what they know about Haiti and about Angelina Jolie and Brad Pitt. Check students understand adopted. Discuss the questions with the class. - Encourage lots of active guessing, but don't give away the answers. Allow two or three minutes of silent reading time. Discuss the answers with the class. Students may arrive at the correct answer: Both families have adopted children. If they don't, elicit and practise the sentence. - Check that students understand new vocabulary, eg dead, earthquake. Ask about the meaning of biological (which is explained in the text). <p>Retelling (fluency)</p> <ul style="list-style-type: none"> - Students work with a partner and tell each other the short story with their own words. 	
	Activate	<ul style="list-style-type: none"> - Ask students to make groups of three and role-play the scene as a short play (based on a short story) with three characters: the narrator, Aisha and Aisha's husband. They can practise the scene with books open a couple of times (switching roles if they want). - Then practise again with books closed. Ask two or three groups to perform the scene for the class. - Encourage lots of exaggerated intonation for surprise, shock, panic, etc. - The class can give points for the funniest performance. <p>Role Play (pronunciation)</p> <ul style="list-style-type: none"> - Students go in front of the class and perform a scene of the short story. - Teacher checks mistakes in oral production. 	
MONITORING PLAN:			
Date Source 1: Observation sheet, field notes			
SUPPORT: Coaching and guidance from our thesis advisor.			
TIME: December 7 th , 2019			

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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ENGLISH LANGUAGE DEPARTMENT
INTERVENTION AND OBSERVATION PLAN. WEEK Nº 6
INFORMATIVE DATA

Institution: English Speak Up Center
Teacher: Lic. Liliana Gómez
Researcher: Amanda del Cisne Hernández Chiriboga

Participants: Elementary-1
School Year: 2019-2020
Topic: UNIT 3 - Leisure time

RESEARCH PROBLEM: how do short stories improve oral production among elementary-1 students at English speak up center, morning session in Loja city during 2019-2020 school year?			
GOAL: By the end of the intervention plan students will be able to promote their oral production using short stories focused on the following aspects: Accuracy, Fluency and Pronunciation.			
LEARNING OBJECTIVES: At the end of this lesson students will be able: • To practise the present simple and object pronouns, learn vocabulary for different kind of music and talk about likes and dislikes by using retelling, reading aloud and role playing.			
Contents	Stage	Activity	Resources
LESSON 1 I love parties! - Reading: Are you an introvert or an extrovert? - Talking about music likes and dislikes. - Leisure activities	Engage	- The class play 'Simon Says' First, the teacher is Simon and later the rest of the students. - Ask students to look at the two photos and compare the people in them. Ask questions, eg Are they quiet or loud? Do they like being alone or in groups? Encourage students to use any vocabulary for personality that they already know. Then ask them to say which photo is more like them. - Ask students how many different types of music they know and write them on the board. You may want to start talking about their opinions of each type of music, too. Ask students to compare their answers and encourage some guesswork and discussion of any missing answers. Reading aloud (accuracy) - Teacher tells the students the name of the short story and students guess what is the topic about. - Students read aloud the short story one by one and then identify the forms of the verb have.	- Photos suggested by the book. - Quiz sheet - Listening track. - Grammar table - Short Story script - short story text,

<ul style="list-style-type: none"> - Reading: dating website profiles - Writing a personal profile - Talking about your interests 	Study	<ul style="list-style-type: none"> - Read out the title of the quiz (Are you an introvert or an extrovert?) and explain the meaning of these two words by giving one or two examples. Practice the pronunciation of both words. - Ask students to speculate about the photos. Go briefly through the quiz to check vocabulary and pronunciation, and point out the box (I quite like parties). Model and practise saying the sentences. You may want to point out that emphasising different words in each sentence can affect the meaning. Contrast the meaning of quite with very, really and not very. <p style="text-align: center;">Retelling (fluency)</p> <ul style="list-style-type: none"> - Students work with a partner and tell each other the short story with their own words. 	students' worksheet
	Activate	<ul style="list-style-type: none"> - Tell students to choose a partner. Model the example conversation with one or two students, then together as a class. Encourage students to talk together about the quiz and find out about their partner's answers. When they have finished, ask students to work with a different partner. Monitor pairs as they work, making a note of any common problems with grammar, pronunciation or intonation. - Encourage students to use the quiz to work out the missing words in the grammar table. Point out the short form for the negative form (don't = do not). Ask: When do we use 'do'? What do you notice about the short answers? (they don't repeat the verb.) - Brainstorm ideas about what should be included in a personal profile for a social website. You may want to put some headings on the board, eg age, job, nationality, appearance, personality, free-time interests. Set a time limit for students to write their profiles. Walk around the classroom and provide help as needed. <p style="text-align: center;">Role Play (pronunciation)</p> <ul style="list-style-type: none"> - Students go in front of the class and perform a scene of the short story. - Teacher checks mistakes in oral production. 	
MONITORING PLAN:			
Date Source 1: Observation sheet, field notes			
SUPPORT: Coaching and guidance from our thesis advisor.			
TIME: December 14 th , 2019			

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT
INTERVENTION AND OBSERVATION PLAN. WEEK Nº 7
INFORMATIVE DATA

Institution: English Speak Up Center

Teacher: Lic. Liliana Gómez

Researcher: Amanda del Cisne Hernández Chiriboga

Participants: Elementary-1

School Year: 2019-2020

Topic: UNIT 3 - Leisure time

RESEARCH PROBLEM: how do short stories improve oral production among elementary-1 students at English speak up center, morning session in Loja city during 2019-2020 school year?			
GOAL: By the end of the intervention plan students will be able to promote their oral production using short stories focused on the following aspects: Accuracy, Fluency and Pronunciation.			
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> • To practice wh- and yes / no questions with regular verbs and be and to talk about daily routines using the present simple by using retelling, reading aloud and role playing. 			
Contents	Stage	Activity	Resources
LESSON 3 We do the same things every weekend. - Days of the week - Questions with where, when, which. - Talking about weekend activities	Engage	<ul style="list-style-type: none"> - Elicit the three activities in the photos (sleeping, relaxing with family, shopping). Ask students to say which one they like most and why (I like sleeping the most). Give your opinion, too. - Students work in teams. Tell them to name a famous singer, actor, etc. The first team to answer correctly gets a point. Reading aloud (accuracy) <ul style="list-style-type: none"> - Teacher tells the students the name of the short story and students guess what is the topic about. - Students read aloud the short story one by one and then identify the wh-questions structure. 	<ul style="list-style-type: none"> - Photos of the activities - short story text - students' worksheet - Listening track

VOCABULARY PLUS - Musical instruments - Nouns from verbs - Personal information	Study	<ul style="list-style-type: none"> - Ask students to read the text and predict the missing information. Explain that more or less in the instructions means that they don't have to guess the exact percentage. Play the audio to check their ideas. <p>Retelling (fluency) Students work with a partner and tell each other the short story with their own words.</p>	
EVERYDAY ENGLISH - Making suggestions - Agreeing and disagreeing	Activate	<ul style="list-style-type: none"> - Encourage pair and group discussion of things students do at the weekend. Encourage them to ask you questions, too. Praise students for using vocabulary and grammar from this lesson. - Tell students to write a quiz about Steven Spielberg's films. Help them with questions, eg Which Spielberg film stars ...? / Which Spielberg film is about ...? / Who is in ...? / Where is ... set? - Brainstorm a list of free-time activities on the board, eg go for a picnic, see a film, play golf, go swimming, etc. Ask students to work in pairs to develop a conversation using all the activities except one. <p>Role Play (pronunciation)</p> <ul style="list-style-type: none"> - Students go in front of the class and perform a scene of the short story. - Teacher checks mistakes in oral production. 	
MONITORING PLAN: Data Source 1: Observation sheet, field notes			
SUPPORT: Coaching and guidance from our thesis advisor.			
TIME: December 21 st , 2019			

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT
INTERVENTION AND OBSERVATION PLAN. WEEK N°8
INFORMATIVE DATA

Institution: English Speak Up Center
Teacher: Lic. Liliana Gómez
Researcher: Amanda del Cisne Hernández Chiriboga

Participants: Elementary-1
School Year: 2019-2020
Topic: UNIT 3 - Leisure time

RESEARCH PROBLEM: how do short stories improve oral production among elementary-1 students at English speak up center, morning session in Loja city during 2019-2020 school year?			
GOAL: By the end of the intervention plan students will be able to promote their oral production using short stories focused on the following aspects: Accuracy, Fluency and Pronunciation.			
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> • To provide further practice of the present simple, with the focus on the third person singular affirmative and questions, and also to learn how to talk about times of the day and to talk about daily routines by using retelling, reading aloud and role playing. 			
Contents	Stage	Activity	Resources
LESSON 1 - She gets up very early - Present simple: third person affirmative, questions and short answers	Engage	- Say one or two things you do every day, e.g. I go to work. I read emails. Ask students to write two things they do every day on a piece of paper. Tell them to swap papers with another student, correct any mistakes on the new paper, then read out the sentences. You could do a class survey and write on the board how many people said the same thing. Reading aloud (accuracy) - Teacher tells the students the name of the short story and students guess what is the topic about. - Students read aloud the short story one by one and then identify the forms of the verb have.	- Survey sheet - Description story - Routines Short Story - Students' worksheet

<ul style="list-style-type: none"> - Reading: The daily routine of a sound engineer 	<p>Study</p>	<ul style="list-style-type: none"> - Ask students to look at the photo and read the description of Tania Green. Ask questions, eg What is a CEO? (Chief Executive Officer) What does she do? Ask students to read the information silently. - Allow time for students to work individually to complete the table. Then check the answers and write them on the board. <p>Retelling (fluency)</p> <ul style="list-style-type: none"> - Students work with a partner and tell each other the short story with their own words. 	
<ul style="list-style-type: none"> - Comparing two people's routines 	<p>Activate</p>	<ul style="list-style-type: none"> - Model the example sentences with one or two students, then ask students what is the same and what is different about the daily routines of Tania and Sam. Which do they think is better and why? You could end the activity by having a class vote on which life students prefer. Ask, eg Who prefers (Tania's) life? - Give some examples of similarities or differences between your routine and that of Tania or Sam. Ask: What is the same and what is different about your routine and Sam's or Tania's? What do you like or dislike about your daily routine? Ask confident students to give feedback to the class. <p>Role Play (pronunciation)</p> <ul style="list-style-type: none"> - Students go in front of the class and perform a scene of the short story. Teacher checks mistakes in oral production. 	
<p>MONITORING PLAN:</p>			
<p>Data Source 1: Pres test – Pre-written questionnaire</p>			
<p>Date Source 2: Observation sheet, field notes</p>			
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>			
<p>TIME: December 28th, 2019</p>			

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

h. BUDGET AND FINANCING

Budget

Expenses	Cost
Internet connection	\$150.00
Print of reports	\$50.00
Print of the project	\$100.00
Copies	\$50.00
Unforeseen	\$150.00
Print of the final report and thesis	\$100.00
TOTAL	\$600.00

Financing

All expenses related to the present research work will be assumed entirely by the researcher conducting the investigation.

Resources

Human.

- The teacher candidate as a researcher
- The thesis advisor
- Students of Elementary-1 at English Speak Up Center, school year 2019-2020.

Material.

- Printed materials
- Books
- Notebooks
- Laptop

Technical.

- Computer
- Printer
- Internet connection
- Laptop

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OTHER ANNEXES

Annex 1. Observation Sheet



**UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARMENT**

Researcher: Amanda del Cisne Hernández Chiriboga

Observation Sheet.		
Observation #: Topic: Objective of the session (What will students be able to do/know at the end of this session)	Date /Time: Class size: Participants: Tenth- grade students	Location: Duration of the observation start/end time: Observer involvement: participant/ not participant

Dependent variable: Oral Production.					
Rating scale: 4=always 3 = usually 2 = sometimes 1 =rarely 0 = not observed					
Descriptors	4	3	2	1	0
The students consistently use standard vocabulary and grammar.					
The students use appropriated pronunciation in spoken work is age/grade.					
The students show fluency at the moment of speak.					
The students' creativity is shown in the speaking performance					

Independent variable: Short Story.					
Rating scale 4=always 3 = usually 2 = sometimes 1 =rarely 0 = not observed					
Descriptors	4	3	2	1	0
All students clearly understand what was the text about					
All students have opportunities to learn with and from their peers.					
All students take advantage of the given time to make or prepare their responses/ report for the group's.					

Annex 2. Reflective Journal



**UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT**

Researcher: Amanda del Cisne Hernández Chiriboga

Reflective Journal		
Observation #:	Date/Time:	Role of the researcher:
Topic:	Class size:	Participant observer
Objective of the session:	Participants: Elementary-1	Duration of the observation:
Description of the event	Reflective Notes:	
	SKILLS	

Annex 3. Pre and Post Test & Rubric



**Universidad Nacional de Loja
Facultad de la Educación, el Arte y la Comunicación
English Language Department
Pre/Post test**

Student's code:

Date:

INSTRUCTION

First part: Introduction:

1. Answer the following questions, use long answers (accuracy) (2 points)

1.1. What is your name? _____

1.2. What is your surname? _____

1.3. How old are you? _____

1.4. When is your birthday? _____

1.5. Where do you live? _____

Second part: order the words

2. Order the words in the boxes and ask the question (accuracy). (2 points)

from where you are ?

favourite your what color is ?

number is what ? phone your

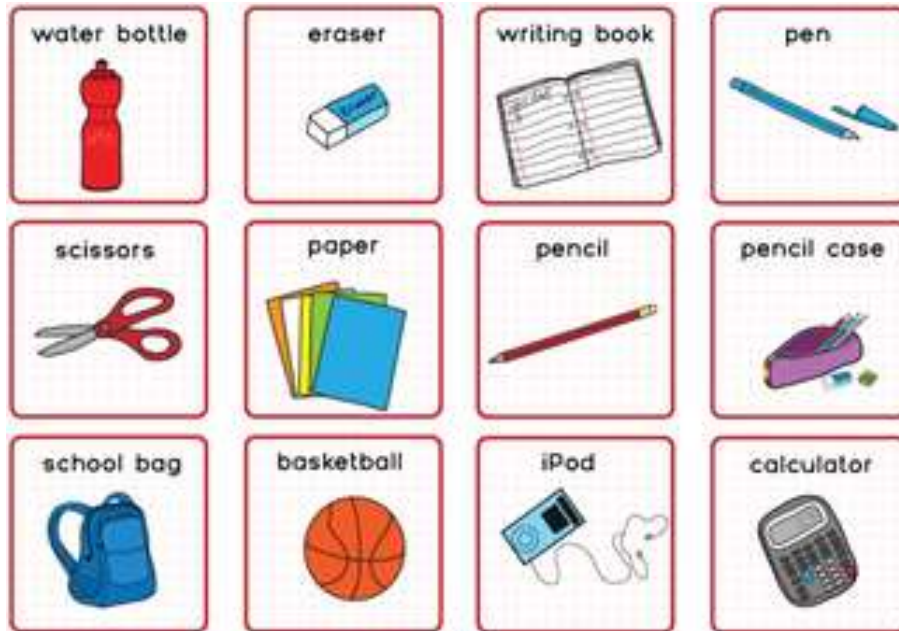
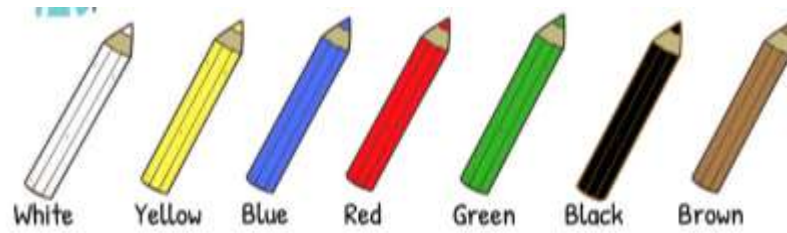
Third part: Find the differences:

3. Look at the pictures and tell the seven differences. Tell them using there is and there are (fluency). (2 points)



Fourth part: act it out

4. Use the colors below to talk about the objects in the classroom. Say five complete sentences (fluency). (2 points)



Fifth part: Pronunciation

5. Pronounce the words making emphasis on the stress.

(2 points)

- America
- Europe
- Asia
- Africa
- Australia
- Ten
- Nine
- Eight
- Seven
- Six
- Five
- Four
- Three
- Two
- One
- Zero



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Facultad de la Educación, el Arte y la Comunicación
English Language Department
DATA COLLECTION SOURCE: RUBRIC

Student's code:

Date:

	Fair 1 point	Medium 2 points	Good 3 points	Excellent 4 points	Total
Pronunciation	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Accuracy & variety of grammatical structures.	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	
Fluency	Pronunciation is lacking and hard to understand; No effort towards a native accent	Pronunciation is good; Some effort at accent, but is definitely non-native	Pronunciation is good; good effort at accent	Pronunciation is excellent; good effort at accent	
Accuracy	Frequent grammatical errors even in simple structures; meaning is obscured.	Frequent grammatical errors that do not obscure meaning; little variety in structures	Some errors in grammatical structures possibly caused by attempt to include a variety.	Accuracy & variety of grammatical structures.	
Total Score					

Annex 4. Pre and Post Questionnaire



Universidad Nacional de Loja
Facultad de la Educación, el Arte y la Comunicación
English Language Department
DATA COLLECTION SOURCE: PRE-TEST / POST QUESTIONNAIRE

Dear student, answer the following questionnaire with sincerity about the English subject. Your answers will be anonymous and confidential.

Student's code:

Date:

1. Do you consider that the use of short stories increases the oral production in class?

- Yes
- No

2. How often do you consider that short stories should be used in class?

- Always
- Almost always
- Usually
- Never

3. What is your level of confidence when producing orally English in class?

- High
- Medium
- Regular
- Low

4. What genre of short story do you consider more beneficial when you express ideas orally? You can select more than one answer.

- Fables and animals' tales
- Folktales and fairy tales
- Ghost Stories
- Horror Stories
- Crime and mystery stories
- Adventure stories
- Love Stories
- Science fiction Stories

THANKS FOR YOUR COLABORATION

Annex 5. Research Matrix

Research Matrix

Theme: Short Stories to improve Oral Production among Elementary-1 students at English Speak Up Center, morning session in Loja City during 2019-2020 school year

Problem	Objectives	Theoretical frame	Methodological design and plan of action (action research)	Techniques and instruments
<p>General How Do Short Stories Improve Oral Production Among Elementary-1 Students At English Speak Up Center, Morning Session In Loja City During 2019-2020 School Year?</p> <p>Specific</p> <ul style="list-style-type: none"> • What theoretical and methodological references about short stories are adequate for improving the oral production among Elementary-1 students at English Speak Up Center, Morning session, in Loja city during 2019-2020 school year? • What are the issues that limit the development of the oral production among Elementary-1 students at English Speak Up 	<p>General To improve oral production through short stories among Elementary-1 students at English Speak Up Center, Saturday session, in Loja city during 2019-2020 school year.</p> <p>Specific</p> <ul style="list-style-type: none"> • To research the theoretical and methodological references about short stories and their application on oral production. • To diagnose the issues that limit the development of oral production among Elementary-1 students at English Speak Up Center, Morning session, in Loja city during 2019-2020 school year. 	<p>-Short Story -Benefits of Short Stories -Activities to use with short stories -Oral Production. -Accuracy. -Fluency. -Pronunciation. -Strategies to develop Oral Production.</p>	<p>Preliminary investigation -Observing the English classes -Stating the background of the problem -Describing current situation -Locating and reviewing the literature -Creating a methodological framework for research -Designing and interjection plan</p> <p>Plan of action and Observation -Administering test and questionnaires</p>	<p>-Observation Sheet (Participant and non- participant observation) -Pre and post test -Pre and post questionnaire -Teacher's journal</p>

<p>Center, Morning session, in Loja city during 2019-2020 school year?</p> <ul style="list-style-type: none"> • What are the phases to design the intervention plan that addresses the issues of oral production among Elementary-1 students at English Speak Up Center, Morning session, in Loja city during 2019-2020 school year? • Which short stories are suitable for the improvement of oral production among Elementary-1 students at English Speak Up Center, Morning session, in Loja city during 2019-2020 school year? • How effective is the application of short stories on oral production among Elementary-1 students at English Speak Up Center, Morning session, in Loja city during 2019-2020 school year? 	<ul style="list-style-type: none"> • To design an intervention plan based on short stories in order to improve the oral production among Elementary-1 students at Speak Up Center, Morning session, in Loja city during 2019-2020 school year. • To apply the most suitable short stories in order to improve the oral production among Elementary-1 students at English Speak Up Center, Morning session, in Loja city during 2019-2020 school year. • To validate the effectiveness that short stories had in the improvement the oral production among Elementary-1 students at English Speak Up Center, Morning session, in Loja city during 2019-2020 school year. 		<p>-Observing and monitoring students' performance according to the intervention plan</p> <p>Presentation of research findings</p> <p>-Reflecting, analyzing and answering the proposed inquires</p> <p>-Organized the final report.</p>	
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Annex 6. Grading Scale

Oral Production.

Quantitative score range	Qualitative score range
10	Superior
9	Excellent
8-7	Average
6-1	Below average

Short Stories

Quantitative score range	Quantitative score range
81-100	High level of acceptance to use Short Stories
61-80	Expected level of acceptance to use Short Stories
41-60	Moderate level of acceptance to use Short Stories
21-40	Unexpected level of acceptance to use Short Stories
01-20	Low level of acceptance to use Short Stories

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