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Facultad de la Educación, el Arte y la Comunicación

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Storytelling and improving the speaking skill among ninth-year students at a public school in Loja city. School year 2021-2022.

Narración de historias y el mejoramiento de la habilidad de hablar con los estudiantes de noveno año de un colegio público de la ciudad de Loja. Año electivo 2021-2022.

> **Trabajo de Integración Curricular previo a la obtención del título de licenciada en Pedagogía del Idioma Inglés.**

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Dedication

This thesis is dedicated to my beloved parents, and brothers, my father Nilo Ramón, and my mother Esther Maldonado for every single prayer, love, guidance, trust, patience, sacrifice, determination, and support they have given to me. To my brothers who have always motivated me to keep going and never give up.

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Nathaly Antonela Ramón Maldonado

Acknowledgement

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Storytelling and improving the speaking skill among ninth-year students at a public school in Loja city. School year 2021-2022.

2. Resumen

El objetivo principal de esta investigación fue mejorar la habilidad de hablar de los estudiantes a través de la estrategia de narración de historias con los estudiantes de noveno año de una escuela pública en la ciudad de Loja 2022-2022. Los participantes fueron veintiséis estudiantes de noveno año. El investigador utilizó una metodología mixta para obtener los datos para este estudio. Los datos cuantitativos fueron obtenidos a través de una prueba previa y posterior, mientras que los datos cualitativos se obtuvieron de una entrevista semiestructurada. Los datos recolectados fueron analizados mediante fórmulas estadísticas de la prueba de Wilcoxon presentadas en tablas y gráficos y con un análisis temático presentado de forma narrativa. Los resultados demostraron una diferencia significativa antes y después de la implementación de la narración para desarrollar la habilidad de hablar de los estudiantes. Además, los resultados mostraron que los estudiantes lograron una mejora satisfactoria en los cinco elementos de la habilidad de hablar, que fueron: vocabulario, gramática, fluidez, pronunciación y comprensión. Además, a través de la estrategia de narración de cuentos, los estudiantes mostraron un gran interés en participar activamente en las actividades de habla.

Palabras claves: fluidez, gramática, pronunciación, habilidad de hablar, narración, vocabulario.

2.1 Abstract

The main goal of this research was to improve students' speaking skill through storytelling strategy among ninth-year students at a public school in the Loja city 2022-2022. The participants were twenty-six students in 9th year. The researcher used a mixed methodology to obtain the data for this study. The quantitative data was gathered through a pretest and posttest, meanwhile, the qualitative data was gotten from a semi-structured interview. data collected was analyzed by using statistical formulas of the Wilcoxon test presented in tables and graphs and with a thematic analysis presented in a narrative form. The results demonstrated a significant difference before and after the implementation of storytelling to develop the students' speaking skill. Moreover, the results showed that students achieved a satisfactory improvement in the five elements of speaking skill, which were: vocabulary, grammar, fluency, pronunciation, and comprehension. In addition, through the storytelling strategy, students showed a great interest in actively participating in speaking activities.

Key words: fluency, grammar, pronunciation, speaking skill, storytelling, vocabulary.

3. Introduction

Speaking is a productive oral skill that consists of constructing systematic verbal utterances to convey meaning, speaking is an interactive process of constructing meaning that involves producing and receiving, and processing information (Finocchiaro and Brumfit 2015). In accordance with the Ministerio de Educación (MinEduc, 2012), in the National Curriculum Guidelines English as a Foreign Language, the desired situation of the MinEduc is that by the end of the ninth year of middle school, students with the speaking skill, are able: to produce slow, hesitant, planned dialogues (i.e communication still depends on repetition, rephrasing, and repair), and interact and participate in brief informal discussions, in a basic way by inquiring and replying straightforward questions almost the learners' individual, the instructive and social foundation at the A1 level of proficiency according to the Common European Framework of Languages.

Despite the aforementioned expectations, students in ninth grade did not show this level of speaking skill. Based on the observations made during the pre-professional internship period, the novice teacher noticed that the students saw speaking as a complex skill. (Rababa, 2005; Mendoza, 2010), pointed out that there were many factors that cause difficulties in speaking English among EFL learners. Some of these factors were related to pronunciation (stress, rhythm, and intonation), grammar (grammar structure in sentences in speaking), vocabulary (expressions and a wide range of vocabulary), fluency (rate, reduce forms), comprehension (clustering, redundancy, and understanding questions), and even some elements of speaking skill could be the reasons as well for not being able to keep the interaction going on.

In the same way, the purpose of the study was to improve speaking skill through storytelling strategy. For this reason, the researcher extended the following question: How does storytelling improve speaking skill among ninth-year students at a public school in Loja city?

Furthermore, this strategy can enrich the different theories, based on a previous study that was carried out (Amru, 2012; Munawaroh, 2015), these authors mention that the storytelling strategy is used in different research to see if it could help overcome some of the difficulties the students had in mastering EFL speaking skill. This strategy aimed to improve the speaking skill of students in a real-life situation, which was why the main focus of this study was to improve speaking skill through the storytelling strategy.

Moreover, there was still a gap in research about the impact that storytelling has on improving speaking skill, because they focus on other areas such as vocabulary, reading comprehension, and literacy learning. Baily et al. (2015), point out that the speaking skill is the

use of naturally occurring language when a speaker engages and maintains meaningful and fluent communication. For this reason, the researcher used the storytelling strategy to improve the speaking skill of the ninth-year students of a public school in the city of Loja., in order to be successful and keep students motivated and actively participating in the class, which obviously helped them to improve their speaking skills.

In addition, this research contributed to improving the ninth-year students' speaking aspects like pronunciation, fluency, grammar (accuracy), vocabulary, and comprehension. therefore, it contributes to achieving the goal established by Ministerio de Educación (2012), which establishes that at the end of the ninth year of middle school, students with speaking skill, are able: to produce slow, hesitant, planned dialogues. Based on that, this research helped me in my professional training in the area of English and to implement innovative strategies. And also, I gain research skills to develop future scientific research.

In fact, the University and the Faculty of Education and the English Language Career have the objective of proposing innovative strategies in order to generate quality and efficient education, thus contributing to the improvement of teachers by generating new knowledge about reality and related problems in education in Ecuador. (Universidad Nacional de Loja, 2021; Secretaria Nacional de la Planificación, 2021). Based on the knowledge provided, the researcher implemented the innovative proposal which is a storytelling strategy during the intervention plan, thus contributing to improving the English language skills.

Based on this, the general objective established in the development of this research was the following: to improve students' speaking skill through storytelling strategy among ninth-year students at a public school in the Loja city. School Year 2021-2022. Based on this central objective, three specific objectives emerged which were, to explain the effectiveness of storytelling in increasing the characteristics of a successful speaking skill, to identify the elements of the speaking skill that are developed through storytelling strategy, and finally to describe the students' perceptions about storytelling in improving the speaking skill among ninth-year students at a public school in the Loja city. School Year 2021-2022.

In fact, all eight weeks of the intervention plan were completed within 2 months through the use of lesson plans based on the storytelling stages were: pre storytelling, while storytelling, and post storytelling to improve the speaking skill in the following aspects pronunciation, fluency, grammar (accuracy), vocabulary and comprehension of the 26 ninth-year students of a public institution located in the city of Loja in the academic period 2021- 2022. Even though there were certain limitations found during the intervention, one of them was a large number

of students in the class and for this reason, the discipline could not be adequately controlled, due to the inexperience of the researcher as a novice teacher. Finally, the strategy could not be applied to all students due to their absence. Further investigations suggest carrying out group activities in order to control the students, as well as using storytelling as an innovative strategy to motivate and interact in a better way with the students.

4. Theoretical Framework

Richards (1990), states that the mastery of speaking skill in English is a priority for many EFL learners across the world. Richards adds that learners often evaluate their success in language learning and the effectiveness of their English course based on how well they feel they have improved in their spoken language skill. Khasawneh (2016), suggests that the storytelling strategy facilitates speaking skill by helping students to establish the foundations of keeping the point of their stories, and providing confidence when telling stories. Nurfadillah (2020), as a result, this strategy will motivate students and promote speaking skills.

Based on that, the aim of this section was to explore the theoretical framework that sustains the researched variables: storytelling as part of a teaching approach and the speaking skill which is one of the four skills in English language learning.

In this way, this section was organized into two categories, which were, the storytelling strategy and the speaking skill. The topics were divided into subtopics. The first one was divided into the following topics: storytelling and speaking skill, teaching speaking skill by using storytelling strategy, the advantages of storytelling, forms of storytelling, the elements and stages of storytelling. Meanwhile, the second one was organized as follows, characteristics of speaking skill, the elements of speaking skill, and characteristics of a successful speaking skill. skill, the elements of speaking skill, and characteristics of a successful speaking skill.

4.1 Storytelling

Storytelling is an oral activity to grab audiences' attention by using multisensory stirring emotion of an event in a story. It involves improvisation in telling a story, facial gestures, and body movement. Irawati (2009), mentions that storytelling is an oral activity where language and gestures are used in a colorful way to create scenes in a sequence; for this reason, storytelling consists of more than just storytelling. As part of speaking activities in the class, storytelling is also an effective teaching tool that enables students to focus on story structure. Storytelling builds confidence, develops language skills, encourages speaking skill, and increases motivation and interaction for the students using storytelling strategy, the student is more enjoyable during the teaching-learning process.

Besides, McKeough et. al (2008), states that storytelling is the transmission of events in words and images, used in every culture as a means of entertainment, for cultural preservation, in education, and on inculcation of moral values.

In addition to this, Flora (2011), suggests that storytelling involves a two-way interaction between a storyteller and one or more listeners, and this develops from the interaction and cooperation, coordinated efforts of the teller and audience.

Blaine (1990), states that the storytelling approach focused on speaking skills to guide teachers to tell personalized stories to the learners in the foreign languages, so that this teaching strategy is implemented by teachers all over the world, particularly in the field of Teaching English as a foreign language. This powerful foreign language teaching strategy empowers teachers to find that they can teach the language holistically without having to teach grammar rules.

In storytelling grammatical accuracy is taught but not in the traditional way through verb conjunctions (Blaine, 2009). Through storytelling, dialect is learned by understanding messages in the target language. That means language is achieved through comprehensible input. The input refers to speaking and reading materials that are understood by the learners through stories.

4.2 Storytelling and the Curriculum

Visoka (2017), established that there are three primary measurements in which stories can include learning within the entirety school curriculum:

- Stories can be utilized to reinforce the conceptual improvement of children (for example, color, size, shape, time, cause and effect, and so on). In this way, stories are implied in creating learning, and therefore, Fortifying considering techniques (for case, comparing, classifying, predicting, problem-solving, hypothesizing, arranging, and so on).

- Creating techniques for learning English (for illustration, speculating the meaning of modern words, preparing the memory, self–testing, and so on), and creating think-about abilities (for case, making, understanding, and interpreting charts and charts, making and learning to utilize lexicons, organizing work, and so on).

- Selecting or creating stories can also be utilized to develop other subjects in the Curriculum, specifically, mathematics: telling the time, numbers: tallying and amount, and measuring. Science is the life–the cycle of insects, animals, outer space, and how seeds grow. History of prehistoric animals, understanding chronology / the passing of. Geology and the Environment: shopping and shops within the nearby range, neighborhood parks, sports, and recreations, employing an outline, utilizing the chartbook, the climate, and climates around the world, and social considerations.

Art and Crafts drawing, making masks, hats, cards, clocks, etc., making collages, making puppets. Music and Drama singing songs, playing instruments, role-playing, miming.

4.3 Storytelling and the Syllabus

Russel (2018), mentions that a syllabus is concerned basically with the choice and evaluation of substance. For illustration, on the off chance that you're employing a coursebook in your education, it is the authors who have selected the dialect things you're planning to instruct and the arrange in which you present them. They, in turn, may have based their determination on rules laid down by the Ministry of Education. A syllabus is most likely to incorporate language functions and structures, vocabulary, pronunciation, and skills to be practiced. It may also incorporate the sorts of exercises and assignments your pupils will be included in. Different variables are considered when selecting and evaluating substances such as the age and conceptual level of learners, their needs and intrigues, their dialect level and past language-learning encounters, and the degree of trouble with dialect and exercises.

In the event that the instructor does not need to follow unbendingly to a coursebook, storybooks can too be utilized as brief essential syllabuses in them possess right, advertising a novel alternative to the sourcebook. Six or seven stories may well be worked on all through a school year. This would mean spending about four to five weeks on each story and around eight to ten lessons per story, if the class has two hours, of English class.

Based on that, Richards (2017), mentions that the individual begins to speak using short words and sentences, but the emphasis is still on speaking and absorbing the new language. There will be many errors at the beginning of production. In fact, students with A1 levels have usually developed close to 500 receptive/active words (that is, they are able to understand and use words). During this stage, students can usually speak in one- or two-word sentences and can demonstrate their understanding of new material by briefly responding to simple questions such as yes/no, or/ or, or who/what/.

4.4 Storytelling and the Speaking Skill

According to Adrian (1988), speaking English through storytelling activities is natural for children because they have real communication. The speaking abilities needed for storytelling are essentially the same as those required for all speaking activities (p.209).

Speaking is "The handle of building and sharing meaning through the use of verbal and non-verbal signals, in a variety of contexts" (Chaney & Burk, 1998, p.13). Discussing the relationship between storytelling and speaking skill, researchers support the idea that the former

is an effective strategy to improve the latter. Storytelling empowers students to experiment with voice, tone, eye contact, gestures, and other facial expressions, all of which are important qualities of an excellent speaker. Storytelling can provide learners with techniques for holding the audience's attention. Stories can help children develop this skill because they "rely so much on words, as well as they offer a major and constant source of language experience. The authors also state that "The experience of the story encourages responses through speaking. It is essential to express our likes and dislikes and to exchange ideas related to stories we hear and read" (p.7)

4.5 Teaching Speaking Abilities by Using Storytelling Strategy

While listening to stories, children develop a sense of structure that will later help them understand more complex stories of literature. In fact, the use of literature in foreign language teaching has had benefits in the past few years as cited in (Munawaroh, 2012). In fact, Brown (2003), established that materials and activities that derive from literacy texts and movies are great aids to learning in that they appeal to the learners' " imagination, increase motivation and, overall, create a rich and significant context. Storytelling is one of the most frequently used, especially with beginners while it provides some good things that are building students" confidence, contextualizing language, and developing students' empathy for other characters based on Mark Almond (2005), by giving students speaking practice in performances, it can be ensured that acting out is both learning and a language producing activity for students based on (Harmer, 2007).

4.6 The Advantage of Storytelling

Nunan (2003), defined a story as the way people communicate their experience, the way they understand the experience of others, the style they liberate their imaginations, the waythey make sense of the world and them possess position within it. It captures the imagination, engaging the emotions and opening the minds of listeners. Wherefore, any point that is made in a story or any teaching that is done afterward is likely to be much more effective. Here are the foremost critical focal points of narrating may be summarized below:

4.6.1 Stories are Motivating and Fun

Ikramuddin (2017), stated that stories can help develop positive attitudes towards foreign language and language learning. They can create a desire to continue learning. In fact, Stories are motivating and fun and can offer assistance to create positive demeanors towards the remote dialect and dialect learning. They can make a want to proceed to learn.

4.6.2 Stories Build Confidence and Empathy.

Mark Almond (2005), regarded that narration improves pupils' confidence, contextualizes language, and builds up students' empathy for other characters. As the children identify with the characters and try to explain the story and illustrations, they can take part in the story on their own. This imaginative experience will help you develop your own creativity.

4.6.3 Stories Help Students Understand and Appreciate Culture

Dodson (2000), affirmed that reading and speaking are generally individual activities and storytelling leads to a participating response of laughter, sadness, and excitement which is not only enjoyable but can support building up a child's confidence in the emotional improvement

4.6.4 Stories are Enjoyable over and over again

Brown (2003), described those materials and activities that develop from literacy texts and movies are great aids to learning in that they apply to the learners' imagination, increase motivation and, above all, create a rich and meaningful context.

4.6.5 Stories Introduce or Revise New Vocabulary and Grammatical Structures

Dodson (2015), established that this frequent repetition allows certain language items to be gained while others are being reinforced. Many stories also have a natural repetition of keywords and structure. This helps children remember every detail and learn to expect what will happen next in the story. Repetition also encourages participation in the narrative. The following meanings and predicting language are important abilities in language learning.

4.7 Forms of Storytelling

Fikriah (2016), explained that storytelling produces confidence, develops language abilities, encourages speaking and listening fluency, and also increases motivation and interaction for the students. With a storytelling strategy, the student has more enjoyment during the learning process. Because besides the student being able to develop language ability, pupils also can know the histories, information, etc. Ikrammuddin (2017), mentions that there are eight forms of storytelling as below:

4.7.1 Oral Tradition

The tradition of telling stories through word of mouth was the next improvement in storytelling. As languages came around, people in larger groups were together as the population grew, and people began talking to each other. Stories were being passed on much faster and spreading as cited in (Ikrammuddin, 2017).

4.7.2 Fable

Ikrammuddin (2017), confirmed that a fable is a short simple story, most of them include animals that are told to teach some sort of moral lesson, often told to young children. Perhaps the most famous and well-known fable is "Si Kancil", which tells people many short stories about morality.

4.7.3 Myth

Myth is a story that is most often about the creation of the world, about Gods/Goddesses and higher beings, or mythical characters (mythical meaning made up and almost completely unbelievable). Myths originate from Ancient Greek times also, and although they have no truth to them, they are opinions on the creation and existence of this world as cited (Ikrammuddin, 2017).

4.7.4 Legend

Ikrammuddin (2017), referencing a legend, is a historical story told to display human qualities such as bravery, strength, and honesty. A story such as King Arthur is a legend that shows a historical figure that represents such characteristics, as power, bravery, and betrayal. These stories are based on genuine individuals, and not created, but may exceptionally frequently be overstated or changed in arrangement to appear like a few sorts of legend or major occasion to speak to something. They as well have been passed on throughout the generations as most forms of storytelling are, and may have changed over time depending on where and when in order to create sense.

4.7.5 Theatre

Theatre is much more of an interactive form of storytelling. The actors encouraged the audience to join in and interact with them in later years, such as shouting famous catchphrases or trying to offer their help to the protagonist on stage.

A theatre is an audience-based form of storytelling, it started in Ancient Greece, and the Greeks performed stories in giant amphitheaters which were great for the acoustics as the bowl shape allowed the sound of the voices to carry out through to massive audiences as cited in (Ikrammuddin, 2017).

4.7.6 Text

Ikrammuddin (2017), regarded that storytelling has strengthened and adapted over a long period since its inception. As languages were created and developed, people wrote, but that was not the ideal way to tell stories because it was time-consuming and could only be read

by one person at a time. There are many examples of great text stories, but some modern examples are book series like Harry Potter and The Hobbit. These are the most recent examples of how writing remains an essential part of storytelling today.

4.7.7 Film/TV

Harmer (2007), affirmed that film/movie and TV are the most recent form of storytelling and that is the classroom speaking activity that comes from acting from a script based on. It's a visual and audio form of storytelling, and the film first came around in 1880 when it was first made and showed a series of images using a projector. This makes it possible to film a story, create a story, and then present it to a large audience. Movie making follows one of several structures, and all movies adhere to this structure because it is so successful.

4.8 Storytelling Supports Learner's Understanding.

Davidson (2012), founds that for stories with beginner learners, you may have to use the mother tongue from time to time if your classes share a common language, that's for sure. In fact, you would deny your pupils a very useful learning strategy if you insisted on always using English. However, consider carefully when and why you would accept the mother tongue. Evidently, the more you use English and the more your pupils get better at and more familiar with the language, the less you will require using the mother tongue. Using storybooksprofitably in the classroom needs careful planning.

Altogether, telling a story to a class without preparation can be disastrous with the loss of pupil attention, motivation, and self-confidence. Although children are used to listening to stories in their mother tongue, understanding a story in a foreign language is hard work. Students' enjoyment will increase enormously if the teacher ensures that they support their understanding in several ways. The following principles provide a framework for making story-based lessons more accessible:

- Provide context to the story and introduce the main characters. Help your students feel involved and connect their experience with the story's experience for context. Connect the story to aspects of their lives like where they live, animals they know, likes and dislikes, shopping, picnics, and more. Once they understand the context and students are able to make associations with the characters, then take the vocabulary and key phrases, and have them predict and participate in the story.

- Provide visual support: drawings on the blackboard, cut-out figures, speech bubbles, masks, real objects, flashcards, etc. Ans also, link stories or related activities to work

in other areas where possible. Decide how much time you will spend on the story. Will you use it once or twice or over a period of several lessons?

- Identify your linguistic objectives. Decide what language points your students need to recognize for comprehension when the story is being told and what would be helpful to reproduce, such as vocabulary set, language function, structure, etc.

- Decide when you will read the story. Will you read a little each lesson or all at once after appropriate preparation? Decide which follow-up activities would provide opportunities for pupils to use language.

- Decide on the order of introduction or change the language needed to understand the story. Make sure learners understand the purpose of each lesson and how it relates to the story. Check to make sure that each lesson offers variety and an opportunity to recycle previously introduced language.

- If necessary, edit the story to make it more accessible to your students. Replace unfamiliar words with more familiar ones and adjust sentence structure to make the story easier to follow, and more. Find out if there are nursery rhymes or songs that students can learn to reinforce the introduced language.

Therefore, Stanley et al. (2009), established some elements of storytelling, and different stages of storytelling. In this way, those categories are the following:

4.9 The Elements of Storytelling

4.9.1 Visualization

To make a great scene, the storyteller has to describe the character's situation, condition, time, and place completely.

4.9.2 Vocal

Vocal is the element of storytelling that helps to improve speaking skill. The storyteller has to master vocals and should describe the character in a story. What is a young man? She is a cruel mother! etc.

4.9.3 Bodily Gesture

The bodily gesture is important for the storyteller to make the audience engaged in the story. The bodily gesture can draw the situation and provide a condition to a story.

4.10 Stages of Storytelling

4.10.1 Pre storytelling

       The teacher prepares the class with an introduction to the lesson aim and the contents that students must study each lesson and students try to think about storytelling. Teachers should familiarize students with storytelling introduction, how to focus on the main idea, and how to support students. Then, the teacher asks the students to watch a simple monologue narrative video and also asks them to think about the story they watched.

4.10.2 Guideline Storytelling or While Storytelling

       Students will understand story structures that involve plot, point of view, setting, characters, and ending. Teachers also provide students with questions for guidelines. At last, in guideline storytelling, the discussion is required to support the ability of storytelling by doing the previous and posting the discussion from stories.

4.10.3 After Storytelling or Post Storytelling

       Pupils interpret the stories in class and the teacher gives feedback to the students after they finish storytelling the story.

4.11 Speaking Skill

       Widdowson (2015), mentions that we can divide the skill of speaking into two skills, namely productively skill and receptive skill, which are creative processes made by participants in an interaction. Productive skill is the skill of producing the languages actively, while receptive skill is the skill to listen to the languages produced by the speaker with understanding. These authors define speaking as the ability to converse with others, far beyond the ability to read, write or understand spoken language, which they consider the most important skill.

       Corresponding to Mclaren (2006), speaking is one of the most difficult language skills learners have to face. Speaking is one of the four most important skills in the English language. EFL learners find it difficult to speak in real-time situations when it is demanded. There are many reasons to overcome this. First, the EFL should understand the importance of speaking skills and try to gain them in this competitive world. As well, speaking skill is essential for EFL learners, because they build confidence levels, take part in debates and groups, discuss, give presentations, and so on.

       Skill speaking skills are an important factor in language learning development because it shows the ability of the speakers to communicate. Conferring to Gorsuch (2011), the ability to speak fluently is often used to measure the success of a student who learns a foreign language. The primary purpose of communication is how to make the listeners understand what

the speaker is trying to express. However, it is not a straightforward job for teachers to enhance students' skills in speaking.

Gorsuch (2011), comments there are some characteristics of spoken language that can perform the speaking skill performance easily these are: clustering, redundancy, reduced forms, performance variables, rate of delivery, stress, rhythm, intonation, and interaction with the function is.

4.12 Characteristics of Speaking Skill

4.12.1 Clustering

Fluency is speech in phrasal, not words. With this clustering, students can organize their results cognitively and physically. Effective speakers of English need to be able not only to produce the individual phonemes of English but also to use fluent connected discussion.

4.12.2 Redundancy

The interprets the meaning thanks to the redundancy of language. Students can take advantage of this spoken language feature. Effective speaking benefits from the redundancy language we used to seek clarification and show the structure of what we are saying.

4.12.3 Reduced Forms

Abbreviations, ellipses, and vowel reduction are special problems when teaching English. Students who do not have a verbal education sometimes develop a dull and silly quality of speech, which stigmatizes them.

4.12.4 Performance Variables

An advantage of spoken languages is that the thought process of speaking allows for some variation in performance. Pause, undo, and edit. You can really learn to stop and procrastinate. For example, in English, our "thinking time" is not silence. We put an "extra" number like "uhh, umm, you know, I mean like this, etc." One of the most salient differences between native and non-native speakers of a language is in their hesitation phenomena.

4.12.5 Rate of Delivery

Another pertinent characteristic of fluency is the rate of delivery. One of the tasks in teaching spoken English is to help learners to achieve an acceptable speed along with other attributes of fluency.

4.12.6 Stress, Rhythm, and Intonation

This Is the most important feature of English pronunciation, which supports spoken language comprehension by part of the listener. The rhythmic accent in spoken English and its intonation patterns convey important information.

Stress is one of the vocal features. Speakers have to stress some syllables in the words and in sentences; otherwise, the words would be misunderstood and incorrect sounds can cause misleading comprehension. Therefore, stress is to make us more emphatic or more prominent. Accented syllables receive more force and they sound louder than unaccented ones. Stress is essential for achieving correct pronunciation and getting the right meaning in teaching English as a Foreign Language. Three aspects make the syllables more prominent: a) loudness, b) length (stressed syllables are longer), and quality (prominence) (Nesterenko, 2020).

Rhythm in the English language refers to the alteration of stressed or unstressed syllables. It is produced in sentence stress and what happens to the words and sounds between stresses. Therefore, rhythm means the alteration of stressed and unstressed words within the sentence. The speed of speaking depends to a great extent on rhythm. In fact, telling a story involves emphasizing content and questioning words (nouns, verbs, adjectives, adverbs, pronouns; when, why, who, what, why) because they carry out the main content of the sentence. On the contrary, function words (auxiliary verbs, prepositions, conjunctions, determiners, possessives, modal verbs) are weaker and shorter; they are less or not stressed.

Intonation refers to the "melodic pattern of a language or utterance, a variation in the pitch level of the voice (tone) together with stress and rhythm used to convey meaning at the sentences or discourse level", (Nesterenko, p. 106). Intonation is important because it helps to convey the correct meaning of the message. Pitch means the quality of a sound controlled by the vibrations producing it. It can be defined as the degree of highness or lowness of a tone. So, it includes the melody rise (yes/no questions) or fall (affirmative sentences) of the voice when an individual is speaking. It includes the use of linguistic pitch to convey meaning at the sentence or discourse level (Nesterenko, 2020).

4.13 The Elements of Speaking Skill

Bin (2016), mention that there are five elements of speaking skill are the following:

4.13.1 Pronunciation

The external manifestation of speech is sound. The speaker first needs to decide what to say, to say the words, and make physical sounds that make sense. According to the Oxford Advanced Learner's Dictionary, pronunciation is the way a certain language, word, or sound is

17

spoken, the way a person pronounces words in a certain language. Fulcher (2012), indicates it is often difficult for students to distinguish between sounds in a new language that is not present in the language they already know. Pronunciation problems can distract and lead to misunderstandings or misinterpretations.

In fact, pronunciation is the way of producing a certain sound or word. It includes how speakers produce clear language when speaking. To communicate successfully, the speaker must deliver a consistent message to the listener. In speaking practice, teaching pronunciation is important to get an accent.

Oral production comprises clear articulation of vowel and consonant sounds (segmental elements of the language), and the correct use of word and sentence stress, rhythm, and intonation. In fact, pronunciation has always been given the last place in teaching, whereas grammar and vocabulary have been focused primarily. Pronunciation in storytelling is essential to keep the elements of the language communicating the message.

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4.13.2 Grammar (Accuracy)

Brown (2014), argues that grammar is a system of rules that govern the usual arrangement and relationship of words in a sentence. In common usage, the term "grammar" describes what native speakers should or should not say or write. This is called prescriptive grammar because it requires precise usage.

Furthermore, Nunan (2003), stated that grammar is considered a set of rules that determine the exact order of words at the sentence level. Sentences are acceptable if they follow the rules established by the grammar of the language. In fact, grammar is the study of how words come together to form sentences. Therefore, from the above statement, it can be concluded that grammar is the necessary rule for students to combine correct sentences in a conversation both in written and spoken form. Grammar deals with the basic principles and structure of language, including the construction of clear and precise sentences and proper forms of words.

4.13.3 Vocabulary

Tamara (2015), established that vocabulary means the diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that prevents learners from learning a language. Without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed.

Ur (2015), states that vocabulary can be established, roughly, as the word we teach in a foreign language. However, a new dictionary entry can contain over one word. For example, the post office and mother-in-law comprise two or three words but express a single idea. They are also multi-word idioms such as call it a day, where the meaning of the phrase cannot be deduced from an analysis of the component words.

4.13.4 Fluency

Fluency is described as the ability to speak communicatively, and fluently. Fluency refers to expressing oral language freely without interruption. In the teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak with ease. The teacher does not correct immediately, whereas too much correction interferes with the flow of conversation (Pollard, 2008).

Corresponding to Oxford Advanced Learner's Dictionary, fluency is the ability to express language or action. Thornbury (2006), states that fluency is the ability to produce and maintain speech in real-time. To do this, fluent speakers are capable of two things: first, appropriate pausing (their pauses may be long but are not frequent, their pauses are buffers like um, you know), and second, run long (lots of syllables and words between pauses.

4.13.5 Comprehension

Agreeing to Cambridge Advanced Learners' Dictionary, comprehension is the ability to understand and be familiar with a situation, and facts. Thornbury (2006), established that comprehension also involves different psychological operations, including perception, recognition, and inference. Comprehension contributes to language learning and without comprehension, there is no learning. From many definitions explained above, speaking is a skill that deals with not only the production of what the speaker says but also the expressions of the speaker in order for people to understand what he/she says.

4.14 Types of Speaking

Bin (2016), affirmed that there are five categories that apply to the kinds of oral production that pupils are expected to achieve in the classroom. The five types are the following:

4.14.1 Imitative

At the level of imitation, it may already be clear what the student wants to do. At this level, students try to repeat what they have been told understandably, respecting the teacher's

pronunciation. In fact, it doesn't matter if the learners understand what they are saying or conversing. The purpose was to recreate what they were told. A good example is the "repeat me" experience in the classroom.

4.14.2 Intensive

Intensive spoken language involves limited language production in a controlled environment. For example, read a passage out loud or answer a simple question. The mastery of grammar or vocabulary shows competence at this level. It depends on the expectations of the teacher.

4.14.3 Responsive

The answer is a bit more complex than high intensity, but the distinction between the two is not clear. At this level, the conversation comprises a simple question and one or two follow-up questions. The conversation is underway, but the content is very simple.

4.14.5 Extensive

The wide exchange is a normal type of monologue. For example, speech, storytelling, etc. This requires a lot of preparation and is not a spontaneous exchange. You can compensate for your communication challenges by relying on each other's body language. However, with extensive communication, students may speak without relying on feedback, or they may not be persuasive.

4.15 Characteristics of a Successful Speaking Skill

4.15.1 Learners Talk a Lot

In fact, the student's speech consumes as much activity time as possible. This may seem obvious, but we spent most of the time talking or pausing with the teacher. Learners use appropriate styles of speech to accomplish communicative functions according to different situations in real face-to-face communication.

4.15.2 Participation is Even

A few talkative participants do not dominate class discussions. All participants have time to speak, and contributions are evenly distributed. Based on that, by encouraging students to use clarification expressions in class when a misunderstanding occurs and by responding when they do, teachers can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, pupils will gain confidence in their ability to manage the various communication situations that they may encounter inside the classroom.

4.15.3 Motivation is High

Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task's aim. In fact, most pupils show an increased level of interest when they have a chance to see language in use and hear it, and when this is coupled with communicative tasks.

4.15.4 Language is of an Acceptable Level

Students express themselves at an appropriate, understandable, and acceptable level of language skills. In this way, Learners use different speaking strategies, such as emphasizing keywords, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and assessing how well their interlocutor is understanding them.

4.16 Previous Studies

This part presents studies that sought to investigate the use of storytelling strategies to improve speaking skill. For this reason, this has two important aims: to contextualize the current study described and to analyze the effectiveness of the independent variable.

Six studies were selected for analysis (Table 1). These previous studies were related to storytelling strategies to improve speaking skill. It is important to highlight those empirical projects focusing on storytelling to improve speaking skill are plentiful. The six inquiries of Indonesia, India, Malaysia, and Turkey represent a wide range of crucial information. As Table 1 indicates, four out of six studies were carried out among secondary learners, whereas two out of six studies were conducted among universitarian students. Moreover, all educational institutions involved were public. What is interesting about the data in this table is that five out of six empirical studies had a mixed-method approach; the only exception was the project in Indonesia, where researchers used a quantitative methodology.

Tabla 1

Previos studies investigating the effectiveness of storytelling

Study	Country	Population	Methods	Level of education
Sembiring & Ginting (2019)	*Indonesia*	*29 Students*	*Quantitative*	Secondary
Zuhriyah (2017)	Iranian	*22 Students*	*Mixed*	*Tertiary*
Bin (2016)	*India*	*25 Students*	*Mixed*	*Secondary*
Kamarulzaman (2011)	*Malaysia*	*30 Students*	*Mixed*	*Tertiary*
Khasawneh (2016)	*Malaysia*	*40 Students*	*Mixed*	Secondary
Nurfadillah, (2020)	*Turkey*	*34 Students*	*Mixed*	Secondary

Note: Previous studies to validity the effectiveness of storytelling strategy

Zuhriyah (2017), determined that there were several factors' students faced. Based on that, the analyst tried to answer the question of to what extent storytelling can improve pupils' ability to speak. Therefore, the examiner used the quantitative method as a quasi-experiment with a pretest and posttest design. The researcher used an observation checklist and the text of the legend story as tools to collect the information. Based on data analysis, the researcher found that storytelling could improve learners' speaking skills because there was a significant difference between the pretest and posttest scores.

Sembiring and Ginting (2019), in their study entitled "Improving students' speaking achievement by using storytelling techniques" identified that students were concerned about making mistakes when speaking, due to fear of criticism, and lack of vocabulary. Furthermore, students were not motivated to express themselves. Therefore, in this study, examiners tried to answer the research question: to what extent is storytelling effective in developing students' speaking skills? Based on that, researchers used quantitative and qualitative data to collect the information for tests, field notes, and observation sheets. Indeed, the result showed that teaching speaking skills through the use of storytelling improves students' scores. It found that the students' speaking achievement improved from pretest to posttest after the storytelling technique was applied. Moreover, in field notes and observation sheets the students enjoyed learning English and gaining speaking skill through the use of storytelling.

Bin (2016), established that there were several factors' students faced during English language learning, especially when speaking. Based on that, the researcher tried to answer the following question: "to what extent storytelling is effective in developing speaking skills?" (p.2). Therefore, he used the mixed method since he administered a pretest, posttest, observation checklist, and interviews to collect accurate data. Based on data analysis, the researcher found that the storytelling technique had a positive effect on improving students' speaking ability because there was a significant difference between the pretest and posttest scores. In other words, the use of the storytelling technique helped to improve the speaking ability of the students.

Nurfadillah (2020), conducted a mixed method study to improve students' speaking skill through storytelling. The researcher mentions pupils have difficulties in speaking because they do not have a wide range of vocabulary and there is a lack of innovative teaching methods. For this reason, he aimed at finding out whether storytelling can improve the learners' speaking skill. The investigator applied observations, interviews, and tests to register data. As a result, the storytelling strategy improved students' speaking skill to enrich vocabulary, creativity, and pronunciation.

In order to get the appropriate data, Khasawneh (2016), applied interviews, pretest, posttest, and observation checklist. After applying the storytelling technique, improvement in speaking skills was not only found in the students' grades but also in their abilities. As a result, students could speak in front of the audience with a flow and fluent disposition.

As in previous research, Kamarulzaman (2011), highlights those students have some difficulty speaking because they are afraid of making mistakes or being criticized. Therefore, the analysts sought to determine the impact of storytelling on pupils' language-related communication skills and to assess whether storytelling helped improve students' speaking skills to some extent.

Khasawneh (2016), suggests that there are several factors that prevent students from improving their speaking skill such as low self-esteem and a lack of vocabulary. Consequently, the research question of this mixed method study was: "Is there any significant difference in speaking score before using the storytelling technique and after using the storytelling technique?" (p.4). Therefore, Bin (2016), applied the quantitative method to apply speaking tests, questionnaires, and observation checklists to collect the data. Consequently, the results indicated telling stories helped students to improve their self-esteem and build up their confidence in speaking skill.

To conclude, the purpose of this study was to improve students' speaking skill through the strategy of storytelling among ninth-grade students of a public school in the city of Loja. School Year 2021-2022. Based on the literature review, all the elements of the storytelling strategy were absolutely indispensable and interactive in order to make an interesting class for the students. In the same way, all the aspects that encompass the ability to speak were very essential to creating a fluid dialogue. In fact, the storytelling strategy was crucial to improving the student's speaking skill because through this strategy the students felt more comfortable performing the activities in a very interactive manner.

5. Methodology

The general purpose of this research was to improve students' speaking ability through the storytelling strategy among ninth-year students of a public school in the city of Loja. 2021-2022 school year. From this objective, three specific objectives arose, which were to explain the effectiveness of storytelling in increasing the characteristics of speaking skill among ninth-year students at a public school in Loja city. School Year 2021-2022. To identify the elements of the speaking skill that are developed through storytelling strategy among ninth-year students at a public school in Loja city. School year 2021-2022. To describe the students' perceptions about storytelling in improving the speaking skill among ninth- year students at a public school in Loja city, during the 2021 - 2022 school year. Therefore, in this section, the research methodology is presented.

5.1 Research Setting

The research was carried out in the city of Loja. In fact, Loja is located at latitude of -3.99313 and a longitude of -79.20422. It is part of the continent of South America and is located in the southern hemisphere of Ecuador.

5.2 Procedure

5.2.1 Research Methods

This research study was developed using a mixed method, with a quasi-experimental design. This methodology provided evidence of the strategy that the researcher applied with a focus on quantitative and qualitative data collection in order to explain the variables of the specific objectives. Sabarwal (2014), defines the quasi-experimental design, just like a true experiment, as it aims to identify the cause-and-effect relationship between two variables; the independent and dependent variables. In this case, the variables were storytelling strategy and speaking skill. The quasi-experimental design employed cluster sampling, which according to Taylor (2013), it means that the entire population of your sampling method is divided into small groups and that data is derived from each group. Each of the groups should look relatively similar to one another and by convenience sampling to draw a more accurate estimation.

As mentioned previously, the researcher used a clustering sample to select the participants which were students from the ninth-year, this population was determined to be useful for this research as the topics that needed to be covered were significantly advantageous for this study.

Therefore, in the first intervention week, students took a pretest, which evaluated their insight into speaking skills. Thus, based on the results gathered the weaknesses and strengths

were defined to start creating meaningful lesson plans for the intervention. The lesson plans included four basic elements; learning objectives, practice activities, instructional resources, and assessment. According to Scrivener (2011), learning objectives help teachers concentrate their efforts on activities that best suit to guide students to obtain a final result. Moreover, practice activities and instructional resources are related to each other. As mentioned by the same author, activities must be more than just entertainment or random selection. To obtain the expected results it is strictly necessary to look for activities that fit students' learning needs and, in this way, give students restricted and authentic exposure to the content by using suitable sources. Last but not least, assessment, a continuous assessment can show the teacher the way students are acquiring the content throughout the teaching process and not just at the end.

Furthermore, in order to carry out the storytelling process, the lesson plans we designed using three parts: pre-, while-, and after- storytelling stage. As Sanchez (2014, p. 16), states that storytelling is an accepted and widely used approach in the teaching of English language classrooms. It represents a holistic approach to language teaching and learning founded on the understanding that learners need to interact with rich, authentic examples of the foreign language (Mourao, 2015). "In using stories in language teaching, we are using something much bigger and more important than language teaching itself" (Wright, 2015). As an illustration of a lesson plan application, students worked on one short story in one class. In the first class, the new vocabulary was presented and the story was read, and then, they worked on the vocabulary with a handout and the evaluation consisted in which students did a speaking activity connected to the story.

Finally, after the intervention, students took a posttest to show their knowledge about speaking skill after the usage of the storytelling strategy, in this part the researcher could see how the scores of the students changed from pretest to posttest improved significantly during the intervention plan. Worth mentioning that the intervention plan was carried out in a public school in the city of Loja, and also twenty classes were imparted by the novice teacher for five weekly hours to ninth-year students for a period of eight weeks in the afternoon session.

5.2.2 Data collection Sources and Techniques

The researcher collected quantitative and qualitative data by applying different instruments that helped to verify the research questions. Gay et. al (2012), mentions that quantitative focus on the collection and analysis of numerical data to describe, explain, predict, or control phenomena of interest, while qualitative focuses on the collection, analysis, and interpretation of comprehensive narrative and visual data.

The quantitative data was collected by administering a pre and post-test after (see annex 3) and before the intervention plan. This technique allowed the researcher to verify the effectiveness of the storytelling teaching approach in the development of speaking skill. It also helped to identify the elements of the speaking skill that was supported by the storytelling teaching focus. The tests were built-in level A1 according to the CEFR with items that assess the speaking skill by reading a text aloud, describing pictures in a story, answering questions, and expressing an opinion. The items of the speaking test focused on indicators of speaking skill, which were: pronunciation, fluency, and grammar were tested by reading the text aloud; while vocabulary was aimed by describing images in a story; and finally, comprehension was tested throughout expressing an opinion or answering questions.

Punch (1998), described semi-structured interview (see annex 4) as a way to understand the complex behavior of people without imposing any a priori categorization, which could limit the field of investigation. Based on that, the qualitative data was collected through a semi-interview addressed to the students in order to describe the students' perceptions about storytelling in improving their speaking skill.

It is important to mention that the researcher was a participant in the observations because the proposal was implemented as part of action research in which the researcher was the teacher. The authors, Gay et al. (2012), state that participant observation is when the observer becomes a part of and a participant in the situation being observed.

Moreover, the researcher used a grading scale (see annex 5) established by the Ministry of Education to grade the test by over 10 points, and a scoring rubric (see annex 6) to measure the characteristics and elements of the speaking skill in the pre and posttest. The rubric was adjusted to the quantitative scale of the standards of education (see annex 7).

5.2.3 Research Participants

According to Sugiyono (2011), a population is the whole consisting of subjects/subjects with certain qualities and characteristics that are identified by researchers to learn and then draw conclusions. For this reason, the population of the research work was twenty-six students of the ninth-year from a public institution of Loja city, where the sample was taken through the cluster method where one group of them were participants. This group was composed of 15 female and 11 male students between the ages of 11 and 14 years old. The English level of proficiency that students had is A1, according to the Common European Reference Framework of Languages (CEFR). The Common European Framework of Reference in Languages (2012), established that the participants are characterized as basic users of the language who are able

to understand and use familiar everyday expressions and basic sentences intended to meet a need of a particular type and can be interacted with in a simple way provided the other person speaks slowly and clearly and is willing to help.

5.3 Data Analysis

Quantitative data were analyzed through statistics formulas to generate a significant analysis. Rae (2017), states that statistics is associated with collecting, classifying, arranging, and presenting the numerical data related in some context. It also allows us to interpret many results from it and forecast many possibilities for further applications. In this sense, statistics formulas helped to analyze the data obtained in the pretest and posttest tests.

The data was represented by tables with frequencies and percentages, which facilitated a comparison of the information obtained in the indicators that helped to verify the research-specific objectives. The graphic representation of the data helped in further statistical analysis and interpretation to explain the tendency of the researched variables. Furthermore, the researcher used the Wilcoxon test which is a statistical formula comparison of the average of two dependent samples, in this case, it was used to measure students' speaking skill before and after the intervention plan.

Finally, Gay et al. (2012), established that analyzing qualitative data is usually applied to a set of texts, such as interview transcripts. The researcher used a thematic analysis that carefully examined the data to identify common themes and patterns that appear repeatedly. The qualitative data obtained in the semi-structured interview was used to complement and explain the effectiveness of the strategy to improve student's speaking skill.

6. Results

The following category highlights the results that were got from these data collection sources: Pretest and posttest that were in charge of measuring the students' performance on speaking skills (vocabulary, fluency, grammar (accuracy), comprehension). Moreover, a semi-structured interview evaluated students' attitudes and feelings toward the storytelling strategy, which developed students' speaking skill.

6.1. Pretest and Posttest Results

The evidence provided by the pretest and posttest results helped the researcher to explain the effectiveness of storytelling in increasing the characteristics of a successfulspeaking skill and identify the elements of the speaking skill that are developed through storytelling strategy among ninth-year students at a public school in the Loja city. School Year2021-2022.

Tabla 2

Wilcoxon test pretest and posttest scores on speaking skill

Students' Code	Pretest Scores	Posttest Scores	Difference	|Diff|	Ranking	|Mean Range|
N.Y.E.G.B 01	2	6	-4	4	15	18.5
N.Y.E.G.B 02	2.5	6	-3.5	3.5	9	11.5
N.Y.E.G.B 03	5	7	-2	2	2	2.5
N.Y.E.G.B 04	2.5	6	-3.5	3.5	10	11.5
N.Y.E.G.B 05	3.5	6	-2.5	2.5	4	4.5
N.Y.E.G.B 06	4	8	-4	4	16	18.5
N.Y.E.G.B 07	3	7	-4	4	17	18.5
N.Y.E.G.B 08	2	7	-5	5	24	4.5
N.Y.E.G.B 09	5.5	9	-3.5	3.5	11	11.5
N.Y.E.G.B 010	2	6	-4	4	18	18.5
N.Y.E.G.B 011	5	8.5	-3.5	3.5	12	11.5
N.Y.E.G.B 012	3	6	-3	3	6	7
N.Y.E.G.B 013	2.5	8	-5.5	5.5	25	25.5
N.Y.E.G.B 014	4	7	-3	3	7	7
N.Y.E.G.B 015	5	7.5	-2.5	2.5	5	4.5
N.Y.E.G.B 016	2	7.5	-5.5	5.5	26	25.5
N.Y.E.G.B 017	4	6	-2	2	3	2.5
N.Y.E.G.B 018	3	7	-4	4	19	18.5
N.Y.E.G.B 019	5.5	7	-1.5	1.5	1	1
N.Y.E.G.B 020	4	7	-3	3	8	7
N.Y.E.G.B 021	4	8	-4	4	20	18.5
N.Y.E.G.B 022	3	7	-4	4	21	18.5
N.Y.E.G.B 023	3.5	7	-3.5	3.5	13	11.5
N.Y. E.G.B 024	3.5	7	-3.5	3.5	14	11.5
N.Y.E.G.B 025	3.5	7.5	-4	4	22	18.5
N.Y. E.G.B 026	2.5	7	-4.5	4.5	23	23
Average	3.5	7.0				

Note: The table of the Wilcoxon test presents the pretest and posttest scores of speaking skills. (N.Y.E.G.B =Ninth-year of Educación General Básica; 01= student's code)

Tabla 3

Wilcoxon Ranks of pretest and posttest scores

Pretest scores Posttest scores	Ranks	N
	Negative ranks	332
	Positive ranks	0
	Total population	26
	Critic value p≤ 0,05	98

Note: Wilcoxon Ranks

As examined previously, the evidence in the Ranks Table 3 presented the overall measurement results of the pretest and posttest. In fact, in the pretest students' scores had lower values than the posttest scores. It is remarkable to present essential data on comparing ninth-year students' performance before and after the plan of intervention based on the storytelling strategy to improve speaking skills. Considering the same table, all the students had a significant increase in their level of speaking skill after applying the storytelling strategy. As explained previously, it is clear that the Wilcoxon test demonstrated that this difference was statistically significant (p≤ 0,05) which means that is a high probability (95%) that the strategy was effective. This effectiveness will be further corroborated by the semi-structured interview which explored students' perceptions of storytelling as an effective strategy to improve their speaking skill.

Figure 1

Pretest and Posttest Scores
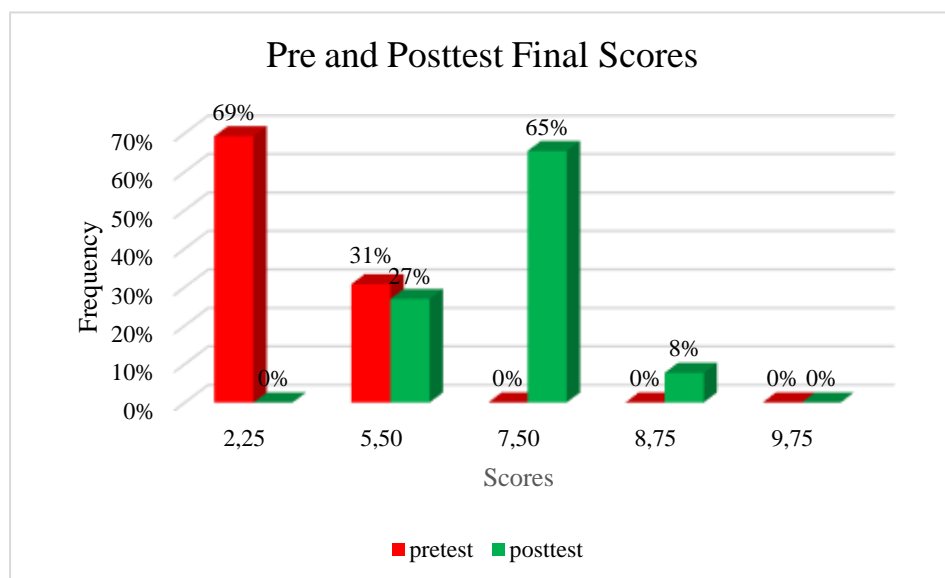
Note: The results of the pretest and posttest.

On the whole, it can be seen from Figure 1, that a pretest was administered to ninth-year students prior to the intervention plan to measure a baseline of their knowledge of speaking skill. Therefore, 100% of the students obtained average scores under 5.50 points which means that they needed to improve their speaking skill.

This means that the ninth-year students had different difficulties with their speaking skill. For example, they made frequent problems with "pronunciation" and intonation. Voice was too low to hear and hard to understand. In addition, the rhythm and intonation errors sometimes made it difficult to understand the student's pronunciation. Furthermore, learners used only simple expressions and sometimes used inappropriate "vocabulary". Also, they did not try to use new words learned in class or expand their vocabulary learning. Whereas, in "grammar", they only used basic structures and made frequent errors. Meanwhile, in the "fluency" aspect, students' speech was very slow and stumbling, nervous, and uncertain with their responses based on memorized expressions. Moreover, it was difficult for the listener to understand. Finally, in the "comprehension" aspect, students answered the questions but the answers were very limited to one or two words, and the answers were not related to the questions.

On the contrary, in the exact corresponding Figure 1, the posttest demonstrated a higher level of students' achievement in speaking skill. Likewise, 27% of the learners increased their scores from 5.50 which means that they are close to achieving the required learning. In fact, 65% of the students obtained scores between 7 to 7.50 which means that they are almost to achieve the required learning. Equally important to mention is that 8% of the students raised their scores between 8.75 to 9 showing that they mastered the required learning. Thus, all the percentages before mentioned gave a total of 100% which means that students significantly improved their speaking skill.

As a matter of fact, there was a significant difference between the pretest and posttest. In the "pronunciation", students' rhythm, pronunciation, and intonation were almost clear and accurate, only occasionally difficult to understand. Furthermore, in the "vocabulary", students were able to use a variety of vocabulary and expressions learned in class and they made only a few mistakes in word choice. Some students used appropriate expressions and a wide range of lexical knowledge learned in class. Meanwhile, in "grammar" learners used a variety of structures even though they continued making some mistakes that did not affect their communication. Hence, in "fluency" students' speech was slow and often hesitant and irregular, but the students felt more confident to continue speaking, and the student's speech

was more fluent. Lastly, in "comprehension", learners fairly understood some of the questions and topics that were being discussed in class. Based on the results obtained during the intervention plan, it was evident how the students increased the characteristics of the skill.

Finally, from the results obtained during the intervention plan, it was evidenced how most students increased the characteristics of successful speaking by using storytelling. So that, in this way it supports the development of speaking skill in the teaching-learning process. These characteristics were: learners talked a lot, participation and motivation were notable, and the language was at an acceptable level. Therefore, the students were eager to speak because they were interested in the topic and had something new to say about it, or because they wanted to contribute to achieving the objective task. It means that the students had a high motivation to speak in English. Being highly engaged, the students became interested in learning English, specifically in speaking skill. They often tried to deliver their own idea confidently. In fact, the students expressed themselves in utterances that were relevant and easily understood by others. And also, they showed an acceptable level of accuracy in speech-language production. It means that the students used the elements of speaking that were pronunciation, vocabulary, grammar, fluency, and comprehension to increase their English level. Thus, students often tried to speak English correctly in real communication.

6.2 Semi-structured Interview.

The evidence from Wilcoxon pretest and posttest results presented statistically significant (p≤ 0,05) and substantial changes in improvement the speaking skill. Based on that, the researcher conducted a semi-structured interview to explore the students' perceptions of storytelling.

Figure 2

Students' perceptions about storytelling strategy
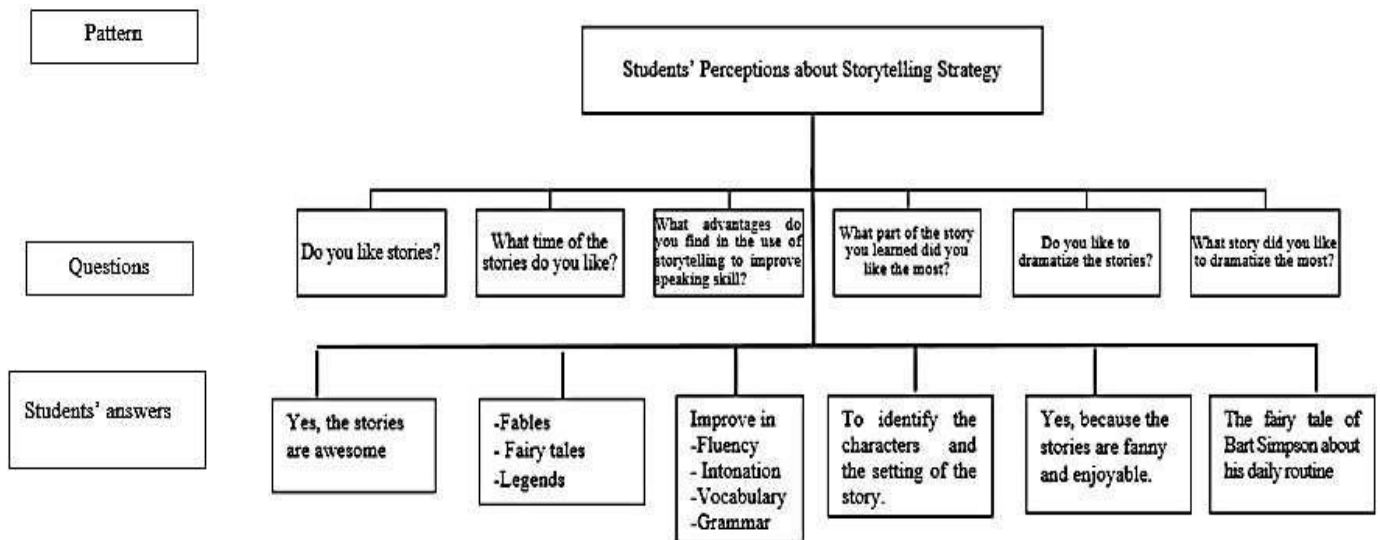
Note: Results of the interview. (St= students; 001= students' code)

As we can see in figure 2, it is divided into a pattern that was the perceptions about the storytelling strategy which contains different questions and answers about how storytelling helped them to improve their speaking skill. Therefore, in the first question "do you like stories", most of the students mentioned that they liked the stories for several reasons. They mentioned to the researcher that they enjoyed the stories because they could use their imagination when creating or even retelling the stories. And the students also commented during the interview that while they were reading or even rewriting a story, they could imagine the different characters and understood the sequence of the story during the pre-storytelling stage.

On the other hand, the second question, "what type of stories do you like" is related to the stage of while storytelling. Over half of the students who were interviewed indicated that they preferred fairy tales more than fables and legends. From that perspective, the novice teacher could notice that students liked fairy tales because they were more striking than legends or even fables. Based on the student's response which was *"the fables and the legends I did like but not as much as the fairy tales since I was more entertaining"* (St -012). The researcher could realize that they liked the fairy tales since the characters were related to movies or stories that they already knew.

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Meanwhile, in the third question," what advantages do you find in the use of storytelling to improve speaking skill". The main findings indicated that storytelling strategy could improve their speaking skills. It is remarkable to show the opinion of the students about the advantages of storytelling, *"there were many advantages that I was able to find in the storytelling strategy, one of which would be that through the stories I was able to improve fluency and pronunciation. In addition, I was able to easily understand the story as long as the vocabulary and grammar were easy to understand or the vocabulary was related to what was learned in class. The strategy helped me to improve my fluency and intonation when speaking in front of my classmates and to feel more comfortable participating in classes"* (St-006). Based on what was mentioned in the interview. The researcher realized that the storytelling strategy helped them greatly to improve their fluency and intonation since the vocabulary they used to create their own stories was related to the lexis learned in class. It is also worth mentioning that the students made certain errors with the grammar when rewriting and retelling the story, but this did not discourage them from continue speaking. On the contrary, they felt more comfortable to continue telling their story since they mentioned: *"we all make mistakes, we are not perfect"* (St-006).
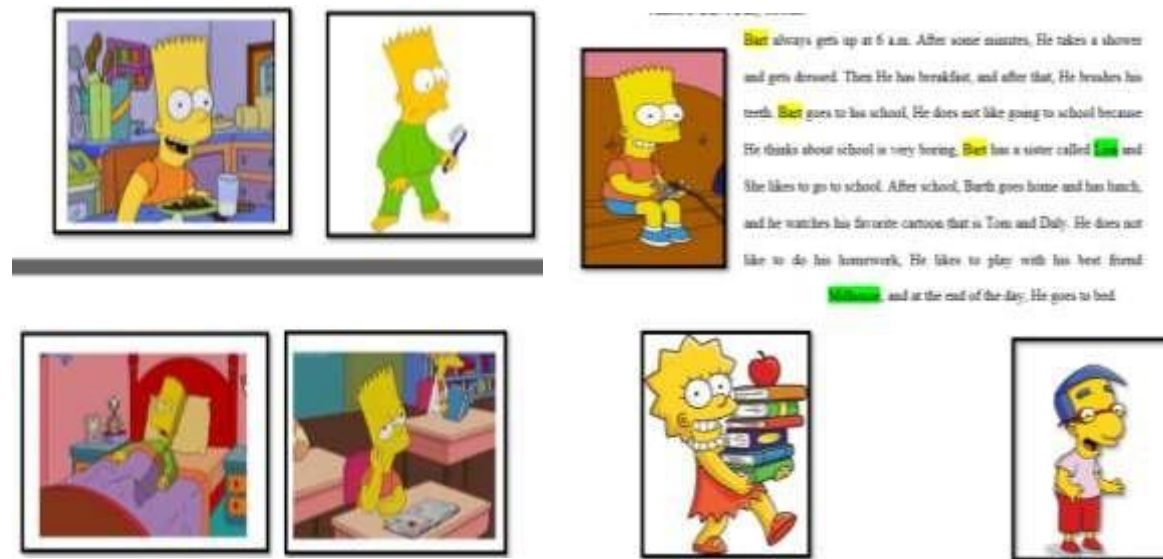
The following part of the interview moves on to describe in greater detail students' perceptions about what part of the story they learned they liked the most. Based on that, this case very clearly demonstrates that students enjoyed the stories a lot because they mention that. *"I really like the part where I have to identify the characters and the place of the story, for example, a house, a courtyard, a castle, a farm, etc."* (St-020). For this reason, it is necessary to mention that the students enjoyed the three stages of storytelling which were pre-storytelling, while-storytelling, and post-storytelling storytelling. Pre-storytelling, they enjoyed creating or identifying the characters. While storytelling, students loved to discover what places to describe in the story, and finally the post-storytelling created an ending to their story.

As well as, most of the learners responded and indicated that they were indented to dramatize the stories during the stage of the post-storytelling. Based on that was important to mention the opinion of the students, "I did not like dramatizing at first because I did not have a variety of vocabulary and it made me too nervous, but later through the stories, it became a little easier for me to participate and dramatize, and it was also very entertaining and fun" (St-006). Finally, these findings provide a shred of solid evidence that most of the students preferred to dramatize Bart Simpson's daily routine. The clearest reason is that students loved the character and the routine was related to the vocabulary they were learning in class. Based

on the fairy tale of Bart's routine the students were able to rewrite and retell the Bart routine using their own routine.

Figure 3

Bart's Daily Routine

Note: The evidence of the student's perceptions of storytelling strategy.

7. Discussion

In this section, the study presents the principal findings of the current research. The researcher presents the central question that was how does the storytelling strategy improve speaking skill among the ninth-year students at a public school in the city of Loja? Based on that, three sub-questions emerged which were: what are the characteristics of a successful speaking skill through storytelling with the students in the ninth year of basic education at a public school in Loja city? what are the ninth year of basic education student's perceptions about storytelling in the improvement of their speaking skill at a public school in the Loja city? and what are the main elements of storytelling that foster their speaking skill of students in the ninth year of basic education at a public school? For this reason, the researcher contrasted the results with the previous studies of this research.

As regards the central question: how does the storytelling strategy improve speaking skill among the ninth-year students at a public school in the city of Loja? the differences obtained before and after the intervention plan showed how the strategy of storytelling helped the students to improve their speaking skill. Above all, it can be verified through the different previous studies that the strategy had a positive impact on improving students speaking skill. The studies carried out by Daniel (2017), speaking skill through storytelling strategy can be synthesized as an interactive process of constructing meaning that involves producing and receiving or processing information by using words or sounds of articulation. It consists of competence in sending and receiving messages which require pronunciation, vocabulary, grammar, fluency, and comprehension. Similarly, Nurfadillah (2020), explains that storytelling produces confidence, develops language abilities, encourages speaking fluency, and also increases motivation and interaction for the students.

Regarding, the first sub-question: what are the characteristics of a successful speaking skill through storytelling? The findings demonstrated that students increase their interactions by talking a lot. Additionally, their participation was equal, the motivation in students was high, and the language reached an acceptable level. These characteristics were improved in a very significant way through the storytelling strategy which included funny stories. As a consequence, the students felt more motivated to speak in class. regardless of the mistakes, they made when speaking, participation and language of an acceptable level were improved in a very significant way. Based on the previous studies Nunan (2003), states that a story captures the imagination, engages emotions, and opens the minds of students. In addition, the same author mentions that storytelling had a positive effect on the characteristics of the speaking skill since the characteristics of the speaking skill are embedded in the elements of the speaking

which were pronunciation, vocabulary, grammar, fluency, and comprehension. Equally, Ikramuddin (2017), stated that stories can help develop positive attitudes towards foreign languages and language learning. The stories can create a desire to continue learning which is why students showed motivation in reading stories.

Moreover, the second sub-question was what are the ninth year of basic education students 'perceptions about storytelling in the improvement of their speaking skill at a public school in the Loja city? The comments found in the interview revealed the positive impact of storytelling. In fact, the students enjoyed the various stories since most of them were related to characters that the students already knew. Based on the aforementioned, Fikriah (2016), explained that storytelling produces confidence, develops language abilities, encourages speaking fluency, and also increases motivation and interaction for the students. With a storytelling strategy, the students have more enjoyment during the learning process. Besides the students are able to develop language ability, learners can also know the different stories. As well, Brown (2003), describes those materials and activities derived from stories are great aids to develop learners' imagination, increase motivation and above all, create a rich and meaningful context.

The last question was: what are the main elements of storytelling that foster the speaking skill of students in the ninth year of basic education at a public school? the main elements were visualization, vocal, and body gestures, these elements were developed in the stages of storytelling. The storytelling elements were of great help in motivating the students to interact in class. In the visualization, the researcher used different flashcards and interestingstories that were developed during the pre-storytelling and while-storytelling. Meanwhile, withthe vocal, and body gestures. The students first rewrite and retell the stories in order to carry out the dramatization, it is worth mentioning that it was developed during the post-storytelling.This information can be corroborated by previous studies. Ricardo (2016), discusses the relationship between storytelling to improve speaking skill. The elements of the storytelling empower students to experiment with voice, tone eye contact, gesture, and other facialexpressions, all of which are important qualities of an excellent speaker. Likewise, Danson (2015), established that this frequent repetition allows certain language items to be gained while others are being reinforced. Many stories also have a natural reception of keywords and structure. This help students remember every detail and learn to predict what will happen in thestory. Repetition also encourages participation in the narrative stories.

However, some limitations were found during the intervention plan, one of them was the large number of students, which made it difficult to work on individual activities. For this reason, the activities were performed in groups of 6 or sometimes in larger groups, and there was also not enough time to carry out all the dramatizations. Based on these limitations, it is recommended to apply the storytelling strategy to improve speaking skill with small groups in order to better control the participation of all students. What's more, the researcher has to use stories that the students previously know or have heard in Spanish or design stories with characters that the students already distinguish so that the storytelling strategy is more effective.

8. Conclusions

Regarding storytelling, it helped to increase the characteristics of a successful speaking skill by using different stories which motivated the students to participate in class. This strategy was very useful because learners improved noticeably their speaking skill by using interactive stories, flashcards, and interesting games to encourage them to participate, retelling their own stories.

Additionally, the strategy of storytelling helped the students to improve significantly the elements of speaking skill which were, vocabulary, grammar, pronunciation, fluency and comprehension by using interesting stories to reach an acceptable level of speaking skill.

Finally, the storytelling strategy facilitated the learner's interaction during the intervention plan. In fact, storytelling was applied in a different way to get students' attention. The researcher used dramatization in which the students needed to rewrite and retell their own stories by using the vocabulary learned in class. In that way, the students felt more confident to participate by telling their stories in front of the class.

9. Recommendations

According to what was mentioned in the conclusions, it is recommended that teachers use storytelling to increase the participation, and the motivation of the students to speak at an acceptable level. Also, we can use different stories to gain the students' attention. Thus, the storytelling strategy can be applied in the classroom in order to make the students more active in the learning process.

In fact, the storytelling strategy helped the researcher know the students' mastery of speaking skill. Hopefully, teachers can use this strategy in the English teaching and learning process to help students to improve the five elements of speaking skill. Moreover, further investigations are recommended on helping students master speaking skill as they seemed to be more advanced and harder for students to master.

It's advised that teachers can use a variety of stories to improve the speaking skill of the students through dramatization and by rewriting and retelling their own stories. For this reason, teachers should apply storytelling in the entire learning process due to the benefits and advantages this strategy provides to students in order to improve their performance in speaking skill.

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11. Annexes

Annex 1: Certificado de Pertinencia y Coherencia

Loja, 22 de abril de 2022

Mg. Sc.

Paola Moreno Ordoñez

DIRECTORA DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ciudad.-

De mis consideraciones:

En respuesta al Oficio No. 082-DC.II/PINE-NG-FEAC-UNL de fecha 22 de abril de 2022, respecto designar director de Tesis del Trabajo de Integración intitulado STORYTELLING AND IMPROVING THE SPEAKING SKILL AMONG NINTH- YEAR STUDENTS AT A PUBLIC SCHOOL IN LOJA CITY. SCHOOL YEAR 2021-2022., a cargo de la Srta. Nathaly Antonela Ramón Maldonado estudiante del VII ciclo de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito manifestar que en vista de no contar con Carga Horaria para el efecto AD8 debe designar a otro docente.

Dejo constancia de haber trabajado con la estudiante en la estructura, coherencia y pertinencia del proyecto en tiempo de actividades inter-ciclo.

Es cuanto puedo informar para los fines pertinentes

Atentamente,

MARCIA ILIANA
CRIOLLO
VARGAS

Ph.D. Marcia Criollo Vargas
DOCENTE DE LA CARRERA PINE-FEAC

Annex 2: Oficio Director de Tesis

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
CARRERA DE IDIOMA INGLÉS
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ofc.082-D.CII/PINE-NG-AEAC-UNL
Loja, abril 22 del 2022

Doctora M.Sc.
Marcia Iliana Criollo Vargas,
DOCENTE DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS DE LA FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN DE LA UNIVERSIDAD NACIONAL DE LOJA;
Ciudad

De mis consideraciones:

De conformidad con el Art.228 del Reglamento de Régimen Académico de la Universidad Nacional de Loja, me permito designarle **DIRECTORA** deL Trabajo de Integración intitulado: **STORYTELLING AND IMPROVING THE SPEAKING SKILL AMONG NINTH- YEAR STUDENTS AT A PUBLIC SCHOOL IN LOJA CITY. SCHOOL YEAR 2021- 2022.**, de autoría de **NATHALY ANTONELA RAMON MALDONADO** , estudiante del Ciclo 8 de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Facultad de la Educación, el Arte y la Comunicación, correspondiente al período académico Abril 22/2022 – Septiembre 9 /2022.

Aprovecho la ocasión para expresarle los sentimientos de mi especial consideración y estima.

Atentamente,

**EN LOS TESOROS DE LA SABIDURÍA
ESTÁ LA GLORIFICACIÓN DE LA VIDA**

ROSA PAOLA
MORENO
ORDOÑEZ

Lcda.M.Sc. Rosa Paola Moreno Ordoñez,
DIRECTORA ACADÉMICA

Elaborado por:
Dra.M.Sc. Nela Aguilera Asanza,
ANALISTA DE APOYO A LA GESTIÓN ACADÉMICA

Ciudadela Universitaria "Guillermo Falconí Espinosa"
Campus A. Bloque 46. Piso 3. Ambiente. 14

Carrera de Pedagogía de los Idiomas Nacionales y
Extranjeros Facultad de la Educación, el Arte y la
Comunicación

Pretest and Posttest.

Student's code……………………….

Date………….

Curse……………….

Note: As an undergraduate of the Pedagogía de los Idiomas Nacionales y Extranjeros career, I will be doing my research project about storytelling strategy to improve students' speaking skill. This study will help you to improve your speaking skill in English language learning. For this reason, I ask you politely to answer the question in a real and responsible way.

<div align="center">

SPEAKING SKILL PRETEST / POSTTEST

</div>

The researcher will use this oral test in order to assess the students' speaking skill considering the following aspects: Fluency, pronunciation, vocabulary, grammar, comprehension.

It should be noted that each question will have the same value, that is, 2 points for all the indicators, and students will take 25 seconds to look at the pictures and think about the answers to each question. Do not begin until I tell you to do so.

- The purpose is to identify fluency, pronunciation, vocabulary, grammar, and comprehension in speaking skill.

<div align="center">

Pronunciation

</div>

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Hank is a cowboy. He lives on a farm. He has a horse named Ginger. After a long ride. Hank always washes and brushes Ginger. He usually brushes her tail. Then he gives her food fresh water. Ginger loves hank.

Vocabulary

● The purpose is to identify the use of vocabulary in speaking fluency.

Question 2: Choose 2 images, and describe them in the present simple using the frequency expressions (1 minute)

Grammar

● The purpose is to identify the use of grammar in speaking skill.

Question 3: Talk about what do you do after wake up? And what do you do after school? using adverbs of frequency (1 minutes)

<div align="center">**Fluency**</div>

● The purpose is to measure the fluency in speaking skill.

Question 4. Talk about your mother's daily routine what does she do after breakfast? And what does she do after work? (1 minute)

<div align="center">**Comprehension**</div>

● To identify the use of comprehension in speaking skill.

Question 5. Answer the following questions orally, by using the present simple (1 minute).

1. What do you usually eat for breakfast?

2. What are your favorite sports?

3. What is your favorite cartoon? Why?

Annex 4: Semi-structured Interview

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Facultad de la Educación, el Arte y la Comunicación.

Data collection sources: semi-structured interview

Researcher:

Student name:

Year:

Date:

1. Do you like Storytelling, why?

2. What kind of story do you like?

3. What part of the story did you like the most?

4. What advantages do you find in using storytelling to improve speaking skill?

5. What have you learned with the stories?

Annex 5: Grading Scale

Qualitative Scale	Quantitative Scale
Masters the necessary learning components	9,00 - 10,00
Understands the necessary learning components	7,00-8,00
Almost reaches the necessary learning components	4.01 -6,99
Does not reach the necessary learning components	≤ 4

Annex 6: The Scoring Rubric of Speaking.

Fluency

Score	Indicator
2	Exceeds expectations
1,5	Meets expectations
1	Needs improvement
0,5	Inadequate
0	No response

Vocabulary

Score	Indicator
2	Exceeds expectations
1,5	Meets expectations
1	Needs improvement
0,5	Inadequate
0	No response

Grammar

Score	Indicator
2	Exceeds expectations
1,5	Meets expectations
1	Needs improvement
0.5	Inadequate
0	No response

Comprehension

Score	Indicator
2	Exceeds expectations
1.5	Meets expectations
1	Needs improvement
0,5	Inadequate
0	No response

Annex 7: Rubric of Speaking Skill

Speaking Skill Rubric

Categories	0– Inadequate	1 – Needs improvement	2 – Meets expectations	3 – Exceeds expectations
Pronunciation	Frequent problems with pronunciation and intonation. Voice is too quiet to hear. Hard to understand.	Pronunciation, rhythm and intonation errors sometimes make it difficult to understand the student.	Pronunciation, rhythm and intonation are almost clear and accurate, but only occasionally difficult to understand.	Pronunciation, rhythm and intonation are almost always clear and accurate.
Vocabulary	Uses only simple vocabulary and expressions. Sometimes uses inadequate vocabulary, which hinders the student from responding properly.	Uses limited vocabulary and expressions and makes frequent errors in word choice. Do not try to use new words learned in class or expand vocabulary and expressions.	Uses varied vocabulary and expressions learned in class, and makes only a few errors in word choice.	Uses appropriate expressions and a wide range of vocabulary learned in and out class
Grammar	Uses only basic structures and makes frequent errors	Uses a variety of structures with frequent errors, or uses basic structures with only a few errors.	Uses a variety of sentence structures but makes some errors.	Uses many different structures depending on contexts with only a few grammatical errors.
Fluency	Speech is very slow and stumbling, nervous, and uncertain with the response, except for short or memorized expressions. Difficult for the listener to understand.	Speech is slow and often hesitant and irregular. Sentences may be left uncompleted, but the student is able to continue.	Speech is mostly fluent, but with some hesitancy and irregularity caused mainly by rephrasing and fumbling for words.	Speech is effortless and smooth with a speed that comes close to that of a native speaker.
Comprehension	The student answered the question but was not related to the question. The answer was very limited to one or two words.	Students fairly understood some of the questions and topics that were being discussed.	The student was able to comprehend and respond to most of the questions and topics that were being discussed.	The student was able to comprehend and respond to all of the questions and the topics that were being discussed with ease.

Annex 8: Lesson Plans

LESSON PLAN 1

Class: 9no año EGB **N^O Students: 26** students	**School year:** 2021-2022
Language Level: A1	**Topic:** Pretest
Date: 9/05/2022	**Type of institution:** Public
Teacher Student: Nathaly Antonela Ramón Maldonado	**Schedule:** 16:00 – 17:20 **Time per lesson:** 80 minutes

Lesson Objectives	Resources				
Students will be able to take the pretest in order to measure their strengths and weaknesses in the components in speaking skill: pronunciation, fluency, grammar (accuracy), vocabulary, and comprehension.	-Pretest - Cell phone				
Warm-up and Objective Discussion					
Broken phone: The teacher divides the class into two groups after that one of the students of each group will be given a phrase by the teacher and later, they will say the phrase from one student to another. The last student of the group will say the phrase loud in the class, and the group the gest the most correct phrase wins the game.					
Instruct (Teach) and Model					
(explain) Teacher explains the rules in which the test is going to be based on. Model Np (pretest administration)					
Guided Practice					
Students will be asked to come to the teacher's desk to answers the speaking question of the test					
Independent practice					
Np (pretest administration)					
Assessment					
NP (pretest administration)					

Carrea de Pedagogía de los Idiomas Nacionales y

ExtranjerosFacultad de la Educación, el Arte y la

Comunicación

Pre and Posttest.

Student's code……………………….

Date………….

Curse……………….

SPEAKING FLUENCY PRETEST / POSTTEST

The researcher will use this oral test in order to assess the students' speaking skill considering the following aspects: Fluency, pronunciation, vocabulary, grammar, comprehension.

It should be noted that each question will have the same value, that is, 2 points for all the indicators, and students will take 25 seconds to look at the pictures and think about the answers to each question. Do not begin until I tell you to do so.

- The purpose is to identify the fluency, pronunciation, vocabulary, and grammar inspeaking skill.

Pronunciation

☐ The purpose is to evaluate the pronunciation in speaking skill.

- **Question 1. Read the text aloud, and then answer the questions orally in present simple (2 minutes)**

Hank is a cowboy. He lives on a farm. He has a horse named Ginger. After long ride. Hank always washes and brushes Ginger. He usually brushes her tail.Then he gives her food fresh water. Ginger loves hank.

Vocabulary

- The purpose is to identify the use of vocabulary in speaking fluency.

Question 2: Choose 2 images, and describe them in the present simple using the frequency expressions (1 minute)

Grammar

- The purpose is to identify the use of grammar in speaking skill.

Question 3: Talk about what do you do after wake up? And what do you do after school? using adverbs of frequency. (1 minutes)

Fluency

- The purpose is to measure the fluency in speaking skill.

Question 4. Talk about your mother's daily routine what does she do after breakfast? And what does she do after work? (1 minute)

Comprehension

- To identify the use of comprehension in speaking skill.

Question 5. Answer the following questions orally, using the present simple. (1 minutes)

1. What do you usually eat for breakfast?
2. What are your favorite sports?
3. What is your favorite cartoon? Why?

LESSON PLAN 2

Class: 9ⁿᵒ año EGB **Nᴼ Students: 26** students	**School year:** 2021-2022
Language Level: A1	**Topic:**
Date: 13/05/2022	**Type of institution:** Public
Teacher Student: Nathaly Antonela Ramón Maldonado	**Schedule:** 17:20 – 18:00 **Time per lesson:** 40 minutes

Lesson Objectives	Resources
At the end of the lesson and after explaining the target grammar structure, students will be able to: • Describe briefly facts of short stories by using the simple present tense. • Identify general and specific information about the stories by asking and answering questions. • Retell the story with the most important facts	-Fairy tale. -Imagen - Students' flashcards. -Word sheets -Board -Markets

Warm-up and Objective Discussion					
Pre-story telling Disappearing Text: The teacher divides the class into two groups, then the teacher writes a short story on the board and gradually erases them, word by word. The challenge is that the students have to remember what disappeared and return it. In the groups, the students will try to remember the complete sentences and then go to the board to complete them, the group that comes closest to the story will be the winner. Teacher explains that they will learn to retell a story with the most important fact by using present simple.					

Instruct (Teach) and Model					
While storytelling (explain) Explain how to identify the character and the plot in the story. How to form the present simple. the teacher explains the difference in how to use verbs in the first and third-person through a story. Explain the structures (affirmative, negative, and question) for the present simple tense by using story. Model Show a pictures and students write sentences in their notebooks describing what they can see there.					

Guided Practice					
Post storytelling Students will complete the short fairy tale of Pinocchio using the correct form of the verb in brackets and teacher randomly select one student to give a brief description of the story.					

Independent practice					
Students are divided into groups of 6, in each group, students write a short story using positive and negative sentences in the present simple, then one member of the group will retell the story in front of the class.					

Assessment					
Students read the Fred the Fireman and answer the question.					

Story for the warm-up

activity

The gingerbread Man.

A Little older woman makes a gingerbread man. When she opens the oven, he jumps down and ran away! The little old woman and the little old man chase him. A pig and a dog join the chase.Finally, the gingerbread man escapes from the old woman and comes into a cave.

Story to teach present simple

Cinderella's Family

Hi everyone, my name is Cinderella and I live in a very huge house with my parents. My father has a store, in which he sells clothes and shoes in the center of the city, while, my mother has a bakery in the house, she herself makes cakes, brownies, and cheesecakes, besides, on Mondays, I help my mom at the bakery and on Fridays, I help to my dad at the store. We go out to eat at a very famous restaurant on weekends. At night I watch cartoons, while my mom watches her favorite soap opera in her room, while my dad plays soccer with her friends at night. On the other hand, I don't like to exercise while my mother likes to exercise. I like to make you some questions, do you like to do exercise? Does your mother like soap operas? and finally, does your father play soccer?

Imagen
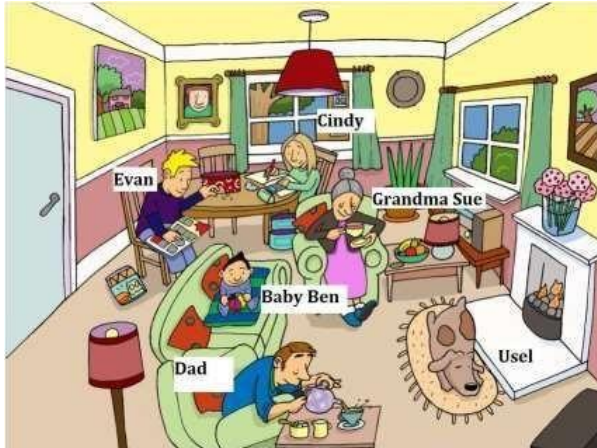
Fairy tales

PINOCCHIO'S STORY

1. Fill in the blanks using the correct form of the verb in brackets, and then tell the story.

There is an old carpenter called Geppetto. Geppetto _____ (make) a puppet called Pinocchio. Geppetto _____ (buy) a new jacket and a new book. Geppetto _____ (say) to Pinocchio "go to school and be good" But Pinocchio _____ (do/ does not go) to school. He _____ (go) to the puppet show.

▶ 2. Read about Fred the Fireman and answer the question.

This is Fred. He works at the fire station. He helps people. Every day, he gets up at five o'clock in the morning. He takes a shower and puts on his clothes. Then, he eats breakfast at six o'clock.

Fred starts work at seven o'clock. He cleans his hat and boots. Then, he talks with his friends, and helps people. And after that he goes home at five o'clock. In the evening, he plays football with his friend. At ten o'clock, he goes to bed.

1. Does he get up at five o'clock? _____
2. Does he eat breakfast at seven o'clock? _____
3. Does he play football in the afternoon? _____

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LESSON PLAN 3

Class: 9ⁿᵒ año EGB N° Students: 26 students	School year: 2021-2022
Language Level: A1	Topic: Snow white **fairy** tale.
Date: 13/05/2022	Type of institution: Public
Teacher Student: Nathaly Antonela Ramón Maldonado	Schedule: 17:20 – 18:00 Time per lesson: 40 minutes

Lesson Objectives		Resources				
At the end of the lesson and after explaining the target grammar structure, students will be able to: • Describe briefly facts of short stories by using the simple present tense. • Identify general and specific information about the stories. • Retell the story with the most important facts		-Fairy tale. -Vocabulary -Imagen -Word sheets -Board -Markets				
Warm-up and Objective Discussion						
Pre-story telling Disappearing Text: The teacher divides the class into two groups, then the teacher writes a sentence of the snow-white story on the board and gradually erases them, word by word. The challenge is that the students have to remember what disappeared and return it. In the groups, the students will try to remember the complete sentences and then go to the board to complete them, the group that comes closest to the story will be the winner. Teacher explains that learners will learn to retell a story with the most important fact by using present simple.						
Instruct (Teach) and Model						
While storytelling (explain) Explain the vocabulary of the story Explain how to identify the character, setting and the plot in the story. How to form the present simple. Explain the structures (affirmative, question) for the present simple tense by using story. Model Show pictures about the story of Snow-white and students speak describing what they can see there.						
Guided Practice						
Post storytelling Students will complete the short fairy tale of Snow white using the correct form of the verb in brackets and teacher randomly select one student to give a brief description of the story.						
Independent practice						
Students are divided inro groups of 6, in each group, students brainstorm ideas. Students decide which idea is the best and create a story using present simple, then one member of the group will retell the story in front of the class.						
Assessment						
Students in groups of 6 dramatize a short part of the story of the snow-white.						

warm up activity

A long time ago, <mark>there is a girl</mark> with skin white as snow and hair as dark as the night sky. <mark>Thegirl's father marries</mark> a beautiful lady, <mark>who is jealous of snow-white</mark>.

Vocabulary

Hunter

Snow-white

dwarves

Old lady

Story of snow-white

A long time ago, there is a girl with skin white assnow and hair as dark as the night sky. The girl's father marries a beautiful lady, who is jealous of

snow-white. the Lady tells the hunter to bring her snow whites' heart. The hunter does nothurt snow-white and tells her to run away Snow-white ran through the forest until she comes to a small house. After she enters the house, she cleans the small house. Later seven dwarves come back from a long day at work. They are

surprised to see snow whitethere but let her stay because she is so nice. time passe and snow-white are happy then one day and the old lady gives her an apple. The apple fills with poison and the old lady is her stepmother snow-white sleeps and sleeps until a Prince comes and kisses her. Sheand the Prince live happily forever.

Fairy tales

1. **Fill in the blanks using the correct form of the verb, and then tell the story**

A long time ago, there is a girl with skin white as snow and hair as dark as the night sky. The girl's father (marries/ marry) a beautiful lady, who is jealous of snow- white. the Lady (tell/ tell<u>s</u>) the hunter to bring her

snow whites' heart. The hunter does not hurt snow-white and tells her to run away Snow-white ran through the forest until she_____ (come/ comes) to a small house.After she enters the house, she___(clean/cleans) the small house. Later sevendwarves_____(come/ comes) back from a long day at work.

LESSON PLAN 4

Class: 9ᵗ año EGB Nº Students: 26 students	School year: 2021-2022
Language Level: A1	Topic: Alfred's daily routine story
Date: 16/05/2022	Type of institution: Public
Teacher Student: Nathaly Antonela Ramón Maldonado	Schedule: 16:00 – 17:20 Time per lesson: 80 minutes

Lesson Objectives	Resources				
At the end of the lesson and after explaining the target grammar structure, students will be able to: • Describe briefly their daily routines by using the simple present tense. • Identify general and specific information about the stories by asking and answering questions. • Retell the story with the most important facts	-Fairy tale. -Imagen - Flashcards. -Word sheets -Board -Markets				
Warm-up and Objective Discussion					
Pre-story telling Fan- n- pink: The teacher created a set of cards related to Daily routine content. Students are divided into four groups, then numbered off students one through four (or any other creative system you may use). Student 1 fans out the cards, offers them to Student 2, and tells Student 2, "Pick a card." Student 2 picks a card and reads the question or prompt to the group. Student 3 answers the question or responds to the prompt. Student 4 then paraphrases/repeats, checks, clarifies, and praises the answer. Cards then rotate to the right and steps are repeated so that each person in the group has at least one chance at each role. The teacher explains that they will learn to tell their daily routine with the most important facts by using a story.					
Instruct (Teach) and Model					
While storytelling (explain) Explain how to identify the character and the setting in the story. Teacher explains the new vocabulary through flashcards. Teacher explains how to write and tell a daily routine in first person using Alfred's daily routine. Model Show a picture and based on this picture students tell their daily routine.					
Guided Practice					
Post storytelling The students are divided into groups of 6, in each group, the teacher gives some questions related to the daily routine and the students ask these questions to their classmates, then they change roles to answer and ask the questions.					
Independent practice					
Students in front of the class tell their daily routine using flashcards given by the teacher.					
Assessment					
Students read and underline the vocabulary they learn from Alfred's daily routine and then answer the questions.					

Cards

What time do you have breakfast?

What time do you go to school?

What time do you do sport?

What time do you have dinner?

Flashcard

have a shower

make my bed

take a bath

go to sleep

have breakfast

get dressed

have a snack

have lunch

take the bus

go home

read a book

do sport

watch TV

play
video games

do my
homework

brush my hair
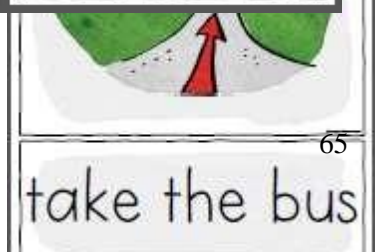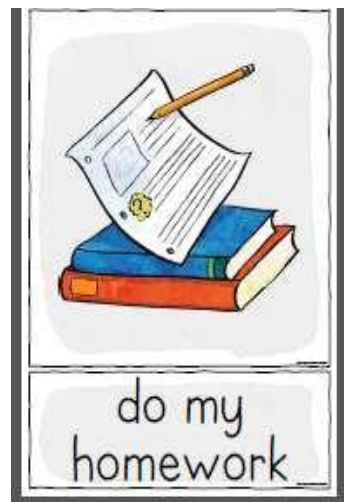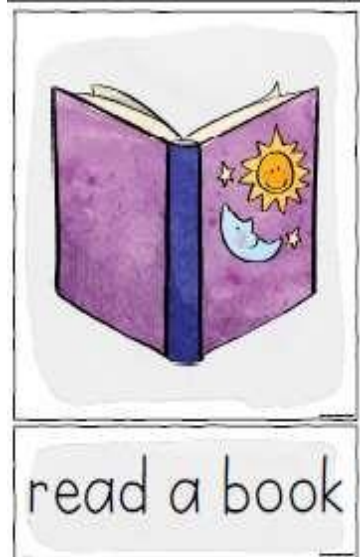
Story to teach a daily routine

Alfred's Daily Routine

I am an American boy, I live in Los Angeles, California. I live with my Family in a modern house. I am eleven years old and I have got and older brother, David, and a younger sister, Emma.

I start my day at about half past seven, I get up, go to the bathroom, take a shower, brush my teeth and get dressed. Then I have breakfast and at a quarter to eight I leave home and catch the bus to school.

Classes begin at half past eight. I usually have lunch at the school canteen at half past twelve. After school, at a quarter past five, I go home. There I do my school homework and when I finish it, I help my Mum laying the table. At half past seven the family dines together.

I am very helpful boy, so I help my mother cleaning up everything after dinner. I usually watch tv for a while after dinner and at about ten o'clock the most I brush my teeth again, put on my Spider Man pajamas and go to bed. My parents always kiss me good night before I get asleep. I am a very happy boy!

Image

Alfred's Daily Routine

Alfred's Daily Routine

I am an American boy, I live in Los Angeles, California. I live with my Family in a modern house. I am eleven years old and I have got and older brother, David, and a younger sister, Emma.

I start my day at about half past seven, I get up, go to the bathroom, take a shower, brush my teeth and get dressed. Then I have breakfast and at a quarter to eight I leave home and catch the bus to school.

Classes begin at half past eight. I usually have lunch at the school canteen at half past twelve. After school, at a quarter past five, I go home. There I do my school homework and when I finish it, I help my Mum laying the table. At half past seven the family dines together.

I am very helpful boy, so I help my mother cleaning up everything after dinner. I usually watch tv for a while after dinner and at about ten o'clock the most I brush my teeth again, put on my Spider Man pajamas and go to bed. My parents always kiss me good night before I get asleep. I am a very happy boy!

1. **According to the text, answer the next question.**
   - What time do I leave home?
   - What time do I wake up?
   - Where do I have lunch?

LESSON PLAN 5

Class: 9ⁿᵒ año EGB Nᴼ Students: 26 students	School year: 2021-2022
Language Level: A1	Topic: Shrek's Daily Routine
Date: 17/05/2022	Type of institution: Public
Teacher Student: Nathaly Antonela Ramón Maldonado	Schedule: 16:40 – 18:00 Time per lesson: 80 minutes
Lesson Objectives	Resources
At the end of the lesson and after explaining the target grammar structure, students will be able to: • Describe briefly daily routines by using the simple present tense. • Identify general and specific information about the stories by asking and answering questions. • Retell the story with the most important facts	-Fairy tale. -Imagen - flashcards. -Word sheets -Board -Markets

Warm-up and Objective Discussion					
Pre-story telling Hangman: The teacher selects a mystery word and writes down a blank for each letter in it. People in the group then take turns guessing a letter. For each incorrect guess, the teacher draws part of a hangman. For each correct guess, the teacher fills in the missing letters wherever they appear in the word. The game ends when either the mystery word is guessed. The teacher explains that they will learn to tell daily routine with the most important facts by using a story					

Instruct (Teach) and, Model					
While storytelling (explain) Explain how to identify the character in the story. Teacher explains the new vocabulary through flashcards. The teacher explains how to write and tell a daily routine in the third person using adverbs of frequency in Shrek's Daily Routine. Model Show a picture and based on this picture students tell the daily routine in the third person.					

Guided Practice					
Post storytelling The students are divided into groups of 2, one student tells their mother's daily routine using adverbs of frequency and another student tells their father's daily routine using adverbs of frequency and then chances roles.					

Independent practice					
Students in front of the class tell their mother's or father's daily routine using flashcards given by the teacher.					

Assessment					
Students read and underline Shrek's daily routine and then answer the question.					

Hangman man game.

She brushes her teeth after breakfast.
He wakes up early.
She gets dressed in her uniform.
He plays soccer in the park.

Flashcards

He eats lunch

He eats dinner

She gets dressed

He studies

He brushes his hair

He takes a bath

He brushes his teeth

He makes dinner

He makes his bed

He goes to school

He makes dinner

She wakes up

He goes to bed

He goes home

Shrek's Daily Routine

SHERK'S DAILY ROUTINE

Hello Friends!

my name is Sherk, He is a big fat ogre and He lives in a swamp. He always wakes up at seven o'clock in the morning. After that, He always takes a shower, brushes his teeth, and then has breakfast. He sometimes eats spider soup and fish eggs and he drinks pumpkin juice. He often goes to work on his motorbike. Then, he has lunch in the office but he sometimes walks with his friends Donkey.

In the afternoon. He goes out and plays with his friend Puss in boots. Then, He has dinner with his wife Fiona.

In the evening, He sometimes cooks dinner with his family. He never watches tv, but he often goes outside to see the moon. He always goes to the bed at ten o'clock, his bed is a nice stone and he sleeps there with his wife.

On the weekend, He often goes to the beach with Fiona and his kids. When He comes back. After that, he visits Fiona's parents in a far, far away Kingdom.

Shrek's Daily Routine**.**

SHERK'S DAILY ROUTINE

Hello Friends!

my name is Sherk, He is a big fat ogre and He lives in a swamp. He always wakes up at seven o'clock in the morning. After that, He always takes a shower, brushes his teeth, and then has breakfast. He sometimes eats spider soup and fish eggs and he drinks pumpkin juice. He often goes to work on his motorbike. Then, he has lunch in the office but he sometimes walks with his friends Donkey.

In the afternoon. He goes out and plays with his friend Puss in boots. Then, He has dinner with his wife Fiona.

In the evening, He sometimes cooks dinner with his family. He never watches tv, but he often goes outside to see the moon. He always goes to the bed at ten o'clock, his bed is a nice stone and he sleeps there with his wife.

On the weekend, He often goes to the beach with Fiona and his kids. When He comes back. After that, he visits Fiona's parents in a far, far away Kingdom.

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1. Read the texts again and complete the name of the characters on the image

Imagen

LESSON PLAN 6

Class: 9no año EGB N^O Students: 26 students	School year: 2021-2022
Language Level: A1	Topic: Bart's daily routine story
Date: 20/05/2022	Type of institution: Public
Teacher Student: Nathaly Antonela Ramón Maldonado	Schedule: 17:20 – 18:00 Time per lesson: 40 minutes
Lesson Objectives	Resources
At the end of the lesson and after explaining the target grammar structure, students will be able to: • Describe briefly daily routines by using the simple present tense. • Identify general and specific information about the stories by asking and answering questions. • Retell the story with the most important facts	-Fairy tale. -Imagen - Flashcards. -Word sheets -Board -Markets

Warm-up and Objective Discussion					
Pre-story telling Students make a circle in which the teacher throws the ball to a student and the student describes the action of the flashcard and the student who guesses two or four flashcards wins the game. The teacher explains that they will learn to tell daily routines with the most important facts by using a story.					
Instruct (Teach) and Model					
While storytelling (explain) Explain how to identify the character in the story. How to tell a daily Routine in the third person by using the Bart's daily routine story. Model Teacher models how to act and tell a story in the third person by using flashcards.					
Guided Practice					
Post storytelling Students are divided into groups of 6, in each group, students write a short story using positive sentences in the present simple, then one member of the group will retell the story and other members act the story in front of the class.					
Independent practice					
Students will complete the Bart's Daily Routine using the correct form of the verb in brackets and teacher randomly select one student to give a brief description of the story.					
Assessment					
Students write Lisa's daily routine and the next class students act Lisa's daily routine in front of the class.					

Warm up

Bart's Daily Routine

Bart always gets up at 6 a.m. After some minutes, He takes a shower and gets dressed. Then He has breakfast, and after that, He brushes his teeth. Bart goes to his school, He does not like going to school because He thinks about school is very boring, Bart has a sister called Lisa and She likes to go to school. After school, Barth goes home and has lunch, and he watches his favorite cartoon that is Tom and Daly. He does not like to do his homework, He likes to play with his best friend Milhouse, and at the end of the day, He goes to bed.
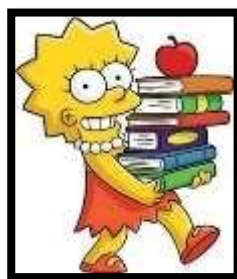
Flashcards

wake up

Bart wake**s** up

eat breakfast

Bart eat**s** breakfast

watch TV

Bart watche**s** TV

have lunch

Bart **has** lunch

brush his teeth

Bart brushe**s** his teeth

go to school

Bart go**es** to school

Bart's Daily Routine

Bart always_____(gets / get) up at 6 a.m. After some minutes, He_____(takes/ take) a shower and _____ (get/gets) dressed. Then He_____(have /has) breakfast, and after that, He_____ (brush/brushes) his teeth. Bart (go/goes) to his school, He does not like going to school because He thinks about school is very boring, Bart has a sister called Lisa and She likes to go to school. After school, Barth _____(go/goes) home and (have/has) _____lunch, and he_____(watch/watches) his favorite cartoon that is Tom and Daly. He does not like to do his homework, He likes to play with his best friend Milhouse, and at the end of the day, He_(goes/go) to bed.

LESSON PLAN 7

| Class: 9ⁿᵒ año EGB Nᴼ Students: 26 students	School year: 2021-2022
Language Level: A1	Topic: Legends of the occupations and professions of Ecuador.
Date: 24/05/2022	Type of institution: Public
Teacher Student: Nathaly Antonela Ramón Maldonado	Schedule: 16:40 – 18:00 Time per lesson: 80 minutes
Lesson Objectives	**Resources**
At the end of the lesson and after explaining the target grammar structure, students will be able to: • Describe briefly occupations and professions legend by using the simple present tense. • Identify general and specific information about the legend by asking and answering questions. • Retell the legend with the most important facts	-Legend. -Imagen - flashcards. -Word sheets -Board -Markets
Warm-up and Objective Discussion	
Pre-story telling Heads Up! To play, one person holds a flashcard to their forehead. Thus, they don't see the word on the card. At the same time, other learners need to describe the card without mentioning the word that is written on it. Once the person understands what word is on the card. Name another student to take their place and the person who guesses more flashcard win the game. Teacher explains that they will learn to retell a story with the most important fact by using present simple.	

Instruct (Teach) and Model					
While storytelling (explain) The teacher explains the difference between occupations and professions by using a legend. Explain how to identify the characters and the new vocabulary using a legend. Teacher teaches of professions and occupations vocabulary through flashcards. Model Teacher models how to describe occupations and professions using flashcards.					

Guided Practice					
Post storytelling Students are divided into groups of 6, in each group, students write a short legend using occupations or professions in present simple tense, then three members of the group will retell the legend in front of the class.					

Independent practice					
Students complete the legend of Ricardo using the words in the box to fill in the blanks. and then, the teacher randomly selects two students to give a brief description of the story.					

Assessment					
Students dramatize a legend of an occupation or profession in class.					

Heads Up! Game

Taxi Driver

Pilot

Vet

Flashcards of occupations and professions

Farmer

Pilot

Vet

Cook

Electrician

Judge

Dancer

Lawyer
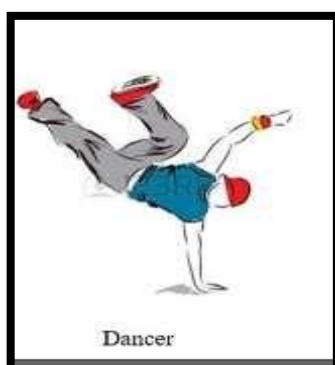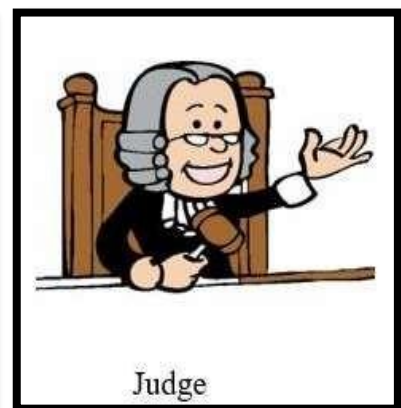
Legends of the occupations and professions of Ecuador.

A long time ago, our grandparents told us about the various professions and occupations that our wonderful Ecuador has, which are farmer, dancer, and judge among others.

My grandfather says that Ricardo is a very famous farmer, he has several farms in which he produces different products to export to different places, he grows potatoes, corn, strawberries, lettuce, carrots, and more. he also has a very large farm in which he has animals such as chickens, roosters, cows, horses, rabbits, sheep, and others. He is very happy living in the country with all his little animals.

Mario is recognized as the best lawyer in Ecuador since he helps low-income people without charging them for defending them in various trials. He mentions that in Ecuador there is a lot of corruption among the poorest people for this reason he tries to help them with their various problems.

Alexander is a great dancer, he dances any type of musical genres such as salsa, reggaeton, merengue, and other genres, He tells us that since he was a child he danced since his grandfather was a great legend of dancing in his time and that for this reason too, He encouraged him to follow in his grandfather's footsteps.

Ricardo's legends

Happy, grandfather, farmer, farms, products, carrots, chickens, roosters, cows, grows, strawberries, lettuce

My………………. says that Ricardo is a very famous.................., he has several ………. in which he produces different …………. to export to

different places, he grows potatoes, corn, ……………..., …………., …………., and more. he also has a very large farm in which he has animals such as …………., ..., …………., horses, rabbits, sheep, and others. He is very.............living in the country with all his little animals.

LESSON PLAN 8

Class: 9ⁿᵒ año EGB Nᴼ Students: 26 students	School year: 2021-2022
Language Level: A1	Topic: Legends about the occupation and professions
Date: 27/05/2022	Type of institution: Public
Teacher Student: Nathaly Antonela Ramón Maldonado	Schedule: 16:40 – 18:00 Time per lesson: 40 minutes
Lesson Objectives	Resources
At the end of the lesson and after explaining the target grammar structure, students will be able to: • Describe briefly occupations and professions legend by using the simple present tense. • Identify general and specific information about the legend by asking and answering questions. • Retell the legend with the most important facts	-legend. -Imagen - flashcards. -Word sheets -Board -Markets

Warm-up and Objective Discussion					
Pre-story telling Heads Up! To play, one person holds a flashcard to their forehead. Thus, they don't see the word on the card. At the same time, other learners need to describe the card without mentioning the word that is written on it. Once the person understands what word is on the card. Name another student to take their place and the person who guesses more flashcard win the game. Teacher explains that they will learn to retell a story with the most important fact by using present simple.					

Instruct (Teach) and Model					
While storytelling (explain) The teacher explains the difference between occupations and professions by using a legend. Explain how to identify the characters and the new vocabulary using a legend. Teacher teaches of professions and occupations vocabulary through flashcards. Model Teacher models how to describe occupations and professions using flashcards.					

Guided Practice					
Post storytelling Students are divided into groups of 6, in each group, students write a short legend using occupations or professions in present simple tense, then three members of the group will retell the legend in front of the class.					

Independent practice					
Students rewrite and retell the legend of Mario in front of the class.					

Assessment					
Students complete the legend of Mario using the words in the box.					

Warm up

hairdresser

policeman

analyst

Flashcards of occupation and professions

accountant

gardener

firefighter

postman

nurse

barman

Mario's legends

Mario is an extraordinary person, that is, he has various occupations and professions. He works as an analyst, accountant, and firefighter, he is also a hairdresser, barman, and policeman. Therefore, Mario, since he has several jobs, has decided to organize himself as follows: from Monday to Wednesday, he works as an analyst in a very famous company, and on Tuesdays, he works as a replacement as an accountant for an insurance company. On Thursdays he works as a firefighter in a very small town, on Fridays he works as a hairdresser in his own place, he is well known for his ability to cut hair, on Saturday nights he works as a bartender but only part-time since on Sundays He works as a police officer and since the place where he lives is a very quiet place, he does not have much work as a police officer.

Complete the legend using the words in the box

firefighter, occupations, professions, barman, extraordinary, jobs, analyst, police officer

Mario is an _____ person, that is, he has various _____ and _____. He works as an analyst, accountant, and firefighter, he is also a hairdresser, barman, and policeman. Therefore, Mario, since he has several _____, has decided to organize himself as follows: from Monday to Wednesday, he works as an _____ in a very famous company, and on Tuesdays, he works as a replacement as an accountant for an insurance company. On Thursdays he works as a _____ in a very small town, on Fridays he works as a hairdresser in his own place, he is well known for his ability to cut hair, on Saturday nights he works as a _____ but only part-time since on Sundays He works as a _____ and since the place where he lives is a very quiet place, he does not have much work as a police officer

LESSON PLAN 9

Class: 9ⁿᵒ año EGB Nᴼ Students: 26 students	School year: 2021-2022
Language Level: A1	Topic: Legend about there is and there are
Date: 30/05/2022	Type of institution: Public
Teacher Student: Nathaly Antonela Ramón Maldonado	Schedule: 16:00 – 17:20 Time per lesson: 80 minutes
Lesson Objectives	Resources
At the end of the lesson and after explaining the target grammar structure, students will be able to: - Describe briefly *there is and there are* legend by using the simple present tense. - Identify general and specific information about the legend by asking and answering questions. - Retell the legend with the most important facts	-legend. -Imagen - flashcards. -Word sheets -Board -Markets

Warm-up and Objective Discussion					
Pre-story telling Hangman! The teacher writes a phrase using *there is and there are* down a blank for each letter in it. Students in groups of four then take turns guessing a letter. For each incorrect guess, the teacher draws part of a hangman. For each correct guess, the teacher fills in the missing letters wherever they appear in the word. The game ends when either the word in guess. Teacher explains that they will learn to retell a story with the most important fact by using present simple.					
Instruct (Teach) and Model					
While storytelling (explain) The teacher explains the difference between *there is and there are* using physical object. Explain how to identify the characters using a legend. Teacher teaches *there is and there are* vocabulary through a legend. Model Teacher models how to use *there is and there are* using flashcards.					
Guided Practice					
Post storytelling Students are divided into groups of 6, in each group, students write a short legend using there is and there are in present simple tense, then three members of the group will retell the legend in front of the class.					
Independent practice					
Students rewrite the legend of my classroom and then dramatize it in front of the class.					
Assessment					
Students use the vocabulary taught in class to write a legend using there is and there are.					

Warm up

In my class There _ _ a big desk, there _ _ _ ten markers of my teacher, there _ _ a ball that we use to play in the free time.

T_e_e, _ _ a white board that my beautiful teacher uses to develop the exercises.

_h_ r_, _ _ _, s_v_n chairs in class, there _ _ _ not sufficient chairs to take s_t and pay attention t_ my teachers' classes.

There _ _ a b_a_k and blue eraser in my class.

Physical Object

THERE IS	THERE ARE
Singular ⟶ one person/ object	Plural ⟶ more than one person/ object

My classroom

My classmates and I have a very interesting classroom because it has many things that we use throughout the day. There is a whiteboard that my teachers use to explain the various exercises, and grammar or write various examples of how to do our homework. In addition, there is a ball that we use to play with during free hours, there is an old eraser that we use to clean the blackboard, also thereare enough chairs and tables to use, and finally, there are different markers that our teachers use to teach us.
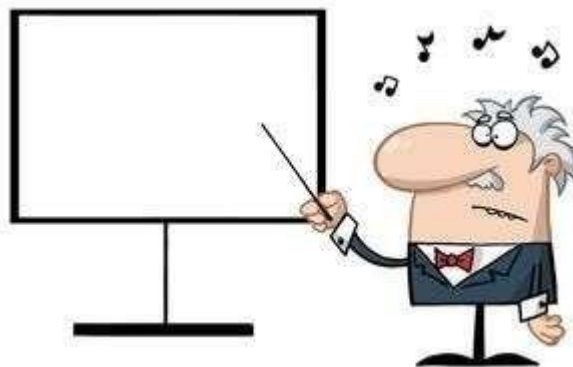
Flashcards

There is

DESK

TABLE

ERASER

WHITEBOARD

FLASHCARDS

There are

MARKERS

TRASHS CAN

TABLES AND CHAIRS

WINDOWS

BOOKS

LESSON PLAN 10

Class: 9ⁿᵒ año EGB Nᴼ Students: 26 students	School year: 2021-2022
Language Level: A1	Topic: The fairy tale about Moana's pencil case.
Date: 31/05/2022	Type of institution: Public
Teacher Student: Nathaly Antonela Ramón Maldonado	Schedule: 16:40 – 18:00 Time per lesson: 80 minutes
Lesson Objectives	Resources
At the end of the lesson and after explaining the target grammar structure, students will be able to: • Describe briefly *there is and there are* fairy tale by using the simple present tense. • Identify general and specific information about the fairy tale by asking and answering questions. • Retell the legend with the most important facts	-Fairy Tale. -Imagen - flashcards. -Word sheets -Board -Markets

Warm-up and Objective Discussion					
Pre-story telling Broken phone: The teacher divides the class into two groups after that one of the students of each group will be given a phrase by the teacher and later, they will say the phrase from one student to another. The last student of the group will say the phrase loud in the class, and the group the gest the most correct phrase wins the game. Teacher explains that they will learn to retell a story with the most important fact by using present simple.					

Instruct (Teach) and Model					
While storytelling (explain) The teacher explains how to use there is and there are through a fairy tale. Explain how to identify the characters using a fairy tale. Teacher teaches use the vocabulary about personal objects through a fairy tale. Model Teacher models how to use *there is and there are* using flashcards.					

Guided Practice					
Post storytelling Students are divided into groups of 6, in each group, students write a short legend using there is and there are in present simple tense, then three members of the group will retell the legend in front of the class.					

Independent practice					
Students rewrite an retell the Moana's pencil case and the answer the questions					

Assessment					
Students create their own fairy tales using the materials in their pencil cases and then retell the story in front of the class.					

Warm-up

There are five sharpeners in my pencil case.

There is an eraser, pen, and a highlighter.

There are two scissors and three rulers

There is a green glue.

First part of the Fairy tale

Moana has different things in her pencil case, for example, there is a sharpener, there is glue, there are many rulers, thereis a pen and a pencil, there are two erasers, there is a stapler, there is a paper clip, there are two calculators, and so on.

Fairy tale about Moana's pencil case

Moana is a 12-year-old girl who studies at a public school near her home. The teacher asks her to buy various personal items for her different classes. Elizabeth, Moana's Mom, buys all her supplies for her classes. On the list, there is a sharpener, there is glue, there is a pen, there is a stapler, and there is a paper clip. There were also other materials like there are two erasers there are two calculators and there are many rulers. Moana's mom is surprised by the number of things that her daughter needs. Then Moana remembers that she had another extra list of school supplies, there is a notebook, there is a folder, thereare two companies, and there is a book. Then Moana's mom decides to buy all the necessary school supplies so that her daughter can study with peace of mind.

Flashcards

There is and there are

SHARPENER   GLUES   PEN

STAPLER   PAPER CLIP   ERASERS
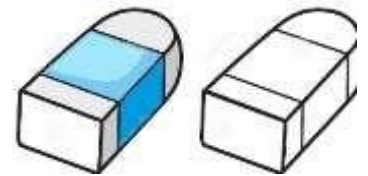
NOTEBOOKS

CALCULATOR

Read the story and complete with the words in the box

buys, personal items, is, glue, pen, there is, calculators, needs, there are, there is

Moana's pencil case

Moana is a 12-year-old girl who studies at a public school near her home. The teacher asks her to buy various_____for her different classes. Elizabeth, Moana's Mom,_____all her supplies for her classes. On the list, there____a sharpener, there is _____, there is a_____,_____a stapler, and there is a paper clip. There were also other materials like there are two erasers there are two _____ and there are many rulers. Moana's mom is surprised by the number of things that her daughter_____. Then, Moana remembers that she had another extra list of school supplies, _____a notebook, there is a folder,_____two companies, and there is a book. Then Moana's mom decides to buy all the necessary school supplies so that her daughter can study with peace of mind.

Answer the questions

What is Moana's mom?

Are there three sharpeners on Moana's list?

Is there glue in the list?

Name 5 things from Moana's list

LESSON PLAN 11

Class: 9ⁿᵒ año EGB Nᴼ Students: 26 students	School year: 2021-2022
Language Level: A1	Topic: Fable of Cinderella's' house.
Date: 3/06/2022	Type of institution: Public
Teacher Student: Nathaly Antonela Ramón Maldonado	Schedule: 17:20 – 18:00 Time per lesson: 40 minutes
Lesson Objectives	Resources
At the end of the lesson and after explaining the target grammar structure, students will be able to: • Describe briefly *there is and there are* legend by using the simple present tense. • Identify general and specific information about the legend by asking and answering questions. • Retell the legend with the most important facts	-legend. -Imagen - flashcards. -Word sheets -Board -Markets

Warm-up and Objective Discussion					
Pre-story telling Gartic Phone: The teacher divides the class into two groups. Each group receives a sentence using there is and there are, which students say to the member of the group one by one. Once the last student gets the sentence, they say it out loud. The group with the most exact sentence wins the game. Teacher explains that they will learn to retell a story with the most important fact by using present simple.					
Instruct (Teach) and Model					
While storytelling (explain) Explain how to identify the character and the setting in the story. The teacher explains the new vocabulary through flashcards. The teacher explains how to write and tell a legend using there is and there by using the legend of Cinderella's castle. Model Teacher Show a picture and based on this picture students describe the picture using there is and there are.					
Guided Practice					
Post storytelling Students are divided into groups of 6, in each group, students write a short legend using there is and there are in present simple tense, then three members of the group will retell the legend in front of the class.					
Independent practice					
Students rewrite the legend of my classroom and then dramatize it in front of the class.					
Assessment					
Students use the vocabulary taught in class to write a legend using there is and there are.					

Warm up

There is a bed in my bedroom, and there are three windows in the living room

There are four bedrooms and there is a sofa in the room.

There is a chair and there are two desks in the house.

There are two paintings, there is a kitchen, and there is a bedroom in the house.

Flashcards

THERE IS AND THERE ARE

BEDROOM

DESK

SOFA

WINDOWS

LIVING ROOMS

CLOSETS

SHELVES

STOVE

PAINTING

Describe the picture

Fable of Cinderella's' house

In a town called Far, Far Away, there is a massive castle of Princess Cinderella. Cinderella lives in that castle with Prince Arthur, who is her husband. Inside the castle, they have many things, for example, there is a bedroom, inside of this, there is a bed, there are two windows, there is a mirror, in the living room, there is a smart tv, there are sofas, there is an armchair, there is a table. In the kitchen there is a stove, there are two shelves. In the bedroom, there is a bath, two mirrors, and a toilet. Cinderella has a more luxurious room. There are two windows, with a very elegant view of the sea. Cinderella and her husband like to spend more time in this room, there is a large sofa, there are two beds, and there are two large closets where the prince keeps his armor. and on the other, the princess keeps her dress designed by avery famous German. The reason why they like the castle is that King Philip inherited the castle for them to rule over their beloved people.

LESSON PLAN 12

Class: 9ⁿᵒ año EGB NᴼStudents: 26 students	School year: 2021-2022
Language Level: A1	Topic: Fable of the qualities of a friend
Date: 6/06/2022	Type of institution: Public
Teacher Student: Nathaly Antonela Ramón Maldonado	Schedule: 16:00 – 17:20 Time per lesson: 80 minutes
Lesson Objectives	Resources
At the end of the lesson and after explaining the target grammar structure, students will be able to: • Describe briefly the qualities of a friend by using the simple present tense. • Identify general and specific information about the story by asking and answering questions. • Retell the story with the most important facts	-Fable. -Imagen - flashcards. -Word sheets -Board -Markets

Warm-up and Objective Discussion				
Pre-story telling Call My Bluff! The teacher divides the classes into groups of six, the different groups will be given two flashcards of a quality of a friend, for example friendly, among the groups theywill have to guess the quality of the flashcard of the other team. The team that guesses the most qualities will win the game. Teacher explains that they will learn to retell a story with the most important fact by using present simple.				

Instruct (Teach) and Model				
While storytelling (explain) Explain how to identify the character and the setting in the story. The teacher explains the new vocabulary through flashcards. The teacher explains how to write and tell a fable using the qualities of a friend by using the Fable friends forever. Model Teacher Show a picture and based on this picture students describe the picture using the vocabulary learned in class.				

Guided Practice				
Post storytelling Students are divided into groups of 6, in each group, students write a short legend using qualities of a friend in present simple tense, then three members of the group will retell the fable in front of the class.				

Independent practice				
Students in groups of three rewrite a fable about friends forever and then dramatize it in front of the class.				

Assessment				
Students write their own fable using the vocabulary taught in class.				

Warm up

HAPPY

FRIENDLY

GENEROUS

SINCERE

Flashcards

HAPPY

GENEROUS

FRIENDLY

SINCERE

ANGRY

GREEDY

Fable Friends forever.

Friends should always support each other through thick and thin, we must be conditional friends, always give love, without expecting something more in return. We must be like Sherk and the donkey, they are sincere friends who will always be there to support each other. Sherk is a very grumpy and selfish ogre, he always liked to be alone because he wasnot friendly. Sherk likes to scare people. Also, he is a very greedy ogre. But one afternoon he met his best friend a donkey. The donkey was fleeing from some men who wanted to kill him, luckily the donkey met the ogre, who scared the bad men. The donkey is so grateful that he decided to follow him to be friends. The ogre is initially annoyed that the donkey is following him. The ogre tells the donkey that he is a very annoying animal and does not want to be with him. But despite the donkey's insistence, he tells him that he can teach him to be a

better person, more kind, sincere, and make an ogre happy, generous, and even friendly. The ogre is very generous to all people so they are no longer afraid of him.

LESSON PLAN 13

Class: 9ⁿᵒ año EGB Nᴼ Students: 26 students	School year: 2021-2022
Language Level: A1	Topic: Fable qualities of a friend
Date: 6/06/2022	Type of institution: Public
Teacher Student: Nathaly Antonela Ramón Maldonado	Schedule: 16:00 – 17:20 Time per lesson: 80 minutes
Lesson Objectives	Resources
At the end of the lesson and after explaining the target grammar structure, students will be able to: - Describe briefly the fable about the qualities of a friend by using the simple present tense. - Identify general and specific information about the legend by asking and answering questions. - Retell the fable with the most important facts	-fable. -Imagen - flashcards. -Word sheets -Board -Markets

Warm-up and Objective Discussion
Pre-story telling Board Race! The teacher split the class into groups of six and give each team a colored marker. Then, the teacher draws a line down the middle of the board and writes the qualities of friends at the top. After that, the students must then write as many words as required related to the topic in the form of a relay race. Each team wins one point for each correct word. Any words that are unreadable or misspelled are not counted. The teacher explains that they will learn to retell a story with the most important fact by using the present simple.

Instruct (Teach) and Model					
While storytelling (explain) Explain how to identify the character and the setting in the story. The teacher explains the new vocabulary through flashcards. The teacher explains how to write and tell a fable using the qualities of a friend by using the Fable The two friends Model Teacher Show a picture and based on this picture students describe the picture using the vocabulary learned in class.					

Guided Practice					
Post storytelling Students are divided into groups of 6, in each group, students write a short fable using qualities of a friend in present simple tense, then three members of the group will retell the legend in front of the class.					

Independent practice					
Students in groups of three rewrite a fable about the two friends and then dramatize it in front of the class.					

Assessment					
Students write their own fable using the vocabulary taught in class.					

Flashcards

FUNNY

LAZY

SHY

H

HUMBLE

HELPFUL

HONEST

Fable the two friends

In a town there were two best friends, they are always together. They always support each other. The friends are called Miguel and Daniel. One day, Daniel fell in love with a very, very pretty woman, and he didn't know how to tell the lady since he was very shy. His friend Miguel realized that he was in love with the lady called Rosalía, so he decided to help his friend by giving him the best qualities that his friend possesses. He tells her that he is a very honest, funny, and humble person. Rosalía upon hearing this decided to be Daniel's girlfriend, Daniel was so happy that he couldn't believe what his friend had done for him. Daniel also decided to help his friend to find the love of his life, but Miguel told him that he did not have good qualities like Daniel, Miguel told him that he is very lazy that he does not like to work, and is very shy. But Daniel did not give up, he told him that he can change that habit of laziness for a great qualitywhich is to be a helpful person so that he is a very active person and thus someday a woman will fall in love with him. Over the days Miguel changed his bad habits, a beautiful maiden fell in love with Miguel, because he was now a person with very good qualities like Daniel his best friend, as the days passed Daniel and Miguel got tired of their beautiful maidens and they were very happy.

Moral: True friendship is being attentive to the needs of the other and trying to help solve them, being loyal and generous, and sharing not only the joys but also the anguish.

LESSON PLAN 14

Class: 9ⁿᵒ año EGB Nᴼ Students: 26 students	School year: 2021-2022
Language Level: A1	Topic: qualities of a friend
Date: 10/06/2022	Type of institution: Public
Teacher Student: Nathaly Antonela Ramón Maldonado	Schedule: 16:00 – 16:40 Time per lesson: 40 minutes
Lesson Objectives	**Resources**
At the end of the lesson and after explaining the target grammar structure, students will be able to: • Describe briefly the story qualities of a friend by using the simple present tense. • Identify general and specific information about the story by asking and answering questions. • Retell the story with the most important facts	-story. -Imagen - flashcards. -Word sheets -Board -Markets

Warm-up and Objective Discussion					
Pre-story telling The Mime! The teacher selects different flashcards that are related to the qualities of a friend, then divides the class into groups of four. After this, a member of the group will mime the flashcards so that his group can guess which quality is acting, the group that guesses the most qualities will be the winner of the game. The teacher explains that they will learn to retell a story with the most important fact by using the present simple.					

Instruct (Teach) and Model					
While storytelling (explain) Explain how to identify the character and the setting in the story. The teacher explains the new vocabulary through flashcards. The teacher explains how to write and tell a fable using the qualities of a friend by using the Fable where are the mouths. Model Teacher Show a picture and based on this picture students describe the picture using the vocabulary learned in class.					

Guided Practice					
Post storytelling Students are divided into groups of 6, in each group, students write a short story using qualities of a friend in present simple tense, then three members of the group will retell the legend in front of the class.					

Independent practice					
Students in groups of three rewrite a story about where are the mouths and then dramatize it in front of the class.					

Assessment					
Students write their own fable using the vocabulary taught in class.					

Flashcards

GRUMPY

LOYAL

RESPECTFUL

CALM

ENTHUSIASTIC

CHEERFUL

Fable where are the mouths

Once upon a time, there is a very grumpy boy who ratted everyone out, when someone asks who does or says something specific, the boy immediately says the name of the person who does it. In his school, no other child speaks, since everything is answered by the child. And for lack of use, the others are slowly losing their mouthsand could not say anything. The boy felt lonely and bored, the others do not want to talk to him and they do not want to be with him either, since they blame him for having left them without a mouth. So, the boy had to find a way to fix it, and the best idea he has is to ask questions and not answer them, to see if someone could do it. With his trick work, the mouths of the others begin to appear and open again. Thus, the boy was able to be loyal, calm, and cheerful in order to talk to his classmates and decides to stop ratting everyone out, because he understands that being respectful is the best solution to allow people to tell their secrets in their own time, and even if theydecided not to, that was fine.

LESSON PLAN 15

Class: 9ⁿᵒ año EGB **Nᴼ Students: 26** students	**School year:** 2021-2022
Language Level: A1	**Topic:** The personality of a friend
Date: 14/06/2022	**Type of institution:** Public
Teacher Student: Nathaly Antonela Ramón Maldonado	**Schedule:** 16:40 – 18:00 **Time per lesson:** 80 minutes
Lesson Objectives	**Resources**
At the end of the lesson and after explaining the target grammar structure, students will be able to: • Describe briefly fairy tale the personality of a friend by using the simple present tense. • Identify general and specific information about the fairy tale by asking and answering questions. • Retell the fairy tale with the most important facts.	-fairy tale. -Imagen - flashcards. -Word sheets -Board -Markets

Warm-up and Objective Discussion					
Pre-story telling The What's Missing Game! The teacher divides the class into two groups, then the teacher writes a short story on the board and gradually erases them, word by word. The challenge is that the students have to remember what disappeared and return it. In the groups, the students will try to remember the complete sentences and then go to the board to complete them, the group thatcomes closest to the story will be the winner. Teacher explains that they will learn to retell a story with the most important fact by using present simple.					

Instruct (Teach) and Model					
While storytelling (explain) Explain how to identify the character and the setting in the story. The teacher explains the new vocabulary through flashcards. The teacher explains how to write and tell a fairy tale using the personality of a friend by using the fairy tale of friends without conditions Model Teacher Show a picture and based on this picture students describe the picture using the vocabulary learned in class.					

Guided Practice					
Post storytelling Students are divided into groups of 6, in each group, students write a short legend using the personality of a friend in present simple tense, then three members of the group will retell the legend in front of the class.					

Independent practice					
Students rewrite the fairy tale of their favorite character and then dramatize it in front of the class.					

Assessment					
Students use the vocabulary taught in class to write a fairy tale.					

Warm up

There is my best friend Nicolas, He is very ==tall==, but his sister is ==short== and ==thin==. Nicolas' father is ==strong== and ==handsome==, and his uncle is ==fat==. Also, He has a cousin called Marta, she is very ==young== and ==beautiful==.

Flashcards
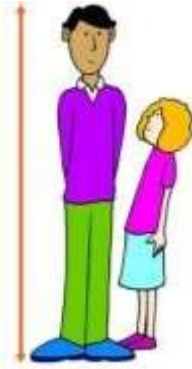
| TALL | SHORT | HANDSOME |

| THIN | FAT | STRONG |

Fable Friends Without Conditions

In a very small town live four friends who are distinguished by their personalities. Miguel is a tall man who likes to do many activities such as playing basketball, karate, and swimming. Also, he is very skinny. Pablo is short and doesn't like to practice any type of sport, but he likes to watch his friend play. Also, Daniel is strong and slim. Daniel really likes to exercise; he goes to the GYM every day. Once a month,conditional friends get together to play sports. Even if they don't like it, Miguel teaches his friends the importance of playing sports to be in good health. But Pablo does not like to show off, but in that month, he makes an exception to enjoy in harmony with his friends.

LESSON PLAN 16

Class: 9^{no} año EGB N^O Students: 26 students	School year: 2021-2022
Language Level: A1	Topic: The personality of a friend
Date: 17/06/2022	Type of institution: Public
Teacher Student: Nathaly Antonela Ramón Maldonado	Schedule: 17:20 – 18:00 Time per lesson: 40 minutes
Lesson Objectives	Resources
At the end of the lesson and after explaining the target grammar structure, students will be able to: - Describe briefly the fairy tale of personality of a friend by using the simple present tense. - Identify general and specific information about the fairy tale by asking and answering questions. - Retell the fairy tale with the most important facts.	-fairy tale. -Imagen - flashcards. -Word sheets -Board -Markets

Warm-up and Objective Discussion					
Pre-story telling Hot Seat! The teacher divides the class male versus female, then one person from each team is chosen to sit in the hot seat, in front of the classroom, the teacher behind the student will show a flashcard related to the personality of a friend. One of the student's team members on the bench must help the student guess the word. They have a limited amount of time and cannot say, spell or draw the word, they will only have to act in front of their partner. The team that guesses the most words wins the game. Teacher explains that they will learn to retell a story with the most important fact by using present simple.					

Instruct (Teach) and Model					
While storytelling (explain) Explain how to identify the character and the setting in the story. The teacher explains the new vocabulary through flashcards. The teacher explains how to write and tell a fairy tale using the personality of a friend by using the fairy tale of snow white. Model Teacher Show a picture and based on this picture students describe the picture using the vocabulary learned in class.					

Guided Practice					
Post storytelling Students are divided into groups of 4, in each group, students write a short fairy tale using the personality of a friend in present simple tense, then three members of the group will retell the legend in front of the class.					

Independent practice					
Students complete the story of snow white using the words in the box and answer the questions.					

Assessment					
Students in pairs write a fairy tale about themselves using the vocabulary taught in class and then dramatize it in front of the class.					

Flashcards

YOUNG

BEAUTIFUL

WEAK

OLD

FRECKLES

PLUMP

Snow White

In a very large castle located in the center of the city far away lives a beautiful woman named Snow White, she lives very happily in her castle with her wonderful family. But one day, her mother got sick and the cause of her illness is unknown, Snow White's father looks for the best doctors to cure his beloved wife. But on a very cloudy afternoon, Snow White's mother died. The beautiful young Snow White felt very sad and desolate. Her old father decided to move to the country so that Snow White would have a happy childhood. In the field, Snow White made friends with seven chubby dwarfs, they are very friendly, oneof the 7 dwarfs is very weak and fragile but has a great feeling and is very supportive of her white friend. They have given Snow White a beautiful nickname, they call her Freckled, because of her beautiful freckles, they arevery good friends, and Snow White's father sees that his daughter is becoming more and more animated.

Complete the Fairy tale of snow white with the words in the box.

happy , beautiful, young, plump, friendly, freckled, friends

In a very large castle located in the center of the city far away lives a _____ woman named Snow White; she lives very happily in her castle with her wonderful family. But one day, her mother got sick and the cause of her illness is unknown, Snow White's father looks for the best doctors to cure his beloved wife. But on a very cloudy afternoon, Snow White's mother died. The beautiful_____ Snow White felt very sad and desolate. Her old father decided to move to the country so that Snow White would have a _____ childhood. In the field, Snow White made friends with seven _____ dwarfs, they are very_____, one of the 7 dwarfs is very weak and fragile but has a great feeling and is very supportive of her white friend. They have given Snow White a beautiful nickname, they call her_____, because of her beautiful freckles, they are very good_____, and Snow White's father sees that his daughter is becoming more and more animated.

Answer the questions

1. How many friends have snow white?

2. What is the nickname of snow white?

3. What is the personality of snow white?

LESSON PLAN 17

Class: 9ⁿᵒ año EGB Nᴼ Students: 26 students	School year: 2021-2022
Language Level: A1	Topic: Physical appearance of a friend
Date: 20/06/2022	Type of institution: Public
Teacher Student: Nathaly Antonela Ramón Maldonado	Schedule: 16:00 – 17:20 Time per lesson: 80 minutes
Lesson Objectives	**Resources**
At the end of the lesson and after explaining the target grammar structure, students will be able to: • Describe briefly the myth of physical appearance of a friend by using the simple present tense. • Identify general and specific information about the myth by asking and answering questions. • Retell the myth with the most important facts.	-Myth. -Imagen - flashcards. -Word sheets -Board -Markets

Warm-up and Objective Discussion					
Pre-story telling Two Truths, One Lie! Students tell two truths and one lie about the physical appearance of a friend or family member. Then, the class asks questions to find out which one is the lie. The students who guess the most things from their classmates win the game. Teacher explains that they will learn to retell a story with the most important fact by using present simple.					

Instruct (Teach) and Model					
While storytelling (explain) Explain how to identify the character and the setting in the story. The teacher explains the new vocabulary through flashcards. The teacher explains how to write and tell a myth by using the physical appearance of a friend by using the myth of Hercules Model Teacher Show a picture and based on this picture students describe the picture using the vocabulary learned in class.					

Guided Practice					
Post storytelling Students are divided into groups of 6, in each group, students write a short myth using physical appearance in present simple tense, then three members of the group will retell the legend in front of the class.					

Independent practice					
Students in pairs rewrite the myth of Hercules and then dramatize it in front of the class.					

Assessment					
Students complete the myth of Hercules using the words in the box and answer the questions.					

Flashcards

blue eyes   brown eyes   black eyes

long hair   short hair   curly hair   straight hair

Fairy Tale Hercules

Hercules is a very handsome man, he has green eyes, and short wavy hair, he is a very strong and funny man. Hercules' father is a god called Zeus, Hercules' father, has blue eyes, and long wavy hair. Hercules's mom is a very beautiful woman, she has green

eyes and long purple hair. The future bride of Hercules is a very beautiful young woman, she is thin, and she has long brown hair.

In addition, Hercules, son of the Greek God, Zeus, is turned into a half-god, half- mortal by evil Hades, God of the Underworld, who plans to overthrow Zeus. Hercules is raised on Earth and retains his god-like strength, but when he discovers his immortal heritage Zeus tells him that to return to Mount Olympus, he must become a true hero. Hercules becomes a famous hero with the help of his friend Pegasus and his personal trainer, Phil the satyr. Hercules battles monsters, Hades and the Titans, but it is his self-sacrifice to rescue his love Meg which makes him a true hero.

Complete the myth of Hercules using the words in the box, and answer the questions.

handsome, green, wavy, funny, strong, blue, beautiful, young, brown, thin

Hercules is a very_____man, he has_____eyes, and short_____hair, he is a very _____and_____man. Hercules' father is a god called Zeus, Hercules' father, has_____eyes, and long wavy hair. Hercules's mom is a very _____ woman, she has green eyes and long purple hair. The future bride of Hercules is a very beautiful _____ woman, she is_____, and she has long _____hair.

Answer the questions.

1. **What is the name of Hercules' father?**
2. **Describe the physical appearance of Hercules.**
3. **Is Hercules a strong man?**

LESSON PLAN 18

Class: 9ⁿᵒ año EGB N° Students: 26 students	School year: 2 021-2022
Language Level: A1	**Topic:** fairy appearance of a friend
Date: 21/06/2022	**Type of institution:** Public
Teacher Student: Nathaly Antonela Ramón Maldonado	**Schedule:** 16:00 – 17:20 **Time per lesson:** 80 minutes
Lesson Objectives	**Resources**
At the end of the lesson and after explaining the target grammar structure, students will be able to: • Describe briefly the fairy tale of appearance of a friend by using the simple present tense. • Identify general and specific information about the fairy tale by asking and answering questions. • Retell the fairy tale with the most important facts.	-Fairy tale. -Imagen - flashcards. -Word sheets -Board -Markets

Warm-up and Objective Discussion					
Pre-story telling The shopping game: Students should add words according to the teacher's categories. Example: "yesterday I went to the market, and I bought the physical appearance" Each student adds one physical appearance like green eyes or wavy hair, etc. Teacher explains that they will learn to retell a story with the most important fact by using present simple.					
Instruct (Teach) and Model					
While storytelling (explain) Explain how to identify the character and the setting in the story. The teacher explains the new vocabulary through flashcards. The teacher explains how to write and tell a myth by using the physical appearance of a friend by using the fairy tale of Homer Simpson Model Teacher Show a picture and based on this picture students describe the picture using the vocabulary learned in class.					
Guided Practice					
Post storytelling Students are divided into groups of 6, in each group, students write a short myth using the physical appearance of a friend in present simple tense, then three members of the group will retell the legend in front of the class.					
Independent practice					
Students write the fairy tale of their favorite character and then dramatize it in front of the class.					
Assessment					
Students use the vocabulary taught in class to write a fairy tale about themselves.					

Flashcards

brown hair   fair hair   red hair

bald   shaved   moustache

Fairy Tale

Homer Simpson

Homer is a man with brown eyes, he has little hair, that is, he is bald, Homer does not like to have a beard, that is why he always shaves to be more handsome for his

beloved wife Marge, Marge is a beautiful woman with colored eyes brown, he has blue hair and his hair is frizzy.

Moreover, Homer works as a low-level safety inspector at the Springfield Nuclear Power Plant in Sector 7G, although he is often incompetent and negligent towards his duties. He spends a great deal of his time at Moe's Tavern with his friends Barney Gumble, Carl Carlson, Lenny Leonard, and Moe Szyslak. At home, he can often be found sitting on the couch mindlessly watching TV while snacking on food and drinking Duff. Homer is also the only son of Abraham Simpson II and Mona Simpson. When provoked, he often strangles Bart for pressuring him. Even though he mutually hates his wife's sisters Patty and Selma Bouvier. Finally, Homer is a very extraordinary person who only tries to make his family happy.

LESSON PLAN 19

Class: 9^{no} año EGB N^O Students: 26 students	School year: 2021-2022
Language Level: A1	Topic: Posttest
Date: 27/06/2022	Type of institution: Public
Teacher Student: Nathaly Antonela Ramón Maldonado	Schedule: 16:00 – 17:20 Time per lesson: 80 minutes
Lesson Objectives	Resources
Students will be able to take the pretest in order to measure their strengths and weaknesses in the components in speaking skill: pronunciation, fluency, grammar (accuracy), vocabulary, and comprehension.	-Posttest - Cell phone

Warm-up and Objective Discussion				
Broken phone: The teacher divides the class into two groups after that one of the students of each group will be given a phrase by the teacher and later, they will say the phrase from one student to another. The last student of the group will say the phrase loud in the class, and the group the gest the most correct phrase wins the game.				
Instruct (Teach) and Model				
(explain) Teacher explains the rules in which the test is going to be based on. Model Np (pretest administration)				
Guided Practice				
Students will be asked to come to the teacher's desk to answers the speaking question of the test				
Independent practice				
Np (pretest administration)				
Assessment				
NP (pretest administration)				

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Pre and Posttest.

Student's code……………………….

Date………….

Curse……………….

SPEAKING FLUENCY PRETEST / POSTTEST

The researcher will use this oral test in order to assess the students' speaking skill considering the following aspects: Fluency, pronunciation, vocabulary, grammar, comprehension.

It should be noted that each question will have the same value, that is, 2 points for all the indicators, and students will take 25 seconds to look at the pictures and think about the answers to each question. Do not begin until I tell you to do so.

The purpose is to identify the fluency, pronunciation, vocabulary, and grammar in speaking skill.

Pronunciation

- The purpose is to evaluate the pronunciation in speaking skill.

Question 1. Read the text aloud, and then answer the questions orally in present simple (2 minutes).

Hank is a cowboy. He lives on a farm. He has a horse named Ginger. After long ride. Hank always washes and brushes Ginger. He usually brushes her tail. Then he gives her food fresh water. Ginger loves hank.

Vocabulary

- The purpose is to identify the use of vocabulary in speaking fluency.

Question 2: Choose 2 images, and describe them in the present simple using the frequency expressions (1 minute)

Grammar

- The purpose is to identify the use of grammar in speaking skill.

Question 3: Talk about what do you do after wake up? And what do you do after school? using adverbs of frequency. (1 minutes)

Fluency

- The purpose is to measure the fluency in speaking skill.

Question 4. Talk about your mother's daily routine what does she do after breakfast? And what does she do after work? (1 minute)

Comprehension

- To identify the use of comprehension in speaking skill.

Question 5. Answer the following questions orally, using the present simple. (1 minutes)

1. What do you usually eat for breakfast?
2. What are your favorite sports?
3. What is your favorite cartoon? Why?