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**Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros**

**Storytelling and reading skills among tenth graders at a  
public school in Loja. School year 2022-2023**

**Narración de cuentos y competencias lectoras en estudiantes  
de décimo grado de una escuela pública de Loja. Año escolar  
2022-2023**

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

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## Certification

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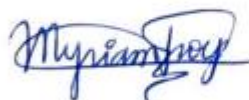
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## **Dedication**

With love and effort, I dedicate this work to my father José, for being the unconditional support in my academic career. To my beloved grandparents who daily encouraged me to continue my education. To my dear sister Marcia who with her support kept me on my feet to be able to complete this process. Also, to my classmates and friends who in one way or another were part of my path and the culmination of this great stage.

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*Denys Hypatia Lozano Guailas*

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## **1. Title**

**Storytelling and reading skills among tenth graders at a public school in Loja. School  
year 2022-2023**

## 2. Resumen

Este es un estudio de investigación-acción dirigido a mejorar las habilidades de lectura a través de la aplicación de la narración de cuentos entre los estudiantes de décimo grado en una escuela pública en Loja, Ecuador. Una muestra de conveniencia de 29 estudiantes, 17 mujeres y 12 varones, participaron en el estudio durante 10 semanas con 40 horas de instrucción. Para alcanzar el objetivo del estudio, se utilizó un pretest y un postest elaborados por el investigador, un cuestionario y notas de campo para recoger datos cuantitativos y cualitativos. La prueba incluía cinco preguntas sobre los componentes de la lectura: fonética, conciencia fonémica, vocabulario, fluidez y comprensión. Se administró un cuestionario de tipo mixto para descubrir las percepciones de los alumnos sobre los elementos de la narración, como los personajes, el escenario, la trama, el conflicto, la solución y el punto de vista. Las diferencias entre el pretest y el postest indicaron que los alumnos aumentaron significativamente sus destrezas lectoras. Además, el cuestionario y las notas de campo revelaron que la narración de cuentos mejoraba las habilidades lectoras de los alumnos porque se implicaban en las historias, que a la vez captaban su interés y entusiasmo por seguir leyendo.

***Palabras clave:** Narración de cuentos, destrezas lectoras, elementos de la narración, componentes de la lectura.*

## **2.1 Abstract**

This is an action-research study aimed to improve reading skills through the application of storytelling among tenth-grade students at a public school in Loja, Ecuador. A convenience sample of 29 students, 17 female, and 12 male students, participated in the study for 10 weeks with 40 hours of instruction. To achieve the objective of the study, a researcher-made pretest, posttest, questionnaire, and field notes were used to collect quantitative and qualitative data. The test included five questions about reading components: phonics, phonemic awareness, vocabulary, fluency, and comprehension. A mixed-type questionnaire was administered to discover students' perceptions about storytelling elements such as characters, setting, plot, conflict, solution, and point of view. The pretest and posttest differences indicated that the students increased significantly in reading skills. Moreover, the questionnaire and field notes revealed that storytelling improved students' reading skills because they got engaged in the stories which simultaneously captured their interest and enthusiasm to keep reading.

***Keywords:** Storytelling, reading skills, storytelling elements, reading components*

### 3. Introduction

Reading is an important and useful skill in all languages, it is acquired as a third skill in a language after listening and speaking. Reading refers to the process of looking at writing letters and symbols to understand the meaning of them (Sheth & Chauhan, 2015). In this regard, the Ministry of Education (MinEduc, 2019) includes this skill in the National Curriculum, which is estimated to reach level A2.1 for tenth-grader in reading established by the Common European Framework of Reference for Languages (CEFR). In consequence the national curriculum proposed by the Ministry of Education (2019) proposes “The principal goal of the Reading curricular thread is to develop learners who are willing and able to interact autonomously with written texts in order to do a variety of tasks, such as extract information, learn about the world around them, and communicate” (p. 432).

The researcher observed during her teaching practicum that students in tenth grade presented deficiencies in reading skills; thus, the required level established by the national standards was not reached. Similarly, a number of researchers have reported that students had difficulties to read and pronounce letters which became a challenging task when dealing with reading English as a foreign language (EFL) texts. Other researchers have found that low reading comprehension presented by students may refer to the inadequate use of reading pedagogical strategies or lack of innovation in teaching English (Anggeraini & Afifah, (2017); Miller & Pennycuff, (2008); Radaideh et al., (2020)).

Based on the above, it is considered the purpose of this study to improve reading skills by storytelling among tenth grade students at a public school in Loja, school year 2022-2023. Additionally, the researcher proposed the general question: How does storytelling enhances reading skills among tenth graders at a public school in Loja, 2022-2023 school year? The sub-questions that the researcher set out to develop in this research were: What is the effectiveness of storytelling to enhance reading skills among tenth graders at a public school in Loja, 2022-2023 school year?; and, what are the students' perceptions towards the use of storytelling to enhance reading skills among tenth graders at a public school in Loja, school year 2022-2023?

In fact, Aggeraini (2017) states that storytelling covered students' needs through reading stories which they can hopefully increase and acquire vocabulary in addition, they also feel motivated when reading romantic and dramatic stories. In the same way, storytelling entertained learners by engaging, captivating, communicative, and theatrical. In the same way, Lazareva (2020) mentioned that digital storytelling supported students' behavioral, emotional, and cognitive engagement. In addition, storytelling provides the opportunity to tell real or

fictitious stories to communicate situations that occurred at a certain time and has also been fundamental to knowing history makes for decades Robin (2017).

Previous studies found difficulties such as a lack of motivation and the application of other strategies to enhance reading skills. Simultaneously, they suggested the use of storytelling to motivate students to study English and take it more seriously making more practice, especially in English reading skills. On the other hand, previous researchers recommend using local stories as the content of short stories for different groups of students. Storytelling is an effective strategy that should be incorporated to improve academic performance in reading skills. Thus, storytelling helps teachers as a pedagogical strategy to develop positive attitudes toward instructions Miller and Pennycuff (2017). In the same context, storytelling brings improvement in the student's scores, and it can raise learners' interest in reading stories (Anggeraini & Afifah (2017).

The findings of this research would support EFL teachers with the use of storytelling in their classrooms. Their students will be able to improve their reading skills through the identification of storytelling elements. In addition, it promotes the use of different strategies with digital tools within the classroom to create motivation, and good behavior to develop learners' multiple intelligences. This research also provides reliable information about the public education reality in Ecuador.

In order to conduct this research, the general objective was to improve reading skills by storytelling among tenth graders at a public school in Loja. School Year 2022-2023. To fulfill this objective the following specific objectives were: To identify the effectiveness of storytelling to enhance reading skills among tenth graders at a public school in Loja. School Year 2022-2023, and to explore students' perceptions towards the use of storytelling to enhance reading skills among tenth graders at a public school in Loja. School Year 2022-2023

Finally, the scope that this research encompassed on the implementation of storytelling through lesson plans which integrated story elements such as character, plot, setting, conflict, resolution, and point of view to improve reading skills particularly its components which were phonics, phonics awareness, vocabulary, fluency, and comprehension of the text. Therefore, the participants of this study were 29 tenth-grade students of a public school in Loja, during the 2022-2023 school year. The intervention was developed over 40 hours in it was discovered that the story jumper online application was positively received by students. However, some students did not have appropriate devices to install this application. In addition, the study did not use a control group, for that reason the results cannot drive to made any generalization. Further research is recommended with both with experimental and control group.

## **4. Theoretical Framework**

This theoretical framework contains the study of different researchers about the study variable one, storytelling has a purpose to enhance variable two reading skills. In turn, many researchers have mentioned different perspectives concerning storytelling as a tool to teach. On the other hand, the close relationship between storytelling as a tactic to improve reading skills in education. This information was found in some databases such as Google scholar, Erick, and indexed four notes from the last decade.

### **4.1 Storytelling**

Storytelling has had an impact since the beginning of time. Tinckler (2017) affirms that “storytelling is a fundamental sharing of the human experience, and each of us shares a multitude of stories every day. The oral tradition of storytelling in particular weaves across all cultures and civilizations and throughout our human history” (p. 319).

Storytelling is present in everyday communication, to recount a situation related to lived experiences, or to transmit knowledge to each other. Moreover, storytelling can be based on several contexts. Telling real or fictitious stories to communicate situations that occurred at a certain time, has also been fundamental to knowing history created for decades. At the same time, have an objective to entertain, inform, or as a purpose for education in which it can promote the best learning of skills to improve English. (Robin, 2017).

The stories told or written are intended to convey cultural, mythical, or historical tales. Many of the stories are transmitted orally, and at the same time, they can be modified depending on the narrator. They can also, convey real stories arising from witnessed experiences or unreal stories with a large dose of imagination, thus creating interest in the audience. In 2017, López established that “The stories may be embellished or exaggerated, but the facts are not usually altered. News stories fall into this category, so news anchors” (p. 8).

In addition, with the technological and media environment, people like to communicate, express themselves in one way or another, and tell stories about everything: what is important to them, and everyday experiences (what is important to them, the meaning of life), a story about an important event or experience, a story about the expression of values, the connection of elements of the self, the connection to one's past (individual or group), cultures (Tinckler, 2017).



## **4.2 Traditional Storytelling and Digital Storytelling**

### **4.2.1 Traditional Storytelling**

Storytelling has been presented through time, from its beginnings as a way of communicating. Stories have been passed down for generations to the present day. Therefore, storytelling is an action that can be processed formally or informally, and can also be oral or written. Thus, storytelling does not lose its essence but continues to be important as a way of transmitting situations throughout life.

Likewise, stories written in early B.C. are known to have come from China, Greece, India, or the British Isles. The stories used today in literature worldwide were written by Homer, a Greek poet, or Aesop the author of a large number of stories that are still valid today. These authors are known as the oldest storytellers, having emerged around 200 B.C. In addition, every tale of antiquity has been passed down orally for hundreds of years. A relevant example is the dissemination of the biblical Old Testament and the New Testament are passages known from generation to generation until today (López, 2017).

Around the world, there are cultures with different types of stories that are significant and unique to their own culture. However, Anderson (2014) refers to storytelling as:

A part of humanity since people can communicate and respond to the basic biological impulse to explain, educate and enlighten. Cave drawings, traditional dances, poems, songs, and chants are examples of early storytelling. Stories convey historical, cultural, and moral information and provide an escape and relief from the daily struggle for survival. (p. 1)

Therefore, storytelling has emerged to give continuity to history in the world over time. The sense of storytelling has been considered a way to satisfy human needs, for entertainment, or, solely to explain the imaginary world that arises around the brain. From the point of view of Há and Bellot (2020), storytelling has been born to record history and not only to express an opinion, emotion, or, knowledge rather than demonstrate the personality and values that the person has. Thus, the way of transmitting or telling stories has also been updated.

Considering the studies, it may be said that storytelling emerged as a form of communication at the beginning of humanity, which has evolved, adapting itself as a way of transmitting stories, which can be cultural, social, or moral values. Storytelling has not lost its originality to transmit stories that can be fictional, adventure, myths, or legends. In contrast to typical storytelling, digital storytelling can be a powerful educational tool for students of all ages and levels who take it upon themselves to create their own stories (Tinckler, 2017).

### **4.3 Digital Storytelling**

Today, however, storytelling has been coupled with technology thus creating digital storytelling. This fact aims to make use of the technology networks that are in place. Storytelling when combined with technology employs a series of interactions, sounds, and movement to the narrative and also provides a motivating environment by adding images, music, voice, etc. Digital storytelling has been defined by Sunday (2021) as a tool that “uses various technological tools, such as an interactive whiteboard (smart board), computer, cellular phone, or tablet to share narratives, images, and experiences in a multimedia form” (p. 2).

To have a better understanding of the media Robin (2008) describes three types of digital stories:

1. Personal narratives. \_ stories that contain accounts of significant incidents in one’s life.
2. Historical documentaries. \_ stories that examine dramatic events that help us understand the past.
3. Stories that inform or instruct the viewer on a particular concept or practice.

At the same time, digital storytelling is known as an instrument that is used through computer software and it is possible to have stories in digital format to manipulate whatever is possible. On the other hand, storytelling is a united framework including a distinguished beginning, middle, and end, that provides details in which characters struggle through time, act, experience emotions, and discover the meaning of the words (Sunday, 2021).

Notwithstanding, nowadays, storytelling is within technology, where the way of storytelling has been innovated by a series of applications that can be found in electronic devices. In addition, not only is the traditional storytelling transmitted simply, but they are accompanied by multimedia images, music, and more interactive environments that encourage the reader. In consequence, the use of the Internet as an educational, work, or business tool is a worldwide trend.

As an example of digital applications, the story jumper is one instrument that can be applied. It should be known that nowadays it is important to use technological tools. Furthermore, the innovation of learning is imminent at the time to generate motivation and curiosity with the use of new materials.

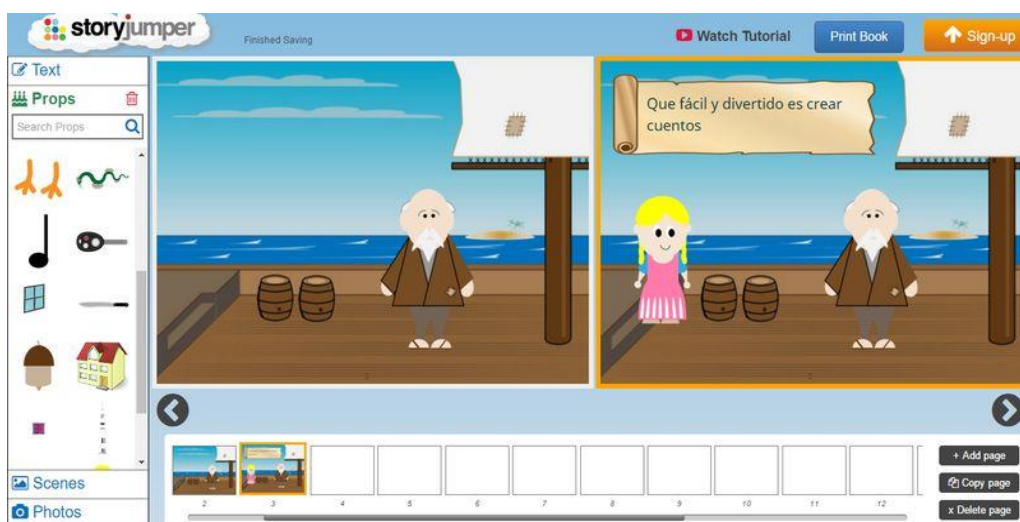
#### **4.3.1 Story Jumper**

It is a digital tool that offers the opportunity to create storybooks for teachers and students. Each user can write and create their own stories by adding text, characters, images, and backgrounds. This idea is based on Ezeh (2020) who mentioned that a “story jumper

enhances the use of stories for literacy and language development with the options it gives students to create multimodal stories with texts, images, and audio” (p. 119). Furthermore, in education teachers and learners can add their images or use suggestions from the site. It is also possible to make voice recordings or add background music to accompany your stories and the changes are automatically saved. It can be an option to reinforce a learner's skills and help to motivate them.

The application of the story jumper in teaching is easy enough and can catch learned attention shown in Figure 1. Helping teachers within the classroom is beneficial to incentive learners to learn new vocabulary, enrich their understanding, and practically promote learning outcomes (Rameswara et al., 2020).

**Figure 1.** *Story Jumper Online*



Online story jumper application by Bermudez (2016).

The application is recommended for teachers who can create or write stories depending on the level that they are going to teach. Teachers and learners can enhance the interaction between them. As mentioned by Ezeh (2020) in his article, the story jumper is a didactic tool that allows a teacher to add content, and design a class according to the number of students and teachers desire. On the other hand, it facilitates the adaptation of a variety of topics, be it lessons, tasks, or others, thus assisting in curriculum planning.

#### **4.4 Genre of Storytelling**

The ancient Platón states that “everything that is said by poets and storytellers” is a narration (De Fina & Georgakopoulou, 2019, p. 179). The narrative genres in literature are known as literary genres, these present common characteristics in the way they are written and are classified. The groups are classified into sub-genres of literature, there are different styles

adopting compositions within each genre (Pérez, 2014). These genres are closely related to storytelling, and thanks to the rankings it is possible to understand the texts generally.

**Table 1**

*Genres of Storytelling*

<b>Genre</b>	<b>Subgenre</b>
Lyric	Romantic
Narrative	Novel
Narrative	Story
Dramatic	Tragedy

Pérez (2014). Literary Genres.

**4.4.1 Lyric**

The lyrical genre is based mainly on the styles of poetry, these are ballads, hymns, songs, sonnets, as well as verses, and poetic prose. Specifically, lyrics are used in literature and also for composing musical lyrics (Pérez, 2014).

**4.4.2 Drama**

In 2014, Pérez mentioned that the dramatic genre refers to plays written and performed through real performances in theaters, stages, and in front of spectators (audience). This genre contains other sub-genres that are part of literature: comedy, drama, and tragedy.

**4.4.3 Narrative**

The narrative genre is based specifically on recounting events that have occurred, whether in the present, past, or future. It also includes all types of work without a fixed metrical structure and is written in prose, as mentioned by Pérez (2014) in her studies. Although within this genre it is possible to find novels, stories, legends, myths, fables, and essays, among others, states the author.

All literary genres are part of the narrative process; a novel, a short story, a poem, or comic stories are narrative texts. In this sense, narrative texts can be used in education as a fundamental support tool. In addition, it's evident progressive use in different fields, has allowed it to be updated within digital media.

**4.5 Storytelling and Education**

Storytelling has been considered a fundamental tool and technique in several subjects. Most of those in literature use it as a way to inspire the readers to continue to encourage reading. Storytelling promotes the analysis and study of the words in a text which can be understood as an exercise to work the brain. In this sense, storytelling and education are closely related to creating strategies that improve the quality of education for learners.

However, there are certain drawbacks associated with the use of storytelling in education, for instance, Miller and Pennycuff (2008) indicate that “the process to involve reading and writing is storytelling, and effective pedagogical strategy that can be woven into instruction to increase students’ competencies in all areas” (p.1).

It is necessary to know how to choose a good story and start reading aloud and pausing for learners to hear the words exactly, it helps learners to understand ideas. Students may feel that the story they have read is real or a personal experience that has come up, so it will interest them and they could have a powerful reaction to this, as stated by Wright (2009). In this way, students' attention is captured by using storybooks that are written and accompanied by drawings. This is similar to Gagne’s events of instruction, the first event which is described in his theory is to gain the attention of learners. It refers to a certain degree of animation in the introduction of the topic, which captures the visual and auditory stimuli. In addition, accompanying the introduction with thought-provoking questions or interesting facts about the topic, thus creating motivational curiosity in the students (Kruse, 2008).

Previous studies have reported that making use of storytelling fosters creativity in students as they begin to research and tell their own stories. In addition, as students participate in creating stories, they develop communication skills, learning to organize ideas, formulate questions, and express opinions. Students can gain experience critiquing their own and other student’s work, which can promote gains in emotional intelligence, collaboration, and social learning (Tinckler, 2017). So, storytelling in education integrates some strategies to teach students in different fields. Promote creativity and a motivational environment to have a positive engagement at the time when learners acquire knowledge.

Satriany (2021) also refers to the effectiveness of the use of storytelling in teaching English as a Foreign Language (EFL). This digital tool creates an interest in helping learners to develop comprehensive reading and writing skills. Besides, integrate learners into their imagination and promote the creation of others’ stories.

Definitively, storytelling enriches education creating opportunities in which the students share opinions, feelings, and emotions themselves. Another point of view of storytelling integrated into the technology brings several benefits such as storytelling online; which contains videos, images, audio, and more with which the learners can interact. Concerning this, some researchers believe that “in education, the use of technological tools may increase interest and motivation towards learning scientific concepts. In addition, the tangibility, movements, and appearance of interactions can help students understand complex and abstract concepts” (Bravo et al., 2021).

Independently, the use of storytelling takes place in education as a strategy to teach or create motivated learners. The functionality precisely depends on the content of the study that the teacher or learners want to give. In this case, digital storytelling promotes the active participation of learners in the teaching process and makes learning enjoyable bringing an experience directly. Teachers should also have competence in the knowledge of techniques and strategies which will make their learning process easy and direct their knowledge to help their students in their professional lives.

#### **4.6 Storytelling in the EFL Classroom**

English is the most spoken language around the world and within the EFL classroom. In English classrooms there exist a variety of techniques, strategies, tools, and methods that have a purpose in the teaching and learning process. For that reason, storytelling has been considered an ancient strategy, especially in teaching languages. The idea of storytelling in education has been emitted by Davies (2007) that mentions the essentiality of this technique for different reasons such as:

- Storytelling encourages children's ability to interpret and understand events beyond their current experience.
- Storytelling aids language development because it provides language exposure to help children fully understand its implications.
- Support different skills such as reading, listening, speaking, and writing.
- Develop the learner's imagination and creativity.
- Entertain and excite learners, facilitating learning
- Learners can identify and respect different cultures by discovering their values.
- It is the most natural way for students to be introduced to the world of books.

The work developed by Ellis and Brewster (2014) also promotes the use of storytelling in English classrooms facilitating learners' word recognition. Moreover, it is a tool in which students discover a series of stories that can be imagined by themselves or others while developing their skills at different levels.

The story learners must convey messages so that the learners can grasp and be attracted to them. Also, it is believed that the application of narrative storytelling leads to constructivist pedagogy. In this case, students have the option of integrating knowledge into their own daily life experiences and constructing narratives of existing meaning. On the other hand, the teacher

tries to integrate the narratives into the subject matter and thus focuses on knowledge in an open-ended way, where students are willing to interpret various topics (López, 2017).

## **4.7 Storytelling Elements**

In education there are defined reading classes, which contain reading I, reading II, reading III, and advanced reading. It is related to storytelling by the plot that always has a story, the setting related to the voice used to tell, or read stories, and characters that give a sense in a narration, all of those parts help learners to acquire values. Each story has to have a message, this can be motivational, about values, or simply leave positive teaching (Signes, 2008).

### **4.7.1 Characters**

Storytelling is formed by characters based on real or fictional characters, animals, people, or mythical beings. All these characters fulfill a function and are involved in a story or narrative. Characters are identified by actions, thoughts, or according to what they say in the story (Lein & Freytag, 2022).

Within the characters, it is evident which are the main characters that have the leading role from beginning to end. There are also secondary characters who may be present at certain times of the narrative but not very often. On the other hand, characters are static or dynamic depending on the role that they have. Static characters do not present changes; it stays the same form throughout the story. While the dynamic character has short or big changes, it can affect beliefs, attitudes, or personal acts (Lein & Freytag, 2022).

### **4.7.2 Setting**

This is designed to give knowledge of where and when each story is developed. Lein and Freytag (2022) define the setting present the following:

- The immediate surroundings of the characters such as props in a scene: trees, furniture, food, inside of a house or car, etc.
- The time of day such as morning, afternoon, or night.
- The weather is cloudy, sunny, windy, snow, or rain, etc.
- The time of year, particularly the seasons: fall, winter, summer, spring.
- The historical period such as what century or decade the story takes place.
- The geographical location including the city, state, country, and possibly even the universe, if the writer is writing science fiction.

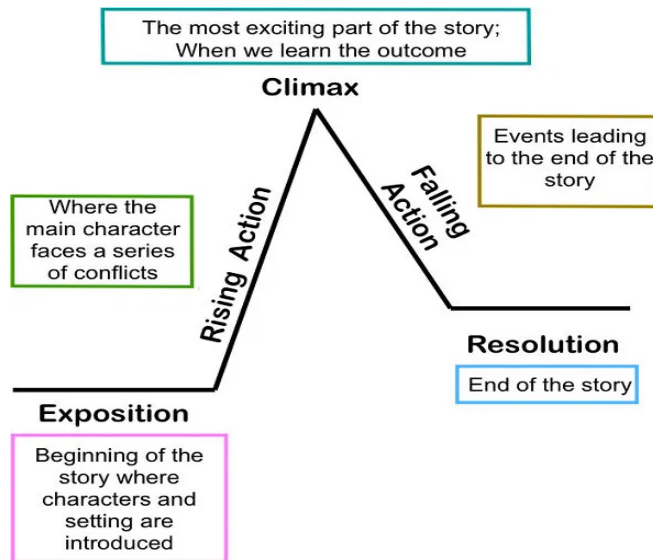
The setting can be the main feature for stories to develop, in this case, the time and place where each situation occurs. This can be represented by mountains, islands, seasons, etc.

### 4.7.3 Plot

All events follow sequence or order. It is based on the well-known dramatic structure of Freytag's pyramid shown in

**Figure 2**

*Freytag's Pyramid*



Reprinted from *Plot diagram* that shows the sequence of the events in a story adapted by Thompson, (2018).

The pyramid first indicates exposition in which the characters, problems, and time are introduced. Here starts the narration of the story. Rising action presents the events the protagonist has to go through or something he/she encounters at the beginning. Climax presents the most intense or uncertain part of the story, in which the character must confront the events or problems at this point. The moment when the story creates excited emotions after the climax is called falling action. In the end, the resolution takes place when the story is concluded or tied in all the parts (Lein & Freytag, 2022).

### 4.7.4 Conflict

As the word says refers to a problem that is developed by two characters. The protagonist conflicts with another person, known as an adversary or antagonist. In conflict are presented six types in accordance with Freytag:

- Character vs. character
- Character vs. nature or natural forces
- Character vs. society or culture
- Character vs. machine or technology
- Character vs. God



Character vs himself or herself (Lein & Freytag, 2022).

#### **4.7.5 Resolution**

The message that the whole story brings. This can be based on the use of values, ethical or moral. Also, facts teach the good behavior of the characters (Serrat, 2011).

#### **4.7.6 Point of view**

Serrat (2011) mentions that it refers mainly to the remembered point of the story. The facts of the characters have stood out best in the narrative. What were the facts that the protagonist developed? or how was the performance of the third character?

### **4.8 Storytelling for Reading Skills**

Reading is a skill that follows a series of processes for initiation. These processes are first learned in primary or elementary school. In that sense, the narration has been seen as the method to capture the attention of the reader or readers, when considering to begin reading the person needs motivation and strategies that facilitate this action. In addition, reading is defined as an important skill to assimilate, discover and understand sentences to communicate. So, storytelling is used as a technique that is practiced by reading, writing, listening, or telling stories that are created by one's imagination.

Storytelling is closely related to reading skills. It facilitates the comprehension of texts through visual and cognitive appeal because storytelling tends to use images within the text, as mentioned above by Radaideh et al., (2020). Likewise, in 2005, Gallets explained the great importance of knowing how to use storybooks, or storytelling, but adapting them in different ways. This depends on the level at which the children are. On the other hand, Gallets on the need to encourage children to be attracted to reading, or to want to listen to them. Storytelling can be manipulated into different movement activities, and with the children's participation, it is possible to use literary language to make them imagine realities beyond their minds. In this case, this process is intended to help children speed up their thinking process and expose them to the world. With this idea, “story reading can sometimes incorporate elements such as movement and choral participation, and these elements can enhance the quality and value of the story experience” (Gallets, 2019, p.13).

### **4.9 Reading**

Reading has been considered a receptive skill, in comparison with other skills it's essential to develop whole language proficiency. From another point of view “reading had been presented as a multi-faceted skill in nature and thus whomever a reader be, he must be skilled to derive meaning from printed text accurately and efficiently” (Sheth & Chauhan, 2015). At

the same time improve writing, vocabulary acquisition, and grammar content. Reading is capable of generating modes or thought forms with the induction of printed writings, known as linguistic prediction games. On the other hand, it is known as a procedure to encourage teaching practice and learners to learn. (Scrivener, 2006).

Reading has long been known as the primary source of knowledge. As long as there is active reading, reading can be effective. Reading arises in some cases by its impulse, and with the intentionality of principle. In this way, reading can create psycholinguistic thought stimuli in students, teachers, or others intellectually attracted to the knowledge provided by printed or written pages. At the same time, this ability leads to visual activity, reading concentration, followed by comprehension, which can be a disadvantage for students in learning to read (Radaideh et al., 2020). Add to this the need to know some requirements to start reading, Scrivener (2006) has defined as problems that must be dealt with by the reader on his or her own those are:

- Enough vocabulary
- Have on hand the dictionary all the time.
- Takes ages just to get through a few sentences.
- Get to the stage where they understand all the individual words.
- The pleasure of interest in the subject.

To improve these problems, at first, you should try to make students aware of the importance of learning to read, but not feel obliged to understand all the content. To this end, the practice of reading techniques is useful and facilitates the process of learning English. The practical objective would be for students to learn to read fluently, regardless of their understanding at the beginning so that they do not feel too distressed.

In 2020, Radaideh et al., said:

While reading, each reader tries to understand it from his perspective in the context of his past or present knowledge of the text. Since reading is an active process, a reader can understand a text only when he actively puts to use his mental faculties. While reading, a reader interacts with a text, decodes it, and constructs meanings in the process. What he constructs depends on not only what the writer writes but also on what the reader brings to the text. This intellectual soft skill is a challenging and profitable activity for a contemporary reader since current textual material is mostly abstract and symbolic. Reading skills for students include a focus on philological forms, reading strategies, typical academic terminology, and criteria tasks. (p. 225)

Casteleiro (2011), discovered that reading does not necessarily have to be understood when you start reading. The idea is that reading should be done in a general way and keeping the reading rhythm, but vocalization is essential to obtain the correct pronunciation. In addition to this, cognitive and metacognitive abilities are essential to developing learning. One of these strategies is reading skills in which the person can analyze, investigate, realize and interpret texts that he/she has read with previous knowledge (Monroy & Gómez, 2009).

In reading, there are some genres depending on the situational context. As a part of assessment specifications, the genre of reading most common are:

#### ***4.9.1 Academic reading***

Those are formed by general interest articles which are newspapers, magazines, and so on. Technical reports based on reports, professional journal articles, reference material, and also dictionaries are part of this. It's possible to find different textbooks, theses, test directions, opinions writing as well as editorials (Scrivener, 2005).

#### ***4.9.2 Job-related reading***

Within job-related reading as examples are email messages, simple messages, letters, and more. The job reports (projects, evaluations), the schedule, labels, signs, announcement forms, questionnaire applications, financial results, telephone or office directories, and manuals are part of the reading.

#### ***4.9.3 Personal reading***

It depends on the kind of content the person wants to read. Here it could present the academic reading and job reading. The newspaper, letters, different articles, jokes, stories, novels, several documents, comic strips, recipes, menus, calendars, maps, and others (Scrivener, 2012).

Also, it could be possible to relate to the personal requirement in the text or narration whatever the person has.

### **4.10 Micro and Macro Skills for Reading**

Reading is an important skill in English as a foreign language. Micro and macro skills emerge as an important part of the reading assessment skills. Also, consider the spectrum of possibilities to carry out the main objectives that follow the reading. Learning English is not as easy as it is thought. Considering those aspects Brown (2004) showed seven micro and macro skills in reading.

#### ***4.10.1 4.10.1 Micro skills***

1. Discrimination of the distinctive graphemes and English orthographic patterns.

2. Retain chunks of the language of different lengths in short-term memory.
3. Process writing at an efficient rate of speed to suit the purpose.
4. Recognize a core of words, and interpret words with more hard patterns and their meaning.
5. Recognize grammatical word classes (nouns, verbs, and so on), systems (tense, agreement, pluralization), patterns, rules, and elliptical forms.
6. Recognize that a particular meaning may be expressed in different grammatical forms.
7. Recognize cohesive devices in writing discourse and their role in signaling the relationship between and among clauses.

#### **4.10.2 Macro Skills**

1. Recognize the rhetorical forms of written discourse and their significance for interpretation.
2. Recognize the communication functions of written texts, according to form and purpose.
3. Infer context that is not explicit by using background knowledge.
4. Form describes events, ideas, etc., infers links and connections between events, deduces causes and effects, and detects such relations and main idea, supporting the idea, new information, given information, generalization, and exemplification.
5. Distinguish between literal and implied meanings.
6. Detect cultural-specific references and interpret them in the context of the appropriate cultural schemata.
7. Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

#### **4.11 Reading Components**

Reading has five components that are used in the process of reading. Those components help learners to understand and enhance their reading skills. The author purposed those components to introduce the different sounds when learners start reading (Reading Eggs Blog, 2016; The National Reading Panel Report, 2004). At the same time, incorporate different workarounds known as phonemes and graphemes as a way to write those sounds (CIERA, 2001).

#### **4.11.1 Phonics**

It is the relationship between the words' sound (phonemes) and writing words (graphemes). This skill is developed in early reading, known as the alphabetic principle. The teaching of phonics is essential for childhood learners because they can grasp the sounds at the time when the teacher reads. Daily lectures could be a factor to help learners complement these activities regularly.

The relationship between phonemes and graphemes consists of recognizing familiar and unfamiliar words through decoding the sounds. That is, it can be understood as a systematic and predictable relationship between the written letters and the spoken sound (CIERA, 2001).

Phonemes in spoken language are the smallest phonemes that make a difference in the meaning of each word. For example, **a** and **oh** have only one phoneme, and other words like **if** and **at** have two phonemes, and so on. The difference between phonemes and graphemes is that the phoneme is the sound that is produced at the time it is read and the grapheme is the representation of a phoneme but is written. For example, a grapheme can be represented by one letter, such as **a, b, c, d**, or several more, such as **igh, ch, th, ck**.

The use of phonics instruction is to help students use the alphabetic principle to recognize known words accurately and automatically decode new words that connect to the text. On the other hand, it helps children remember how words are read, spell them from memory, and recognize them instantly (CIERA, 2001).

In addition, phonics could be learned in a systematic way that includes a set letter-sound relationship organized in a logical sequence. Also, explicitly provides teachers with a precise direction to teach this relationship. And finally, learners can learn about letters and sounds by reading sentences and stories.

#### **4.11.2 Phonics Awareness**

In reading, it is essential to know the different sounds that each word has. In this sense, phonemic awareness helps learners to develop intonations or sounds (phonemes). This ability is acquired by listening to or manipulating each sound during language acquisition. Phonemic awareness is linked to the use of the sound of phonemes, words, and syllables. These phonemes are divided into units as orange has six phonemes (o/ r/ a/ n/ g/ e) that are formed by one sound per letter. Also, it is known as an ability that learners have to recognize the different sounds (phonemes) in spoken language. It includes the capability of the learner to listen, identify different word patterns, and detect syllables.

Antunez (2002) mentions that phonemic awareness follows a rhyme that each phoneme has to form a word. At the same time, these phonemes have to be explicit when teaching

vocabulary, with their meaning and good pronunciation. On the other hand, it is possible to practice the phonemes through poems, the intonation of rhythm, or the repetition of words with similar rhyme, highlighting the repetition to memorize the sound of each word.

However, as a component of reading these phonemes are articulated based on repetition and reading practice. Therefore Adams (1990) suggested the following cited by Fresch & Harrison (2013), to develop phonemic awareness.

- Hear rhymes (e.g., cat, hat, sat) and alliteration (Wee Willie Winkie)
- Do oddity tasks (e.g., “Which does not belong: cat, hat, sat, dog?”)
- Blend and split syllables (e.g., “What word is san-dy? What syllables do you hear in sandy?”)
- Perform phonemic segmentation (e.g., “What sounds do you hear in dog?”)
- Perform phoneme manipulation tasks (e.g., “If I change /h/ to /b/ in the word hat, what new word do I make?”)

#### **4.11.3 Vocabulary**

Reading comprehension is primarily due to a broad vocabulary. Vocabulary is acquired through reading diverse writings or listening to words from diverse sources. The author says that students must actively engage in instruction that includes learning words before reading, repetition, multiple exposures, learning in rich contexts, incidental learning, and the use of computer technology.

In addition, vocabulary is known as a determining factor in reading. It provides the meaning or the essentiality of content in an adding. At the same time, it measures the comprehension of the meaning of most of the words in the text (Antunez, 2002). Some scientists affirm that, the way to acquire and learn most vocabulary is through:

- Interchange conversation
- Listening and reading different contents
- Reading extensively
- Use dictionary
- Look for unfamiliar words meaning

#### **4.11.4 Fluency**

Fluency refers to the ability to read properly and pronounce expressions accurately and quickly. It can also refer to the ability to speak correctly without using the decoding of words. On the other hand, it allows readers to bridge the gap between letter recognition and quick comprehension of the text. This process is achieved when the student is just starting to decode

words, develops phonemic skills and vocabulary, and needs proper guidance to make the process effective.

Furthermore, fluency in reading consists in to know appropriate punctuation and respecting this doing emphasis or changing the tone of voice. At the same time, establish relations between the text and meaning quickly and easily.

#### **4.11.5 Comprehension**

Comprehension is the main reason to read. It refers to the cognitive process used in reading to comprehend and understand the texts during reading. During this process, it is important to consider the previous learning of vocabulary in order to better understand the texts. Comprehension can be done in different ways and using different techniques, such as questioning, ad summarizing by telling or retelling stories. It is also known, as an active and purposeful strategy (CIERA, 2001).

#### **4.12 Previous Studies**

In this section, six relevant previous studies have to do with Storytelling in reading skills. In addition, this section aims to gather the information that describes the events that occurred in those investigations, and whether they significantly contribute to English as a foreign language.

**Table 2**

*Previous studies about storytelling and reading skills.*

<b>Autor/Year</b>	<b>Country</b>	<b>Research type</b>	<b>Research design</b>	<b>Population</b>	<b>Level of education</b>
(Anggeraini & Afifah, 2017)	Indonesia	Article	Research and development	No determined	Tertiary
(Rahiem, 2021)	Indonesia	Article	Analytical	37 students	Primary
(Lazareva & Cruz-Martinez, 2020)	Europa	Article	Empirical	43 students	Tertiary
(Radaideh et al., 2020)	Jordan	Article	Experimental	34 students	Primary
(Suleiman, 2019)	Sudan	Thesis	Descriptive	166 students	Primary
(Ginting et al., 2020)	Indonesia	Article	Experimental	60 students	Secondary

Classification of different studies related to storytelling and reading skills.

First, Anggeraini and Afifah, (2017) conducted a study entitled “Digital Storytelling as a Teaching Medium in Reading Classroom”, which implemented a research and development

design. Furthermore, this research aimed to investigate the initial condition of reading short stories text before using digital storytelling, as well as the effectiveness of digital storytelling to develop teaching reading of short stories for second-semester students in English Education in Indonesia. For this purpose, the instruments used were research and information collecting, planning, developing the preliminary form of the product, preliminary field testing, main product, product revision, and evaluating the product through questionnaires and interviews. Finding, as a result, this digital storytelling was developed based on questionnaire results and based on. It was found that the media of digital storytelling should cover the need of the students which has some criteria such as after reading the short stories hopefully they can increase their vocabulary, they like to read dramatic and romantic stories, the suitable media in learning reading of short stories are online reading sources and video, kinds of digital storytelling are video words and digital storytelling video clips, digital storytelling should be easy to operate and the comfortable digital storytelling is to have more voice and sound. Consequently, the students revealed this improvement after applying digital storytelling to teaching the reading of short stories. The materials development improves the student's scores and can raise their interest in reading short stories.

On the other hand, Rahiem (2021) used analytical research in her research denominated Storytelling in early childhood education: Time to go digital. The aim of this is that Digital storytelling, as both a teaching method and a learning resource, had been applied in many innovative ways at all levels of education. Digital storytelling supports student learning and allows teachers to adopt innovative and improved teaching methods. Storytelling is a proven and popular pedagogy, while digital storytelling is relatively recent and still seldom used in the setting of early childhood education. In addition, the purpose was to weave stories together with the author's narrative voice, including digital images, graphics, music, and sound. The results found are that teachers in this club used digital storytelling for several important reasons. They claimed that simple digital technology made storytelling more entertaining, captivating, engaging, communicative, and theatrical. Having a suggestion that the ability of teachers to use digital technology should be enhanced; schools' information and communication technology (ICT) devices should be equipped.

Furthermore, Lazareva and Cruz-Martinez (2020) carried out a study titled "Digital Storytelling Project as a Way to Engage Students in Twenty-First-Century Skills Learning", which developed empirical research that had as purpose to demonstrate that the digital storytelling project supported students' behavioral, emotional, and cognitive engagement, also it is a digital storytelling project an effective way to engage university students in computer-



supported collaboration in a Nordic University at southern Europe. The instruments used to carry out this research were online data collection and a student survey. The results demonstrated that the digital storytelling project supported students' behavioral, emotional, and cognitive engagement. In general, the students had positive emotional experiences with the project. This assignment format was found less stressful than a frontal presentation in the classroom, allowing the students to express their perspectives more freely and confidently. The digital storytelling format also opened up more creative ways to approach the task. Finally, the researcher mentioned that this research was important for the participants to have the project assignment split up into several checkpoints with feedback from the instructor. At the same time, the students suggested several areas for further improvement. Those are mainly related to the guidance on the use of technology and scripting the learning process within the small groups.

Likewise, Radaideh et al., (2020) developed a similar research project called “digital storytelling: time to be considered in reading comprehension”, this study followed a quasi-experimental research design which entailed two variables; specifically, the independent variable is the instructional technique with two levels (i.e. digital storytelling technique vs. the conventional method), whereas, the dependent variables are students' scores on the reading comprehension post-test. The study aims at investigating the effect of digital storytelling on fifth-grade students' reading comprehension with fifth-grade students at Jordan. The instruments used were the instructional technique with pre and post-test. The finding indicated that the experimental group outperformed the control group in the overall reading comprehension post-test and each part of the test: applied and analytic comprehension. The study recommended using digital storytelling in teaching English language reading comprehension skills. Further, the construct validity was evaluated by using correlation analysis. As such, the reading comprehension test was piloted to a sample of 26 students from a sample outside the study where the Pearson correlation coefficient was extracted between the item score and the total score of the skill measured per item. Having a recommendation for using digital storytelling in teaching English language reading comprehension skills.

In 2019, Suleiman carried out research denominated “Merits of Digital Storytelling for Enhancing Reading Skills at the Basic Level” in Sudan. This study used descriptive and experimental methods to collect data. The tools applied involved pre-post-tests for the control group and the experimental group. The second tool which was implemented to collect data from participants was an observation checklist. The researcher used SPSS to analyze the collected data in the study. This study aimed to explore the advantages of using storytelling

that enhances pupils' reading skills through YouTube. As well as, to investigate the benefits of using storytelling as a vital source that enriches pupils' vocabulary through PowerPoint and further, to introduce universal culture into the classroom through Facebook with 7th-grade students. Lastly, the findings found were first, using digital storytelling in EFL classrooms develops pupils' reading ability through YouTube. Second, there is a significant statistical correlation between digital storytelling and the reading ability of young learners. Third, storytelling develops pupils' awareness of foreign cultures through Facebook; fourth digital storytelling enriches pupils' vocabulary through PowerPoint.

Notwithstanding, Ginting, et al. (2020) investigated the Effectiveness of Short Stories in Improve Students' Reading Comprehension. In this study, the main objective was to find out the effectiveness of the Short Story to improve students' reading comprehension with about 40 participants from Indonesia. The instruments applied include pre-test and post-test. The data were tested by validity and reliability test after the researcher gathered the data. The validity test aims to convince that the instrument has valid items. The researcher used a correlation product-moment by Karl Pearson to examine the validity. In the end, the results showed that the usage of the short story as a medium was effective to improve the students' reading comprehension because the content of the short story was easy to be understood. The teacher should consider using the local story as the content of the short story.

In conclusion, the present study aims to improve reading skills through the implementation of storytelling of tenth-grade students in a public institution. Considering the previous literature review, storytelling causes a great impact on the improvement of reading skills. Therefore, storytelling effectively supports students with their emotions, and behavior, while producing entertainment to enhance the gap presented in reading skills and its components. Consequently, the use of common and digital storytelling produced creativity by adopting innovative technology so it covers different needs that students require to enhance reading. Finally, the authors suggest the use of technological material as a tool to improve the teaching methodology.

The most relevant gap found in the previous research was the lack of motivation to encourage students to improve their reading. Likewise, the lack of practice or implementation of new strategies to improve reading skills. In this sense, the researchers promote the use of storytelling as an effective strategy to encourage students to read. Thus, they suggest the use of local stories as content for reading.

## **5. Methodology**

### **5.1 Setting and participants**

This research work was carried out at a public institution in the city of Loja, located in southern Ecuador, in South America, with a latitude of  $-3.99258^{\circ}$  or  $3^{\circ} 59' 33''$  south and longitude of  $-79.20926^{\circ}$  or  $79^{\circ} 12' 33''$  west. That is why it has a varied climate due to the significant regions; Coast, Highlands, Amazonia, and the Galapagos Islands each with a variety of flora and fauna typical of the locality.

Participants were selected considering a non-probability or convenience type of sampling based on the convenience and availability of the researcher (Cresswell, 2018). Because the institution gave the corresponding permission to carry out this intervention and it was also possible to choose the grade as sampling. In this case, the selected sample was 29 tenth-grade students with proficiency level A2.1. They were 12 females and 17 males, with ages between thirteen and fifteen years old, during the 2022-2023 school year.

### **5.2 Procedures**

#### **5.2.1 Method**

The present research was based on a mixed-method. This method combined quantitative and qualitative data that analyzed the results obtained. In other words, the use of a mixed method made it possible to evidence open data by obtaining qualitative data or closed data that was based on quantitative data. Thus, this method made it possible to broaden the understanding of the research problem (Creswell, 2012; Cresswell & Cresswell, 2018).

### **5.3 Research Design**

The procedure of this experimental research was participatory action research. The use of the Action Research design by Kurt Lewin (1940) proposed the following: Planning, Acting, Observing, and Reflecting (Adelman, 2006; Giddings & Winter, 2001).

In the stage of planning was identified the main problem through a previous observation made to tenth-grade students of a public institution, especially in reading skills. The process has been carried out to investigate various sources of information and alternatives of possible solutions to improve reading skills in an effective way. At the same time, the researcher carried out the previous steps in the institution to initiate the intervention process. After this, in order to know the learner's initial performance, a pretest was applied. In addition, lesson plans were designed based on 9 instructional events proposed by Gagné in 1965, it included Outstanding book content adjusted with the storytelling elements and reading components.

Next, in the acting, was carried out the intervention proposal for 40 hours. Each class session continuously was monitored, evaluated, and revised to determine storytelling effectiveness in reading skills. Gagné's 9 events of instruction were classified into the 5 stages of learning: warm-up and objective discussion, instruction and model, guided practice, independent practice, and assessment which helped to arrange English classes. The classes were conducted using didactic materials such as short stories, flashcards, and an online story jumper application, by adding storytelling elements, and reading components which helped to obtain the final results in the improvement of reading skills in the teaching-learning process of the English language. In this study, the researcher recorded descriptive and reflective notes through field notes in order to evidence and support the questionnaire about learners' attitudes and perceptions in the classroom.

In step three about observing, the teacher observed the behavior, responses, participation, and achievement during the proposal's application. Furthermore, the researcher collected data using posttests, field notes, and a questionnaire. These instruments and techniques permitted the registration of relevant information. The flexibility of the plan allowed the researcher to make specific adjustments during the action stage by monitoring the strategies applied as an effective response to the questions that guided the research process.

The researcher reflected and analyzed the results obtained during the intervention by interpreting the results obtained in the pretest and posttest and the data collected during the action through field notes and questionnaires. Finally, the researcher described the data and communicated the outcomes through detailed and theoretically grounded documentation.

### ***5.3.1 Data Collection Source and Technique***

In this section, the paper and pencil technic were used to elaborate a pretest and posttest, and a questionnaire as instruments to collect quantitative and qualitative data. Moreover, field notes were used to evidence the procedure of each class, which was useful to support the results of the questionnaire.

The pretest and posttest were based on reading components phonics, phonics awareness, vocabulary, fluency, and comprehension. It was also considered the selected items with closed-ended questions that include multiple choice, matching, and complete questions. Also, learner's individual performance at the beginning and at the end by the criterion reference scoring. To gather information about storytelling perception was used a questionnaire which included closed-ended questions and supply items that required students to write a short description. It assesses affective and mental characteristics that include emotions and attitudes that produce numerical scores by the use of questionnaire (Gay et al., 2014).

The pretest was based on five reading components: first question is about reading fluency which was measured by a rubric that included prosody, automaticity, accuracy; second, phonics with words with similar sounds spelling; third, phonemic awareness that refers to the sound decode; fourth, vocabulary to identify words meaning and use; and fifth, comprehension of a short text. Those aspects were implemented also in the posttest after intervention.

According to Gay et al. (2014), the questionnaire is defined as an instrument for measuring quantitative and qualitative data. In this sense, this questionnaire contained ten items mostly based on measuring students' perspectives on using storytelling to improve reading skills. Likewise, this allowed us to know which were the most recurrent story elements (Character, setting, plot, conflict, resolution, and point of view) during the intervention. In addition, the use was made of Likert scale to know students' level of agreement on the use of storytelling to improve reading skills.

The observation technique that included field notes as an instrument was used. This technique was based on understanding the natural environment of the students during the intervention (Gay et al., 2014). In addition, in this section, the researcher was included as a participant observer observing and recording information while at the same time interacting as part of the class. Field notes register descriptive notes about how the class development carried out, and the reflective notes based on students' attitudes during each class section. In this way, data were obtained as a whole from the storytelling and reading skills, referring to qualitative data (Gay et al., 2014).

## 6. Results

This section presents the analysis and description data to expose the most relevant results. The objective was: To identify the effectiveness of storytelling to enhance reading skills among tenth grade students at a public school in Loja, school year 2022-2023.

### 6.1 Pretest Results

**Table 3**

*Pretest results on the performance of ten graders students' reading skills*

Students' code	F 2/2	P 2/2	PA 2/2	V 2/2	C 2/2	Font 10/10
TGS01	1	1	1.75	1.5	1	6.25
TGS02	0.9	2	1	1	1	5.9
TGS03	1.15	1.5	1	0.75	1	5.4
TGS04	1	1.5	2	1.5	1.5	75
TGS05	0.98	2	1.5	1	1	6.48
TGS06	1.2	1	1	0.75	1	4.95
TGS07	0.83	1.5	2	2	1.5	7.83
TGS08	0.9	1.75	1	1.5	0.5	5.65
TGS09	1	0.75	1.5	0.5	2	5.75
TGS10	0.98	1.5	1.5	1	1.5	6.48
TGS11	0.5	1	1	1.5	0	4
TGS12	1.2	1.5	1	1	1.5	6.2
TGS13	0.98	0.75	1.5	1.5	2	6.73
TGS14	0.66	1.5	1.5	0.5	0	4.16
TGS15	1.16	2	0.75	1.5	1.5	6.91
TGS16	0.98	1	1.5	1	2	6.48
TGS17	0.84	0.5	1	1	0.5	3.84
TGS18	0.66	1.75	2	1.5	1	6.91
TGS 19	0.9	1	1.5	1	1.5	5.9
TGS20	1.16	0.75	1.5	0.5	2	5.91
TGS21	1.2	1	2	1	2	7.2
TGS22	0.98	0.5	1.5	1.5	1.5	5.98
TGS23	1.84	1.75	1.5	0.75	2	7.84
TGS24	0.84	0.75	2	1	0.75	5.34
TGS25	1.66	0.75	1	1	1.5	5.91
TGS26	0.84	2	1.5	1	1.5	6.84
TGS27	1.15	0.5	1	1.5	2	6.15
TGS28	0.98	1.75	1	0.75	1	5.48
TGS29	1	1.25	0.5	1	0.75	4.5
<b>Mean</b>	<b>1.02</b>	<b>1.26</b>	<b>1.36</b>	<b>1.10</b>	<b>1.28</b>	<b>6.02</b>

**Note:** F= Fluency, P= Phonics, PA= Phonemic Awareness, V= Vocabulary, C= Comprehension, TGS=

Ten Grader student 01

**Figure 3**

*Average of tenth-grade on reading skills*

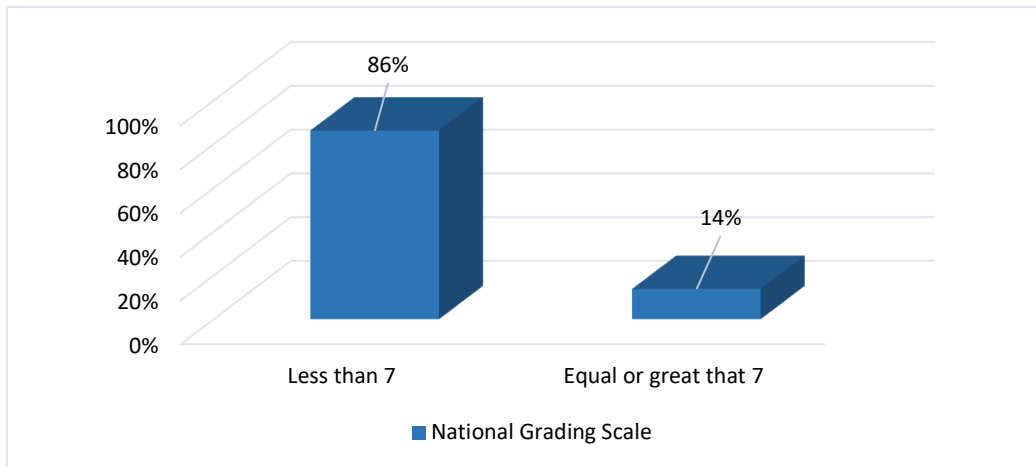


Table 3 and Figure 3 show the results obtained in the pretest of tenth-grade students to establish the level of reading skills and the use of the reading components before applying the intervention plan. As can be observed, an average of 6.02/10 of the general average was obtained. From that, it was obtained that 14% of the students have an average equal to or higher than 7 points, while 86% of them obtained less than 7 in reading skills. Based on the above, it was deduced that it is necessary to implement a plan that will help improve some of the students' deficiencies in reading English as a foreign language.

According to the results obtained, it was found that the lowest level of the students was in "fluency", the students did not pronounce many words correctly when reading a short text. Thus, from a rubric that measures the level of prosody, accuracy, and automaticity in reading, it was possible to verify that the students had a low fluency index, also the prosody and the pressure with which they pronounced the words had greater difficulty. The students did not pronounce the intonation of English words correctly because they read the text in a similar way to Spanish.

"Phonetics" refers to the sound of words and the decoding of similar words with different meanings. The students had difficulties in decoding phonetic words, that is, a letter varied in the pronunciation of the words and therefore its meaning was different, in which a score of 1.26/2 was obtained. On the other hand, in "phonemic awareness", the students obtained the highest score of 1.36/2. This means that a percentage of the students were able to relate the phoneme units (letters) and form words linked to an image, while others were not acquired at the same level.

"Vocabulary" refers to using and acquiring various words based on the reading. The students obtained a score of 1.10/2, which lets us understand that they still need to reinforce

and improve this factor. Finally, in "Comprehension" the students showed that they understood certain sentences, but not all of them. Thus, we can say that students really need to improve their reading skills.

## 6.2 Posttest Results

**Table 4**

*Posttest results at the end of the intervention proposal about reading skills in ten graders students*

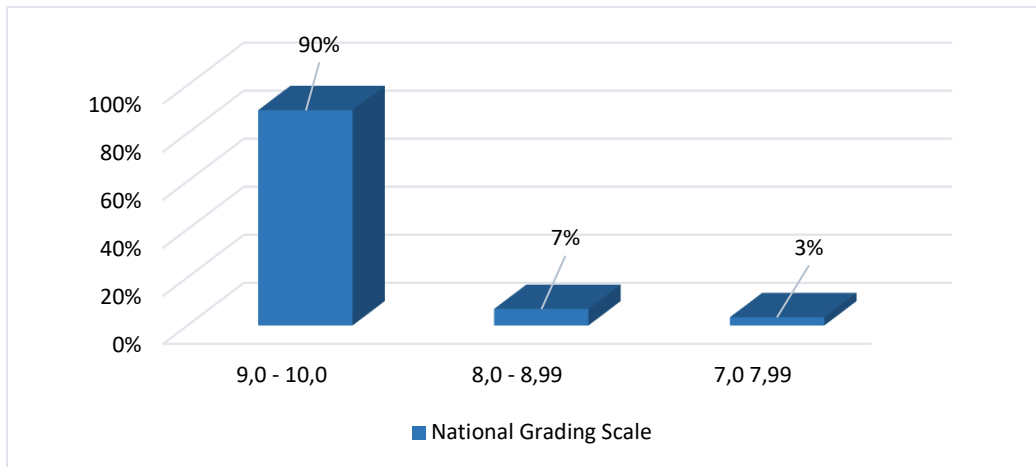
<b>Students' code</b>	<b>F 2/2</b>	<b>P 2/2</b>	<b>PA 2/2</b>	<b>V 2/2</b>	<b>C 2/2</b>	<b>Font 10/10</b>
TGS01	2	2	2	2	2	10
TGS02	1.5	2	2	2	2	9.5
TGS03	1.84	1.75	2	2	2	9.59
TGS04	1.5	2	2	2	2	9.5
TGS05	2	2	2	2	2	10
TGS06	1.5	2	2	1.5	2	9
TGS07	1.84	2	2	2	2	9.84
TGS08	1.84	2	1.5	2	2	9.34
TGS09	2	2	2	2	2	10
TGS10	1.84	1.5	2	0	2	7.34
TGS11	1.9	1.5	1.75	2	2	9.15
TGS12	1.9	2	2	2	2	9.9
TGS13	1.84	2	2	2	2	9.84
TGS14	2	1.75	2	1	2	8.75
TGS15	1.84	2	1.5	2	2	9.34
TGS16	1.9	2	2	2	2	9.9
TGS17	1.5	2	1.5	2	2	9
TGS18	1.84	1.75	2	2	2	9.59
TGS19	1.84	2	1.5	2	2	9.34
TGS20	2	2	2	2	2	10
TGS21	1.84	2	1.75	2	2	9.59
TGS22	1.84	2	2	2	2	9.84
TGS23	2	2	2	1.5	2	9.5
TGS24	1.34	2	2	1	2	8.34
TGS25	1.9	2	2	1.5	2	9.4
TGS26	1.5	2	2	1.75	2	9.25
TGS27	1.66	2	2	1.5	2	9.16
TGS28	1.84	2	2	2	2	9.84
TGS29	1.9	2	2	1.5	2	9.4
<b>Mean</b>	<b>1.80</b>	<b>1.94</b>	<b>1.91</b>	<b>1.77</b>	<b>2.00</b>	<b>9.42</b>

**Note:** F= Fluency, P= Phonics, PA= Phonemic Awareness, V= Vocabulary, C= Comprehension, TGS=Ten Grader Student 01



**Figure 4**

*Posttest means of the tenth graders students in reading skills*



The results in Table 4 and Figure 4 show the overall score obtained by the tenth-grade students 9,42/10 in reading skills and its five components. These data show that the students obtained a higher rank than the pretest. Thus, it is reflected that the application of storytelling has been effective in improving the student's reading skills, which reached to 97%.

As can be seen in the results, the students achieved a high percentage of reading skills in "comprehension", obtaining the maximum score of 2/2. The students demonstrated comprehension of the storytelling, as well as completely solved the comprehension exercises. Next, learners showed a great increase in "fluency", especially demonstrating a better intonation of the words, obtaining 1,80/2. Learners practiced fluent reading by making use of storytelling and thus practiced the automaticity, prosody, and precision of each of the words. As a result, they obtained greatly-improved their fluency level.

As for "phonics", the students obtained a score of 1,94/2 where they demonstrated greater development with the use of phonetics, which is based on the decoding of the sounds of words (phonemes) and their writing (graphemes).

In "phonemic awareness" the students were largely able to differentiate similar sounds with a different spelling. In this aspect, the students obtained an average of 1,91/2, that is they obtained a quite evident improvement.

Apparently, the lowest improvement was in vocabulary acquisition and use of unknown words, in which a 1,77/2 was obtained. The students were able to acquire more vocabulary through storytelling. Thus, demonstrating that the use of storytelling has been effective.

To sum up, the results analyzed above showed that the application of storytelling greatly improved the use of the reading components. Therefore, we can affirm that the use of storytelling improves students' fluency and, consequently, the effectiveness of reading skills.

### 6.3 Pretest and Posttest Comparison

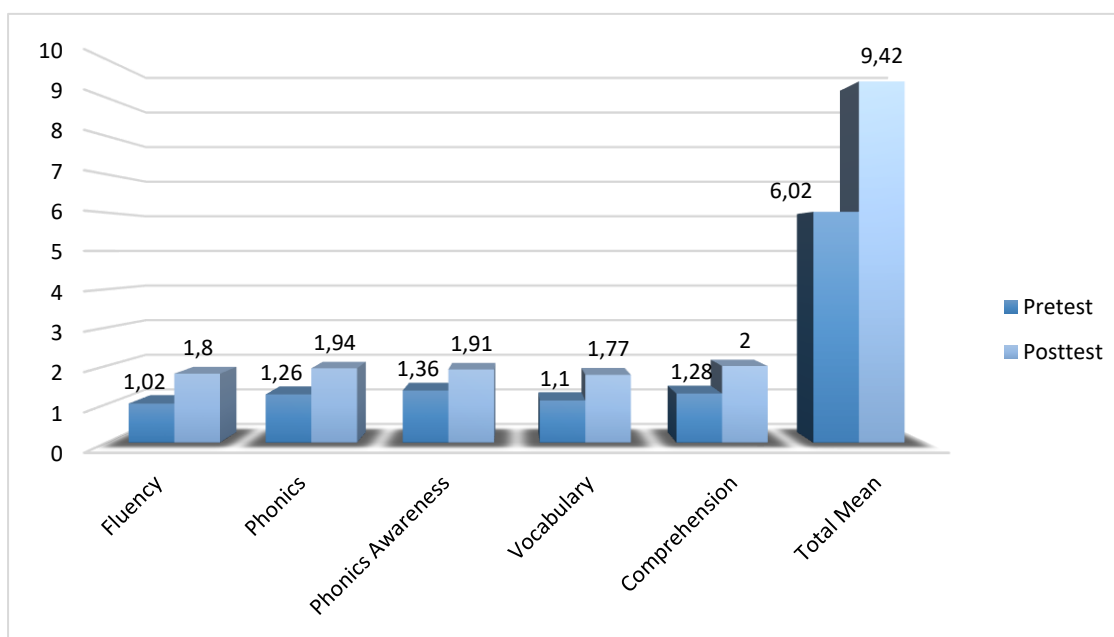
**Table 5**

*Means of pretest and posttest tenth-grade students*

Aspects	Pretest	Posttest
Fluency	1.02 /2	1.80 /2
Phonics	1.26 /2	1.94 /2
Phonemic Awareness	1.36 /2	1.91 /2
Vocabulary	1.10 /2	1.77 /2
Comprehension	1.28 /2	2.00 /2
Mean	6.02 /10	9.42 /10

**Figure 5**

*Comparison of the Pre-test and Post-test Means*



As can be evidenced in Table 5 and Figure 5, the students improved significantly in reading skills when using storytelling, which is proven by the 3,40 points increase the students obtained from the pre-test mean score of 6,02/10 to the post-test maximum score of 9.42/10. The main improvement that the students achieved was in the “comprehension” aspect, which is proven by the score of 1,28/2 on the pre-test and the mean score of 2/2 points on the post-test. Next, in phonics use, a score of 1,26/2 was obtained at the beginning and then rose to 1,94/2 points. Similarly, the fluency score was 1,02/2 but in the case of the post-test a score of

1,80/2, where prosody, accuracy, and automaticity of reading were put into practice. In addition, phonemic awareness had a score of 1,36 /2 before the intervention and after this, a score of 1.91/2 was obtained. Finally, in vocabulary, we had a score of 1,10/2, and it rose to 1,77/2. This means that each of the components gradually improved with the use of storytelling.

In summary, it was evident that storytelling greatly improved the reading skills of the tenth-graders. Learners increased their ability to read and comprehend the entire text. The students also became independent readers, as the storytelling motivated them to continue with this skill, they acquired knowledge based on phonemic sounds as well as phonemic awareness of the English language and comprehended content by making use of new vocabulary on their own.

## 6.4 Questionnaire Results

### Question 1. What kind do stories do you prefer to read?

**Table 6**

*Kind of Stories that Learners Prefer to Read*

Options	<i>f</i>	%
Legends	23	83%
Fables	9	12%
Drama	4	5%
Total	36	100%

As a general trend, Table 5 shows that the types of stories (legends, fables, theater) were the most useful during the classes. Thus, it is evident that more than half of the students (83%) expressed a preference for legends. In effect, the field notes collected in each class corroborated this fact, legends were read more frequently than fables and drama. Therefore, among the lowest preferences are fables at 12% and drama stories we have 5%.

### Question 2. In storytelling what are the easiest elements that can you identify after reading?

### Question 3. When you read, what are the most difficult elements to identify?

**Table 7**

*The Easiest and Most Difficult Storytelling Elements Identified After Reading*

Options	Easy elements		Difficult elements	
	<i>f</i>	%	<i>f</i>	%
Character	18	32%	3	5%
Setting	13	23%	2	4%
Plot	10	5%	19	43%
Conflict	5	9%	9	20%
Resolution	6	11%	3	6%

Options	Easy elements		Difficult elements	
	f	%	f	%
Point of view	4	7%	10	22%
Total	51	100%	41	100%

The results in Table 6 show the easiest and most difficult elements for students to identify. The easiest elements to identify were the characters (32%) and setting (23%). Student 2 mentioned that " these stories talk about people and the people are the characters" and Student 5 said that "it is very easy to see them at a glance." Similarly, the characters in a story are the names of the people or animals that stand out in the stories. Also, the setting was highlighted by the description of the place, time, or climate in which the story was told. Students found it easier to identify these elements because they do not need reasoning.

On the other hand, it can be visualized that the most difficult element to identify was the plot, with 43%. This means that, after reading the stories, some students found it difficult to identify the plot because they had to summarize the chronological order of the story in their own words. This is supported by the answer of Student 11 " I do not remember sometimes the names so it is more difficult for me" and Student 9 mentioned that "because sometimes the plot is not very clear." The researcher's reflective notes registered that the students did not understand the whole narrative text due to the lack of practice and time to achieve the objective.

**Question 4. Do you think that storytelling is a strategy to motivate reading?**

**Question 6. Do you consider continuing to use the online story jumper application to improve your reading?**

**Table 8**

*Storytelling Motivates Reading and Use of Story Jumper Application*

Questions	Motivation		Story jumper	
	f	%	f	%
Yes	28	97%	15	52%
No	0	0%	5	17%
Not sure	1	3%	9	31%
Total	29	100%	29	100%

As can be seen in Table 7, the majority of students (97%) responded affirmatively. This shows that storytelling was a strategy that helped them improve their reading. The opinions given in the open-ended questions corroborate these results; for example, Student 6 wrote that "every time a story is told, it gives you more intrigue and incites you to read" and Student 1 said, "there are cute and eye-catching stories which catch people's attention". This shows that the vast majority of students were attracted to storytelling. In addition, it was evident the interest and enthusiasm that the students showed during the lessons, especially because they

wanted to know what happened in the story. Thus, the students had to keep reading and researching unknown words to understand. On the other hand, in the use of story jumper, 52% of the students responded that they would continue to use the online story jumper application to improve their reading. While 31% mentioned "maybe". This indicates that students experienced the functionality of this application because it has different functions to create their own stories or read stories within it. Likewise, Student 9 mentioned that "it is more fun to learn in the application" and Student 12 mentioned that "it is an interactive application" so the use should be applied. From the field notes, it was noticed that the implementation of this application during class produced curiosity and entertainment, but it was not fully carried out because of the lack of technological equipment in the students' homes prevented the use of this application beyond the classroom.

**Question 5. How much did you use storytelling in class?**

**Table 9**

*Frequency of Storytelling in Class*

<b>Options</b>	<i>f</i>	<b>%</b>
Never	0	0%
Almost never	0	0%
Occasionally	4	14%
Almost every day.	23	79%
Every day.	2	7%
Total	29	100%

The data in Table 8 shows that after the intervention plan, more than half of the students (79%) answered that the frequency of storytelling was almost every day. This shows that the use of storytelling during the intervention has been gradual. However, it was not possible to use storytelling in all classes, mainly because of the time to carry out each lesson plan, and also because some topics such as "language tips (also, too, either)" were not found to be related to the topic. In addition, of the ten lesson plans structured for the intervention, eight contained storytelling and two contained only thematic storytelling. This indicates that storytelling was not applied in all classes.

**Question 7. Do you agree that it is possible to improve reading skills through storytelling?**

**Question 9 Do you agree that all narratives should have positive teaching?**

**Table 10**

*Improvement of Reading Skills and Positive Teaching Through Storytelling*

<b>Questions</b>	<b>Reading Improvement</b>		<b>Positive Teaching</b>	
	<i>f</i>	<b>%</b>	<i>f</i>	<b>%</b>
Strongly Agree	17	59%	17	59%

Questions	Reading Improvement		Positive Teaching	
	<i>f</i>	%	<i>f</i>	%
Options				
Agree	4	14%	4	14%
Neutral	7	24%	8	28%
Disagree	1	3%	0	0%
Strongly Disagree	0	0%	0	0%
Total	29	100%	29	100%

In Table 9 we can see that more than half of the students (59%) responded that they strongly agree and others agree (14%) that it is possible to improve reading skills through storytelling. Evidently, the activities carried out with the implementation of storytelling helped students' reading and its components. The opinion of Student 9 mentioned that "he agrees because it draws his attention" and Student 23 said that "he agrees because it helps to inspire young people to read stories and be interested". This means that the storytelling created motivation in the students making them want to continue reading stories to improve their reading.

In the same way, more than half of the students (59%) expressed full agreement that storytelling provides positive teaching. In addition, 14% of them agree, while 28% maintain a neutral position. This means that most of the students agreed with the postulation. Most stories applied had positive teaching but not all stories were easy to understand for them which reflects that not all students were sure about whether stories should have positive teaching. Based on the field notes, students demonstrated attraction to stories with positive teaching but not all.

### **Question 8. What were your favorite storytelling ending?**

**Table 11**

*Most Favorite Storytelling Ends*

Options	<i>f</i>	%
Anecdotic	14	31%
Dramatic	6	13%
Horror	14	31%
Suspenseful	4	9%
Fiction	7	16%
Total	65	100%

As can be seen in Table 6, 31% of students chose anecdotal endings, and the same percentage (31%) chose horror endings. This is similar to the idea that the endings of each story can vary according to the preferences of each student. Anecdotal stories often arouse the reader's curiosity and encourage further reading. Similarly, in horror stories, although scary, many like to know how the story ends or what happened. Each story or tale is unique in the way it creates intrigue, and curiosity about the events described and how they end. At the same

time, all stories are emotional stimulators that awaken different feelings in the reader, some of the doubt, others curiosity, fear, or fright.

**Question 10. How do you feel about using storytelling frequently?**

**Table 12**

*The Most Frequent Feeling after Using Storytelling*

<b>Options</b>	<b><i>f</i></b>	<b>%</b>
Enthusiastic	13	45%
Motivated	9	31%
Regular	7	24%
Bored	0	0%
Extremely bored	0	0%
Total	29	100%

As it is presented in Table 7, 45% of the students answered that they felt enthusiastic when storytelling was used frequently. Another 31% mentioned that were motivated by using storytelling to read. Also, evidently can be seen that some students (24%) felt regular, which means that their motivation was not very high. Furthermore, field notes demonstrated that many learners were enthusiastic and motivated to read stories. Many of them expressed curiosity and interest in the plot that the stories had. This is because stories were selected according to the student’s level in which the storytelling elements could be identified which were part of the enthusiasm and motivation during the reading. On the other hand, some students felt frustrated because they didn’t understand the story.

## 7. Discussion

This research aimed to improve reading skills by storytelling with tenth graders students at a public institution in Loja during the 2022-2023 school year. In this section, the researcher presents the answers to the research sub questions.

### **In this regard, what is storytelling's effectiveness in enhancing reading skills among tenth-grade students at a public institution in Loja?**

In the present study, it was found that students significantly increased their reading skills with the use of storytelling. In the pretest, the students' mean was 6,2, while after the intervention plan with the use of storytelling, the students reached 9,42 as a total average. These results showed a significant improvement in reading skills through storytelling. This result corroborates what Bravo et. al (2021) affirmed. Storytelling enriches education by creating opportunities for students to share feelings and opinions and helps them to understand abstract or complex content.

Five components of reading were established to identify students' reading skills: phonics, phonemic awareness, vocabulary, fluency, and reading comprehension. In the pretest, the students presented difficulties in all these aspects, especially in reading fluency. Another problem was in word recognition (vocabulary). However, in the posttest, the students significantly improved their performance in reading skills. Similarly, Anggeraini and Afifah (2017) found that storytelling met the student's needs, and they also acquired different criteria after reading the stories.

Based on the above, Esra'a Radaideh (2020) also mentioned that storytelling was a good strategy to teach. She found that storytelling effectively improves students' reading comprehension. Consequently, learners outperformed in the overall reading comprehension posttest. More work was done on practicing fluency and intonation rhythm during the classes. It is suggested to work during longer period of time to created more text and accumulate progressively new words.

### **What are the students' perceptions towards the use of storytelling to enhance reading skills among tenth graders students at a public school in Loja?**

Findings demonstrated that the type of stories they preferred the most were legends. In addition, it was found that the students felt motivated and interested in the use of storytelling to improve reading skills. Similarly, Miller and Pennycuff (2008) found in their research that storytelling can improve reading, and motivates students to connect their knowledge. Likewise, during an intervention in an English curriculum Anggerainni and Afifah (2017) demonstrated that digital storytelling meets students' needs, and it can improve and increase



vocabulary. Students demonstrated high scores after the application of digital storytelling. In the same way, Rahiem (2021) in her analytical study discovered that with the use of technology, storytelling could be more entertaining, captivating, and engaging for learners.

In summary, the use of storytelling helps to improve reading according to the opinions and perceptions of students who have made use of this strategy. Furthermore, this theory is reaffirmed according to researchers such as Miller and Pennycuff, 2008; Rahiem, 2021 and Anggerainni and Afifah, 2017. Thus, the use of storytelling is recommended to create motivation, curiosity, and entertainment in students when acquiring another language. Finally, it became evident that the use of the online story jumper application was well received, but its full development was not possible. The application is a tool that captures the attention of the audience, but its use has to be linked to a computer or tablet, which was the factor that prevented its full use because the students did not have enough technological devices or internet access. Another limiting factor was that there was no opportunity to implement their topics in the lesson plans, but they had to be adapted to those provided by the institution. Further research is recommended on the benefits of storytelling in relation to technology and applications that allow students to progressively use stories in an interactive way to improve different English skills, especially reading.

## **8. Conclusions**

Students demonstrate an effective advance with the implementation of storytelling in reading skills, especially in comprehension, phonics, and phonemic awareness in which students acquired further progress. Students were able to understand and read short texts more fluently and with improved word pronunciation. Based on the results of the analysis, it is necessary that learners keep working to improve reading fluency and vocabulary. Thus, the researcher concludes that storytelling is an effective strategy that helped learners to enhance their reading skills.

Storytelling encouraged students' participation, by creating interest, motivation, and curiosity to learn information about storytelling. The student's preferences for storytelling centered on legends. In addition, the endings that stood out the most were the anecdotal ones, because of the sense of humor they caused, and another one the terrifying ones. This is because the stories create and unburden a set of emotions through reading whether it is doubt, fright, love and others. In addition, the use of the online story jumper application was well received by students, especially because it contained decorative multimedia details, or audios that promoted motivation. Consequently, the use of storytelling aroused the reader's interest and promoted continuous reading practice.

## **9. Recommendations**

From the analysis and conclusions of the present study, it is possible to suggest the use of storytelling to improve the components of reading, since it is possible to obtain effective benefits to improve the pace of reading. In addition, further reinforcement of the reading components is necessary for effective development of phonics practice, phonemic awareness and vocabulary acquisition for better understanding and consequent fluency.

The application of storytelling in class can help teachers to promote the development of different attitudes in students. Therefore, it is suggested that the continued use of storytelling in English classrooms be encouraged. On the other hand, in view of the fact that the full use of the online story jumper application was not carried out, it is suggested that future research be allocated more time for its full development, and its use is more recommended for teachers than for students, since access to electronic devices is not easily accessible to all students.

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## 11. Annexes

### Annex 1. Pretest /Posttest; Scoring Guided and Rubric



**FACULTAD DE EDUCACIÓN EL ARTE Y LA COMUNICACIÓN**  
**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**  
*DATA COLLECTION SOURCE PRE – POST-TEST*

**PARTICIPANT:** \_\_\_\_\_ **COURSE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_ **TIME:** 40 minutes.

**NOTE:** *The current test has an objective to measure reading skills using storytelling. Pay attention to the corresponding instructions. Please answer the questions honestly. Your answer will be confidential don't worry.*

**1. Read aloud the following story. (2 points)**

**Objective:** In order to measure reading fluency skills.

#### FRIENDLY MONKEY

One day, Josh the monkey was playing on the beach in Ecuador, but he felt very sad because he was lonely. The monkey thought he needed a friend. So, he started looking for a leaf and wrote a letter so that someone would want to play with him. He climbed to the top of a tree and began to send his letters to all the addresses.

All the letters soon reached their destinations. First a donkey Lois read a letter and was fascinated. Second, a ballet dancer, Mary, who liked monkeys. And then other animals, like a sheep that was in Quito. And even Pit the cat with his hat who they think is very wealthy with his little wallet.

They were all delighted with the idea of playing together, but they were analyzing how they can get to the beach. Others said they don't have time to go.

Maria has to go to her class. Lois is going to travel to New York and others have to go on vacation to other countries. Finally, only Pit the cat decided to play with Josh the monkey on the beach. Other friends apologize for not being able to attend but promise to come another time.

**2. Complete the words and match the picture with the word's meaning. (2 points)**

**Objective:** To measure **phonics** components in reading.



\_\_ONKEY

\_\_ONKEY



B.



\_\_AT

\_\_AT

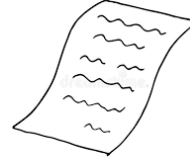


C.



SHEE\_\_

SHEE\_\_



D.



\_\_ALLET

\_\_ALLET



**3. Rearrange the letters to form the correct words. (2 points)**

*Objective: To measure phonemic Awareness in reading.*

A.

a/ t/ c

\_\_\_\_\_

B.

d/ b/ e

\_\_\_\_\_

C.

e/ t/ e/ r - p/ t/ o

\_\_\_\_\_ - \_\_\_\_\_

D.

u/ c/ p

\_\_\_\_\_

E.

e/m/u/s/o

\_\_\_\_\_

F.

o/a/b/t

\_\_\_\_\_

G.

i/t/a/r/n

\_\_\_\_\_

H.

e/c/b/y/i/l/c

\_\_\_\_\_

**4. Filling the blanks with the correct verb in past. Circle one of the options. (2 points)**

*Objective: To evaluate vocabulary in reading.*

Mary \_\_\_ to the English class yesterday.

A.

gone

B.

went

C.

was

A.

Lois \_\_\_ from New York.

a.

played

b.

arrived

c.

traveled

B.

The cat \_\_\_\_\_ to play with the monkey.

a.

jump

b.

goes

c.

decided

C.

John and Lisa \_\_\_\_\_ in Quito last year

- a. were
- b. Stay
- c. walk

**5. Read the story about athlete David Beckham and answer the following questions. (2 points)**

*Objective: To measure reading comprehension*

**Baseball**

Luis went to the park with his brother. They brought baseball and gloves. They played catch for two hours. It started to get very hot out, so they went home for some lemonade. They had a great day.

- A. Where did Luis and his brother go?**
  - a. Supermarket
  - b. School
  - c. park
- B. What did they bring?**
  - a. Jeans, tennis
  - b. Cellphone, calculator.
  - c. Baseball, gloves
- C. What kind of beverage did they drink?**
  - a. orange juice
  - b. Lemonade
  - c. Soda
- D. How many hours did they play?**
  - a. 5
  - b. 3
  - c. 2

**THANKS FOR YOUR COLLABORATION**

## Scoring Guide

- 1. Read aloud the following story. (Reading fluency) 2. points**

Score using the rubric

- 2. Match the picture with the word's meaning considering the story before. (phonics)**

**2. Points**

A. Monkey – Donkey (0,5)

B. Beach – Church (0,5)

C. Sheet – Sheep (0,5)

D. Wallet – Ballet (0,5)

- 3. Mark with an X to the word is not part of the group, follow the rhythm of high light words. (phonemic awareness) 2. Points**

A. Cat (0,25)

B. Bed (0,25)

C. tree top (0,25)

D. Cup (0,25)

E. mouse (0,25)

D. boat (0,25)

F. train (0,25)

G. bicycle (0,25)

- 4. Filling the blanks with the correct verb in past. Circle one of the options.**

**(Vocabulary) 2. Points**

A. went (0,5)

B. arrived (0,5)

C. decided (0,5)

D. were (0,5)

- 5. Read the story about athlete David Beckham and answer the following questions.**

**(Reading comprehension) 2. Points**

A. park (0,5)

B. baseball gloves (0,5)

C. lemonade (0,5)

D. 2 (0,5)

**DATA COLLECTION SOURCE: RUBRIC**

**Student's code:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Class:** \_\_\_\_\_

**Table 13.** *Rubric to measure fluency in reading*

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Prosody</b>	Read primary words by words, occasionally two or three words.	Read primarily in two words phrase with some three and fourth words and grouping	Read primarily in three- and four-words phrase groups.	Read in larger, meaningful phrases, read with expressive interpretation.
<b>Accuracy</b>	Low tone of voice, boring within highs and lows.	High or lows in words, adding life to the text.	Sometimes, the reader slips into expressionless reading and doesn't sound very well.	Read the words correctly using the correct tone of voice.
<b>Automaticity</b>	Read like a robot. Slowly and laboriously.	The Reading flows and some are stilted.	Read with occasional breaks in rhythm. Difficulty with some words.	Read each word automatically.

<b>Prosody:</b>	Follow all punctuations 100% Total signs errors.	
<b>Accuracy Rate:</b>	Total words read – total errors / Total words read 100%	
<b>Automaticity:</b>	Words read correctly in 1 minute.	
<b>Fluency percentage:</b>	12 = 100% 11 = 92% 10 = 83% 9 = 75% 8 = 67%	7 = 58% 6 = 50% 5 = 42% 4 = 33% 3 = 25%

**TOTAL SCORE:** \_\_\_\_\_

**PERCENTAGE:** \_\_\_\_\_

Annex 2. Questionnaire



FACULTAD DE EDUCACIÓN EL ARTE Y LA COMUNICACIÓN  
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS  
QUESTIONNAIRE

Student's code: \_\_\_\_\_

Date: \_\_\_\_\_

*Dear Students: Nowadays, English is considered the universal language for that is important to implement new strategies to enhance this process. The information that you will*

**INSTRUCTION:** Mark with X according to your personal point of view.

**1. What kind of stories do you prefer to read?**

- ( ) Legends
- ( ) Fables
- ( ) Drama

**1. In storytelling what are the easiest elements that can you identify after reading?**

- ( ) Characters
- ( ) Settings
- ( ) Plot
- ( ) Conflict
- ( ) Resolution
- ( ) Point of view

Why \_\_\_\_\_

**2. When you read, what are the most difficult elements to identify?**

- ( ) Characters
- ( ) Settings
- ( ) Plot
- ( ) Conflict
- ( ) Resolution
- ( ) Point of view

Why: \_\_\_\_\_

**3. Do you think that storytelling is a strategy to motivate reading?**

- ( ) Yes
- ( ) No
- ( ) Not sure

Why \_\_\_\_\_

**4. How much do you use storytelling in class?**

- ( ) Never

- Almost never
- Occasionally
- Almost every day
- Every day

**5. Do you consider continuing to use the online story jumper application to improve your reading?**

- Yes
- No
- Maybe

Why: \_\_\_\_\_

**6. Do you agree that it is possible to improve reading skills through storytelling?**

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Why: \_\_\_\_\_

**7. What were your favorite storytelling endings?**

- Anecdotic
- Dramatic
- Horror
- Suspenseful
- Fiction

**8. Do you agree that all narratives should have positive teaching?**

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**9. How do you feel about using storytelling frequently?**

- Excited
- Motivated
- Regular
- Bored
- Extremely bored

**THANKS FOR YOUR COLLABORATION**



Annex 3. Field Note

FIELD NOTE 1

<p><b>OBSERVATION # 1</b>  <b>TOPIC:</b> Personal Information- verb to be  <b>OBJECTIVE:</b>          Students will be able to give and receive personal information</p>	<p><b>DATE:</b> October 25<sup>th</sup>, 2022  <b>TIME:</b> 10h10 – 10h50  <b>PARTICIPANTS:</b>          29 tenth-grade students</p>
<p><b>DESCRIPTIVE NOTES</b></p>	<p><b>REFLECTIVE NOTES</b></p>
<p>Teacher started presenting her personal information to the class.          Explained the objective and the reason for with is developing the intervention.  <b>Warm up and Objective discussion.</b>          Inform the objective for this class and explained what going to learn in this class.          I ask some question about what they believe to be personal information.          Then I explain some instructions about the spider wool game. I started telling my personal information then pass the wool over another student to continue.  <b>Instruct and Model.</b>          Here I present a video on YouTube to learners understand in a better way about personal information that we told before.          Then I make some examples to read in the board          I present pictures in the projector about famous person and I ask to the class if they known to these characters.          It was about Michael Jackson, Selena Gomez and Dwayne Johnson (La roca).  <b>Guided Practice.</b>          I present the information about another famous person of Ecuador (Jefferson Perez)          I started reading and learners repeated the pronunciation after me.          I gave the students worksheet to develop an activity of reading comprehension.          It was about Mathew          First learners read the information and then completed the answers.  <b>Independent practice.</b>          In pairs' the students filled in their partner's information on a piece of paper.  <b>Assessment.</b>          Each student then reads the information obtained from his or her partner.</p>	<ul style="list-style-type: none"> <li>- Some students did not want to participate because they already knew each other and knew each other's information.</li> <li>- Learners were excited for answer the questions about famous people.</li> <li>- In some occasion's students have difficult to read words.</li> <li>- The majority of students participated in class.</li> <li>- Some students did not payed attention.</li> </ul>

## FIELD NOTE 2

<p><b>OBSERVATION # 2</b>  <b>TOPIC:</b> Professions  <b>OBJECTIVE:</b>  Students will be able to talk about their dream job they want for the future, as well as know the synonyms of some words that describe the same idea</p>	<p><b>DATE:</b> November 1<sup>st</sup>, 2022  November 8<sup>th</sup>, 2022  <b>TIME:</b> 10h10 – 10h50  10h10 – 10h50  <b>PARTICIPANTS:</b> 29 tenth-grade students</p>
<p><b>DESCRIPTIVE NOTES</b></p>	<p><b>REFLECTIVE NOTES</b></p>
<p><b>Warm up and Objective discussion.</b>  Inform the objective for this class and explained what going to learn in this class.  On the projector I presented five sentence that described a job. Learners participate guessing the job that the sentence described</p> <p><b>Instruct and Model.</b>  I show a video about profession in with learners had to interact answer the questions that the video had.  Then I present a soup words game to learners participate.  When they finished the activity together practicing the reading of each profession.  At the same time, I present a list of other professions and we practice the pronunciation reading each one.  In learners' book I read an story about professions and then with the students classified most high pay job, most stressful and happy workers.</p> <p><b>Guided Practice.</b>  I gave worksheet for the students with activities to complete.  Each student had to read the pronunciation of each job.  I explain the importance of learning to read and acquire vocabulary.</p> <p><b>Independent practice.</b>  Learners continues working in the last activity and sharing for more vocabulary about professions.</p> <p><b>Assessment.</b>  Students participate in the reading of two unusual professions. Then complete activity in the book</p>	<ul style="list-style-type: none"> <li>- Learner were very participative in the warm-up it catches their attention.</li> <li>- Students kept interacting in class</li> <li>- Some students did not want to do the activities totally.</li> <li>- Some students used their cellphones to research unfamiliar words.</li> <li>- Not all students participate in class.</li> <li>- I need to pay more attention to the students who were not participating.</li> </ul>

### FIELD NOTE 3

<p><b>OBSERVATION # 3</b>  <b>TOPIC:</b> Big happy family  <b>OBJECTIVE:</b>  Students will be able to give and receive personal information</p>	<p><b>DATE:</b> November 9<sup>th</sup>, 2022  <b>TIME:</b> 8h30- 9h50  <b>PARTICIPANTS:</b> tenth graders students</p>
DESCRIPTIVE NOTES	REFLECTIVE NOTES
<p>I started remaining the last class and informing the objective for this new class.  <b>Warm up and Objective discussion.</b>  In this part I present on the projector a hangman game. Learners participate telling a word to fill each gap. Each word was about family members.  <b>Instruct and Model.</b>  I explain the family tree and the structure. Together with the students read each word presented in the projector.  Then I presented a story about my family members in storyjumper online describing the more essential of each one.  I read aloud to learner familiarized the pronunciation.  <b>Guided Practice.</b>  Learners have to read the story again to practice reading. Then I explain how to use story jumper online to learners develop their own stories after this class.  <b>Independent practice.</b>  Learners tried to use story jumper to create their own stories.  <b>Assessment.</b>  Learners had a homework to develop their own stories about the most favorite movie or about what they want.</p>	<ul style="list-style-type: none"> <li>- Learners participate actively in the game and they were motivated.</li> <li>- Some students do not understand all instructions in English.</li> <li>- In instruction and modeling learners can remembered their prior knowledge.</li> <li>- They payed attention to the story about my family. It catches their attention a lot.</li> <li>- I had to ask student to participate in reading,</li> <li>- In guided practice students were attentive to learn how to use story jumper online, then some of them can't access to this application because the application did not work on all phones.</li> <li>- The time was not enough to carry out the assessment.</li> </ul>

## FIELD NOTE 4

<p><b>OBSERVATION # 4</b>  <b>TOPIC:</b> Language tips (also, too, either)  <b>OBJECTIVE:</b>          Students will be able to differentiate the use of the words also, and too, and either applying in sentence structure.</p>	<p><b>DATE:</b> November 15<sup>th</sup>, 2022          November 16<sup>th</sup>, 2022  <b>TIME:</b> 10h10 – 10h50 8h30- 9h50  <b>PARTICIPANTS:</b> tenth graders students</p>
DESCRIPTIVE NOTES	REFLECTIVE NOTES
<p><b>Warm up and Objective discussion.</b>          The teacher starts explaining the topic and the objective of the class. At the same time, he asks some questions to make the students remember the last class and relate it to this topic.          I noticed to the students about the activity that we are going to develop.          It was about damage phone.          In columns the first student listened the sentence and pass to the student in the back. The last students of each column told the sentence.  <b>Instruct and Model.</b>          Teacher presented a video on the projector Then explain the function of each word in study.          I present many examples to the learner in order to understand  <b>Guided Practice.</b>          In sheet of papers learns read the instruction to do the activity.          Individually students complete the sentences and ask for doubt.  <b>Independent practice.</b>          With the sheet completed I ask each student to read one sentence.  <b>Assessment</b>          I explained what is the homework for the students in order to develop more sentences to practice the new words.</p>	<ul style="list-style-type: none"> <li>- Learners payed attention to the teacher instructions</li> <li>- Some of the students did not want to participate</li> <li>- A lot of example helped learners to understand this tree language tips.</li> <li>- The time was not enough to complete the assessment.</li> </ul>

## FIELD NOTE 5

<p><b>OBSERVATION # 5</b>  <b>TOPIC:</b> Phonics  <b>OBJECTIVE:</b>          Students will be able to decode single words spelling and letter-sound relationships.</p>	<p><b>DATE:</b> November 22<sup>th</sup>, 2022  <b>TIME:</b> 8h30- 9h50  <b>PARTICIPANTS:</b> tenth graders students</p>
DESCRIPTIVE NOTES	REFLECTIVE NOTES
<p><b>Warm up and Objective discussion.</b>          Teacher started asking some questions to the students to remember the last topic and ask for any doubt to pass to the new topic, the I explain the objective for this class.          In the activity to warm-up I told some words with the similar rhymes that learners repeat each one after listen. Then, by hand, students clap their hands for each syllable uttered.</p> <p><b>Instruct and Model.</b>          On the projector I presented a video about tree letters words with a list. Students had to listen and repeat the pronunciation.          The I present a story with a series of words with similar rhythms but</p> <p><b>Guided Practice.</b>          I gave to each student a list of words printed to practice the intonation of each word. Learners listed to me and read aloud each word.</p> <p><b>Independent practice.</b>          Each student practice the pronunciation of each word then learners paint the words with similar intonation.</p> <p><b>Assessment.</b>          Learners had to read a group of words with similar rhythms.</p>	<ul style="list-style-type: none"> <li>- Learners pronounce the words slowly.</li> <li>- Students were attentive in class and they practice the words intonation</li> <li>- Some students did not participate</li> <li>- Repeat the words helped them on the intonation of the phonics rhythms</li> </ul>

## FIELD NOTE 6

<p><b>OBSERVATION # 6</b>  <b>TOPIC:</b> Possessives  <b>OBJECTIVE:</b>          Students will be able to create true sentences about themselves and others by arranging possessives in singular and plural to show and express possession of something.</p>	<p><b>DATE:</b> December 07<sup>th</sup>, 2022  <b>TIME:</b> 8h30- 9h50  <b>PARTICIPANTS:</b> tenth graders students</p>
DESCRIPTIVE NOTES	REFLECTIVE NOTES
<p>First, I ask some questions about what was the last class topic and what learners learned.</p> <p><b>Warm up and Objective discussion.</b>          Here the activity that I develop was about Simon says. In which I what learners to discover the objective for this class in which I said some instructions and phrases using possessive pronouns.</p> <p><b>Instruct and Model.</b>          On the projector I show slides with examples and explanation of possessives. What are possessives and how is the use of each one. In the same way, I put a game in order to practice the use of possessive pronouns and the grammatical rule that those follow. To give example, I use own information of the student and with surrounding elements for better understanding.</p> <p><b>Guided Practice.</b>          I present a Story that it needed to be completed with possessive pronouns. At the time, when we were reading together with the students filled each gap to complete the story.</p> <p><b>Independent practice.</b>          Learners read aloud the story again and then I gave worksheet to learners developed.</p>	<ul style="list-style-type: none"> <li>- Learners were motivated to learn and sometimes ask questions when they had doubts.</li> <li>- When I presented the game students automatically were excited and enthusiastic to participate and at the same time enjoyed the dynamic.</li> <li>- All students participate in the activities developed.</li> </ul>

## FIELD NOTE 7

<p><b>OBSERVATION # 7</b>  <b>TOPIC:</b> Story Elements  <b>OBJECTIVE:</b> Students will be able to find story elements (Character, plot, setting, conflict, resolution, and point of view) by reading stories.          To read fluently a story of little red riding Hood.</p>	<p><b>DATE:</b> December 14<sup>th</sup>, 2022  <b>TIME:</b> 8h30- 9h50  <b>PARTICIPANTS:</b> tenth graders students</p>
<p><b>DESCRIPTIVE NOTES</b></p>	<p><b>REFLECTIVE NOTES</b></p>
<p><b>Warm up and Objective discussion.</b>          I explain the objective for this class and show on the projector pictures about little red riding hood for the class          Learners answered some questions that I ask about those pictures.  <b>Instruct and Model.</b>          Using a page on internet I present the story of little red riding hood with the audio to listen first and then read.          With the same story I present the structure of a story and the elements that it contains.          I explain each element what each one refers to with examples  <b>Guided Practice.</b>          I instruct to the students to form pair to read aloud the same story.          I check the pronunciation in the word that learners read wrong.  <b>Independent practice.</b>          I explain an activity for learners to develop          They had to choose two story elements and describe those adding images.  <b>Assessment.</b>          I put the audio and the story to learners listen the pronunciation of the words.          I had each student come forward to read aloud.</p>	<ul style="list-style-type: none"> <li>- The activities developed catches learner's attention</li> <li>- Students participate and asked question when they had doubts.</li> <li>- The pot was a little difficult for the students to understand</li> <li>- Learners wanted to continue reading the story because it was interesting for them.</li> <li>- The lack of vocabulary made reading impossible because learners wanted to know the meaning of the words</li> <li>- The time was not enough to complete the activity totally.</li> </ul>

## FIELD NOTE 8

<p><b>OBSERVATION # 8</b>  <b>TOPIC:</b> Demonstratives  <b>OBJECTIVE:</b>  Students will be able to use demonstratives to point to singular and plural objects or people that are near or far away.  To relate the use of possessives to demonstratives with their lives.</p>	<p><b>DATE:</b> December 28<sup>st</sup>, 2022  <b>TIME:</b> 8h30- 9h50  <b>PARTICIPANTS:</b> tenth graders students</p>
DESCRIPTIVE NOTES	REFLECTIVE NOTES
<p>I started remaining the last class and informing the objective for this new class.  <b>Warm up and Objective discussion.</b>  I gave to the students a sheet with a song to read. Then I put the song to listen and read each word listening to the music.  <b>Instruct and Model.</b>  Using the projector, I present slides about grammar structure of demonstratives. I explained the use of each one and I developed examples with learners.  Using a story together with the student have identified each demonstrative pronoun.  <b>Guided Practice.</b>  I put a game about matching some expressions for learners' interaction and participation.  On the other hand, I put an activity about demonstratives to complete in class.  <b>Independent practice.</b>  I explain an activity for the students in which they had to work in pairs and form expressions using demonstratives.</p>	<ul style="list-style-type: none"> <li>- Students enjoy the activity in the warm-up but not all of them wanted to participate.</li> <li>- Students are confused in some words and they need more explanation</li> <li>- The story help learner to identify the structure of demonstratives</li> </ul>



## FIELD NOTE 9

<p><b>OBSERVATION # 9</b>  <b>TOPIC:</b> Robot dog reading  <b>OBJECTIVE:</b>  Students will be able to recognize story elements (character, plot, setting, conflict, resolution, point of view) by themselves.  Students will be able to read the story fluently.  Students will be able to discover new vocabulary related to verbs in the past.</p>	<p><b>DATE:</b> January 4<sup>th</sup>, 2022  <b>TIME:</b> 8h30- 9h50  <b>PARTICIPANTS:</b> tenth graders students</p>
<p><b>DESCRIPTIVE NOTES</b></p>	<p><b>REFLECTIVE NOTES</b></p>
<p><b>Warm up and Objective discussion.</b>  I present the students with some pictures about a story, they had to imagine a title of the story or tell me what the story is about.  Use mimicry to help students understand some words  With the same image I ask questions for students to participate.</p> <p><b>Instruct and Model.</b>  I present the story to the students and I ask more questions before to start reading-  I gave some instructions to the students to guess the title or who the characters in this story might be.  At the same time, I ask some questions such as what do you think happens in the story or why the dog looks like a robot?</p> <p><b>Guided Practice.</b>  I handed out story sheets for the students to read aloud and checked the pronunciation of the letters.  At the same time students had to identify what elements in the story there are. They needed to use colors to paint the elements in the story.</p> <p><b>Independent practice.</b>  I told some instruction for learners to underline some unknown words in the story.  On the other hand, learners had to create another end of the story adding a new character.</p> <p><b>Assessment.</b>  Learners had to change the story with a partner and read the last paragraph created.  I check the pronunciation of each one.</p>	<ul style="list-style-type: none"> <li>- Learners participate actively in the game and they were motivated.</li> <li>- Some students do not understand all instructions in English.</li> <li>- Students were motivated and participate in the activities</li> </ul>

## FIELD NOTE 10


<p><b>OBSERVATION # 10</b>  <b>TOPIC:</b> Simple present  <b>OBJECTIVE:</b>          Students will be able to understand the structure of the simple present.</p> <p>Students will be able to comprehend the text by reading fluently.          Students will be able to identify regular and irregular verbs in the story.</p>	<p><b>DATE:</b> January 11<sup>th</sup>, 2022  <b>TIME:</b> 8h30- 9h50  <b>PARTICIPANTS:</b> tenth graders students</p>
<p><b>DESCRIPTIVE NOTES</b></p>	<p><b>REFLECTIVE NOTES</b></p>
<p><b>Warm up and Objective discussion.</b>          In this part I present on the projector a series of tongue twister for learners.          I started reading all phrases and telling to the students to repeat.          Students had to read one tongue twister fast and with the correct pronunciation.          I explain the objective for this class and continue with the instructions.</p> <p><b>Instruct and Model.</b>          I present a story which include simple present grammar. I have explaining the use of this grammatical rule.          I asked the students to identify a simple sentence and I explain grammar using the story too.          I asked the students to underline the verbs in the story and identify whether are regular or irregular verbs.          I asked the students to interact in a game about present simple, in which learners need to choose the correct word to complete the sentence.</p> <p><b>Guided Practice.</b>          Using the same story, I asked the students to identify the story elements that there are.</p> <p><b>Independent practice.</b>          I put other story for learners to underline sentence in present simple and then identify elements in this story (the bear and the bees)</p> <p><b>Assessment.</b>          I asked some questions related to the story for learners to answer          For example, what did the bear run into first?</p>	<ul style="list-style-type: none"> <li>- Students understand the grammar in the story and also can discovered the meaning at the same time.</li> <li>- Students participate in all activities and they are motivated to continue reading</li> <li>- The element that student identified quicker were the character and setting</li> <li>- Students have some difficult to identify and describe the plot and point of view in the story.</li> </ul>

#### **Annex 4. Grading Scale**

**Table 14.** *National Grading Scale According to the Ministry of Education*

<b>Qualitative scale</b>	<b>Quantitative scale</b>	<b>International equivalence</b>
Excellent	9 - 10	Outstanding
Very well	8 – 8,99	Remarkable
Well	7 – 7,99	Good
Approved	Equal to or greater than 7	Sufficient
Reproved	Less than 7	Insufficient

**Annex 5. Lesson Plans**

<b>Lesson plan # 1</b>	
<b>Class:</b> 10 mo <b>Number of Students:</b>	<b>School year:</b>
<b>Language Level:</b> A1.2	<b>Topic:</b> Personal Information – to be a verb.
<b>Date:</b>	<b>Type of institution:</b> Public
<b>Bibliography:</b> Outstanding A1.1	
<b>Materials</b>	<b>Lesson Objective</b>
Sheet Markers Board Projector	At the end of the lesson, students will be able to give and receive personal information with the verb to be.
<b>Warm-up and Objective Discussion</b>	
<p>The objective of this activity is to introduce each one to personal information. Students listen to the teacher introduce the activity giving instructions and presenting herself. Learners start their presentation after the teacher’s presentation and with a play about the spider web. With a ball of wool, a student must tell all his personal information after introducing himself he has to pass randomly to another partner. Students give to know his/her name, where his/ her life, and their age of each.</p>	
<b>Instruct and Model</b>	
<p><b>Instruct</b>            Show a video on YouTube in relation to personal information, this video describes, Where are you? Phone number, ID number, and so on.            Link: <a href="https://www.youtube.com/watch?v= QzxGNuBtn0">https://www.youtube.com/watch?v= QzxGNuBtn0</a>            Show pictures in relation to the personal pronouns that students are going to identify. Learners make a relation with to-be verbs – am, is, and are adding their personal information.</p>	
	
<p>Then make examples with the personal pronouns. Who is he/she? What do they do? How is she? Learners need to identify some previous knowledge as personal or extra information. That information will be added to make the sentence sense in context.</p>	
<p><b>Model</b>            Show a text about what students know and ask them: Who is she/ he? What does he/she do? Continue asking them if they know another famous person in order for to students interact with this: ask if each celebrity has similar characteristics such as tall, fat, small, blond, dark, white, etc. Write each definition and have each student read the sentences. To extend, highlight the importance of using to-be verbs then instruct the learners to do the next guided practice activity.</p>	
(Resources: YouTube video link: <a href="https://www.youtube.com/watch?v= QzxGNuBtn0">https://www.youtube.com/watch?v= QzxGNuBtn0</a> )	
<b>Guided Practice</b>	

Pair work. Students have to ask and answer questions about their personal information partner. For example: Who is she? She is Camila, what is his phone number? Your e-mail address is ... His phone number is. Student A has to say the information of student B and so forth.

### Independent practice

The activity is based on Mathew's information. Students read all the information and then they are going to answer the questions about Mathew: what Mathew's nickname... his mother's name is... what are his siblings...

**Link:**

[https://es.liveworksheets.com/worksheets/en/English as a Second Language %28ESL%29/Reading\\_comprehension/Personal\\_Information\\_-\\_Reading\\_Comprehension\\_rx1221490jl](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_%28ESL%29/Reading_comprehension/Personal_Information_-_Reading_Comprehension_rx1221490jl)

Each student receives a sheet of paper to fill in some requirements with their personal information their name, phone number, birthday, address, and e-mail.

**Less guided activities**

Pair work: The learner answers the rest of the questions about local or surrounding elements. Jefferson Perez is a ... The wholesale market is in... The mayor's name is... The coliseum is in...

Once the time is over, they have to read their answers.

### Assessment

Students develop and activity in their homes

Link: <https://agendaweb.org/exercises/grammar/questions/questions-1>

Choose the correct option to answer the questions

### Questions 1

*Exercises: personal information*



Hello. How are you?



What's your name?



How old are you?



When's your birthday?



Where are you from?



Where do you live?

<b>Lesson plan 2</b>										
<b>Class:</b> 10mo <b>Number of Students:</b>	<b>School year:</b>									
<b>Language Level:</b> A1.2	<b>Topic:</b> Professions									
<b>Date:</b>	<b>Type of institution:</b> Public									
<b>Teacher:</b>	<b>Schedule:</b> <b>Time per lesson:</b>									
<b>Bibliography:</b> Outstanding A1. 1										
Materials	Lesson Objectives									
Markers Projector	At the end of the lesson, students will be able to talk about their dream job they want for the future, as well as know the synonyms of some words that describe the same idea									
<b>Warm-up and Objective Discussion</b>										
<p>Let's guess a job</p> <p>It is a person who has to know how to drive very well and usually knows most of the streets. In his routine, he has to explain different topics and give instructions to the students to perform activities.</p> <p>3. They must have special attention to their patient and also have the patience to attend to each one.</p> <p>4. They are always manipulating construction materials and building different structures such as bridges, and houses.</p> <p>5. Hand dexterity is essential for each haircut to be impeccable.</p>										
<b>Instruct and Model</b>										
<p><b>Instruct</b></p> <p><b>Link:</b> <a href="https://www.youtube.com/watch?v=EgQf7106-E0">https://www.youtube.com/watch?v=EgQf7106-E0</a></p> <p>Let's watch and listen to a story about jobs or occupations, and at the same time listen to the pronunciation of each one.</p> <p>While students watch the video, they are going to answer some questions that are presented in the video.</p> <p>With a presentation, the teacher shows a puzzle game or soup words, and students have to highlight the words professions that are in bold. If the students find all the professions have the opportunity to participate in the board.</p> <p>The teacher presents a list of professions. Then learners look at each image in the presentation and repeat the pronunciation of each one.</p>										
<pre> D Q L U T E N G I N E E R V B R N B U Q S H Y E F B G R C O M Z H O G M I M E M S E D S N A C I Y E Z D T E K Y B R L D P Y E T X B F C N W Z D X V A J U S D E W H V A E R V Y G T T O R D P A Q L T B I N Z A H W B U T N H C U A F Y C X L E N I N I S G Y H R D E B S X R N R C M P I F R E B M U L P A Y Z A R E Y T D B R H D O K P P P C A J O E N Z C D U R N I P P J T P H I L E A G W V L S Y J O L T Z P K B D O G J V T Q O J C D P W M G Z N L U F I </pre>										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">DENTIST</td> <td style="padding: 2px;">ENGINEER</td> <td style="padding: 2px;">LAWYER</td> </tr> <tr> <td style="padding: 2px;">MECHANIC</td> <td style="padding: 2px;">NURSE</td> <td style="padding: 2px;">PLUMBER</td> </tr> <tr> <td style="padding: 2px;">SCIENTIST</td> <td style="padding: 2px;">TEACHER</td> <td style="padding: 2px;">THERAPIST</td> </tr> </table>		DENTIST	ENGINEER	LAWYER	MECHANIC	NURSE	PLUMBER	SCIENTIST	TEACHER	THERAPIST
DENTIST	ENGINEER	LAWYER								
MECHANIC	NURSE	PLUMBER								
SCIENTIST	TEACHER	THERAPIST								
<p><b>Model</b></p> <p>In the book, students will read aloud the article (page 16) and the answer to the questions together with the teacher. And according to the chart in the book (page 16), students identify which of those jobs are high pay, happy workers, or most stressful.</p>										

On the next page Let's look at the synonyms, but to know this teacher presents the slide examples of synonyms of some words. Those synonyms describe what jobs are high pay, happy worker, or stressful.

#### **Guided Practice**

Learners receive a sheet of paper about two activities, jobs, and synonyms.

The activity consists in matching each picture with the correct word. For example, look at this picture, and what profession or job is... a nurse, a musician, or a salesperson... He is a musician. Students listen to the teacher about the activity presented on the board.

The second activity is about synonyms, let's fill in the crossword. As you can see there are two words that have similar meanings.

#### **Less guided activities**

Explain the importance of this activity. To acquire vocabulary and the importance of dreaming of a job in the future. Considering the learner's interest and capabilities.

Pair work: Students have to do the activities considering the instruction received.

**The time considered is 10 min.**

#### **Independent Practice**

Pair work. Students have to match the picture with the correct word meaning. Then practice the pronunciation to learn it.

Find the synonym for the clue words and write them in the crossword. Try to remember those synonyms to have more vocabulary.

#### **Assessment**

At home, students have to work on page 17.

1. Match the words in bold with its synonym.
2. With the words in bold complete the sentences.
3. Write the job title under each picture. Pay attention to two wrong answers.
4. Multiple choice question- circle the answer in each question.

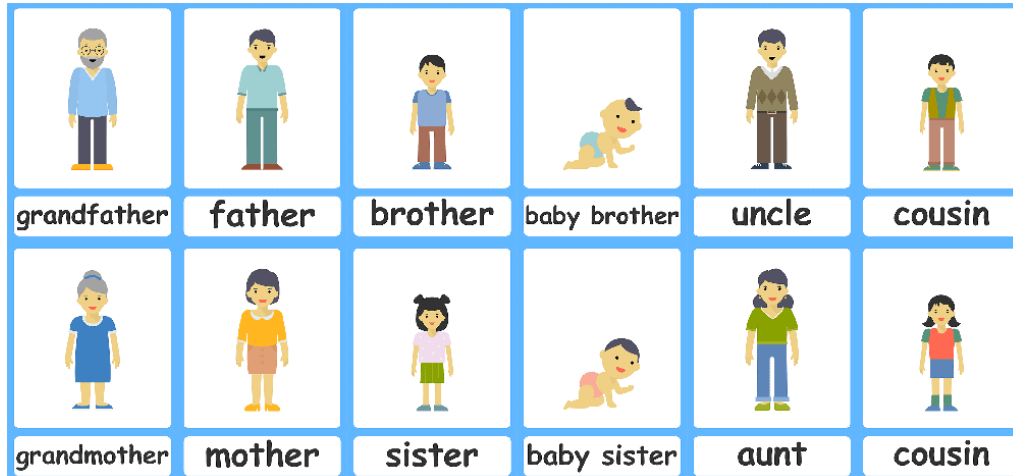
<b>Lesson Plan # 3</b>	
<b>Class:</b>	<b>School year:</b>
<b>N° Students:</b>	<b>Topic:</b> Big happy family
<b>Language Level:</b> A1. 1	<b>Type of institution:</b> Public
<b>Date:</b>	<b>Pre-service teacher:</b>
<b>Schedule:</b>	
<b>N° of periods:</b>	
<b>Materials</b>	<b>Lesson Objectives</b>
Textbook title: Outstanding A1.1 Markers Projector	At the end of the lesson, students will be able to use the online Story Jumper application to tell a story and describe members of their own families.
<b>Warm-up and Objective Discussion</b>	
Hangman game <b>Words:</b> stepbrother- cousin- grandmother- nephew- sister-in-law- daughter. Students guess the letter to form the word about family members. Each student has an opportunity to participate in telling five to six letters in English. Students who win by guessing a word acquire an incentive. The objective of this activity is to recall prior knowledge.	

## Instruct and Model

### Instruct

[https://www.canva.com/design/DAFR4kdp9Wk/MWe0PHLBIB3-ES5LSYDemQ/edit?utm\\_content=DAFR4kdp9Wk&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFR4kdp9Wk/MWe0PHLBIB3-ES5LSYDemQ/edit?utm_content=DAFR4kdp9Wk&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

Students pay attention to the explanation about family members through the use of flashcards



Students listen and repeat the pronunciation of each word.

### Model

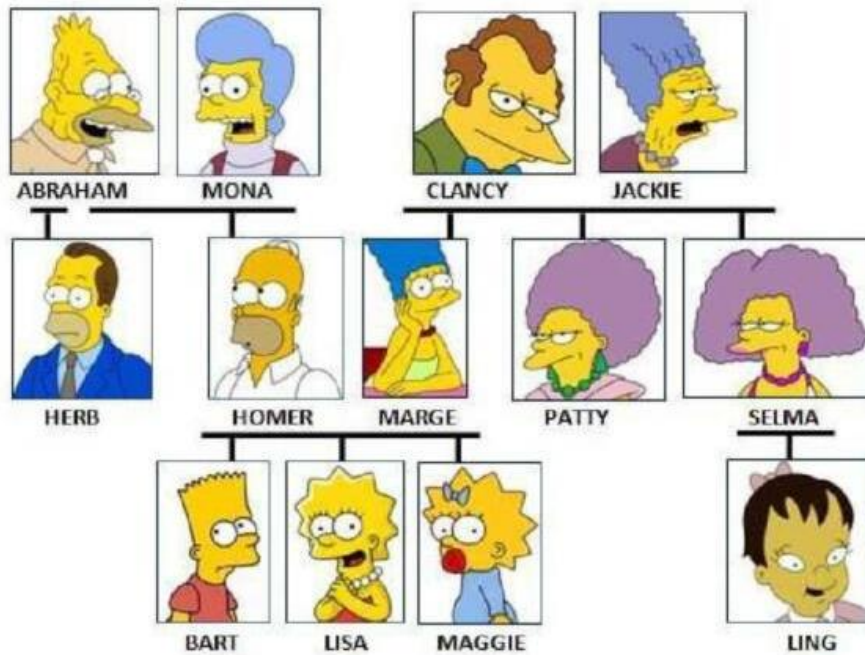
Using the story jumper application teacher shows a little description of their own family or other.

Students and teachers comment on how many family members could have on their own.

Looking at Homer Simson's family, students interact in class. Asking questions



# THE SIMPSONS



THE SIMPSONS' FAMILY TREE



Homer is the

Marge is the

Lisa and Maggie are the

Bart is the

Bart is Patty and Selma's

## Guided Practice

Students learn how to use the story jumper online website to create their own stories. First of all, students have to create an account to enter the page. Once within the page, open a new book to start creating a new story. Its application gives the opportunity to add images, songs, or avatars in the story, and also choose a background. Students are going to find a variety of entertaining books to read and practice. Students are going to select one story to read in class. It is referring to the family members.

## Independent Practice

Students read aloud the book that they chose.

Students take notes about unfamiliar words and share the meaning in a dictionary.  
Classified the verbs, nouns, and adjectives.

**Assessment**

1. Students are going to create their own storybooks about a family.
2. Using previously acquired vocabulary they are going to make sentences and describe the family members from their best movie or TV show.

**Lesson plan # 4**

<b>Class:</b> 10 mo <b>Number of Students:</b>	<b>School year:</b>
<b>Language Level:</b> A1.2	<b>Topic:</b> Language Tips
<b>Date:</b>	<b>Type of institution:</b> Public
<b>Teacher:</b>	<b>Schedule:</b> <b>Time per lesson:</b>
<b>Bibliography:</b> Outstanding A1. 1	
<b>Materials</b>	<b>Lesson Objectives</b>
Markers Projector	At the end of the lesson, students will be able to differentiate the use of the words also, and too, and either applying in sentence structure.

**Warm-up and Objective Discussion**

Damage phone game

Learners are going to form rows of 5 or 6 students.

- The first student in each line will listen to a phrase that the teacher says. For example, Octopus Andres says to touch your feet.
- Students must be very attentive to each word because the phrase will be said only once.
- Once the phrase is heard, the students will pass the voice to the next student and so on until the end.
- The last student to receive the information will write the phrase he/she understood on the board.
- The group that gets the most correct sentences wins.

The objective of this activity is to listen to the sentence, identify words' pronunciation, as well as take more attention to the intonation of each word. Finally, we are going to familiarize ourselves with the use of language tips (Also, too, and either) used in different sentences.

**Instruct and Model**

**First,** Let's watch the video about the use of language tips (also, too, and either). What are the language tips that students are going to learn? Learners pay attention to the video presentation.  
YouTube link: <https://www.talkenglish.com/speaking/lessondetails.aspx?ALID=4391>

## Also vs. Too vs. Either



Slides about (also, too, and either definition)

[https://www.canva.com/design/DAFS\\_AbIlbo/SEk2S5HVcDs4e9C8pBb0TQ/view?utm\\_content=DAFS\\_AbIlbo&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=publishsharelink](https://www.canva.com/design/DAFS_AbIlbo/SEk2S5HVcDs4e9C8pBb0TQ/view?utm_content=DAFS_AbIlbo&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink)



Learners will read and listen to the teacher's definition of also, too, and either shown in the presentation. What is the use of each one?

Also, is used to say “Tambien” is used more in written language. In common language, it is more common to use “too” or “as well”.

“Also” usually occupies a place in the sentence next to the verb.

As well as to have the same meaning as “Tambien” or “Demasiado”. Too is usually placed at the end of the sentence.

Either definition: is used in negative sentences to add an agreeing thought.

Examples:

Jane doesn't speak French. Sam doesn't speak French either.

### Model

Examples also: people do not seem to realize that their opinion of the world is also a confession of character.

When you look into an abyss, the abyss also looks into you.

Examples: I like coffee and cake too.

Love is the most important thing in the world, but baseball is pretty good, too.

Let's practice doing some sentences using language tips known (also, too, and either) between students and the teacher.

Let's practice together with the teacher on the online page

<https://www.estudiaringles.online/practica-also-too-as-well/>

### Guided Practice

On a sheet of paper let's practice the terms known before. Read the examples which use language tips.

Students read the instructions explained in the paper.

First, complete the following sentences with also/ too and either.

For example, I don't like cold climates. I don't think you like it... too.

### Less guided activities

Individually: Students will complete the sheet of paper.

**The time considered is 10 min.**

### Independent Practice

Learners pay attention to the instructions given to developing the activity.

<https://images.app.goo.gl/XkPX5rGtHH7n2eCk8>

Each student has to complete the sheet of paper activities.

First, complete the following sentences with also/ too and either.

Read the next sentence that you learn on the sheet of paper.

**Complete the following sentences with also / too or either.**

1. I don't like cold climates. I don't think you like it .
2. My friends are going to college next year. I am  going to college next year.
3. My wife is a diligent engineer. I am a diligent engineer .
4. I love swimming. My son loves it .
5. Today the weather isn't so good. It wasn't really good yesterday .
6. I eat a lot more than an average person. My brother  eats a lot.
7. A bear can run very fast. A tiger runs very fast .
8. I am not from Italy. My friend isn't from Italy .
9. Paris is a big city. Madrid is  a big city.
10. French is a difficult language to learn. Latin is a difficult language to learn .
11. Alice doesn't enjoy jazz music. I don't fancy it .
12. Thomas arrived early. I  arrived early.
13. My son is perfectionist. I am perfectionist .
14. I play tennis. Sandra plays .
15. I cannot swim well. My husband cannot .
16. I review my lessons regularly. My best friend  reviews her lessons regularly.

### Assessment

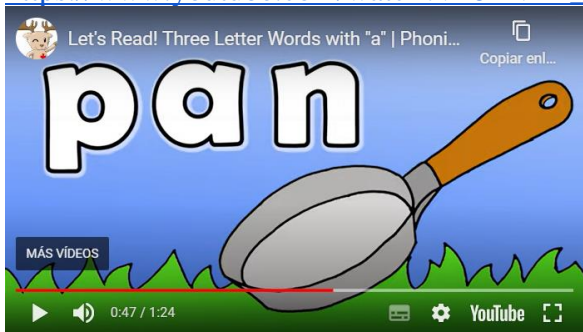
In this section, Students and teachers review the correct answers.

Then, let's practice the reading and pronunciation of each answer that you complete.

The teacher asks questions of each student in the classroom.

1. Students answer the question about the activity completed before.
2. Read the answers and participate actively.

In the end, collect the students' sheets completed.

<b>LESSON PLAN 5</b>	
<b>Class:</b> 10mo	<b>School year:</b>
<b>N° Students:</b>	<b>Topic:</b> Phonics
<b>Language Level:</b> A1. 2	<b>Type of institution:</b> Public
<b>Date:</b> <b>Schedule:</b>	<b>Teacher:</b>
Materials	Lesson Objectives
Markers Projector Conventional materials	At the end of the lesson, students will be able to decode single words spelling and letter-sound relationships.
<b>Warm-up and Objective Discussion</b>	
<p>Oral activity.</p> <p>Say it fast: students listen to the words that the teacher says by tapping, their fingers or some visual separation of sounds. For example, c—a—t</p> <p>Students repeat the pronunciation “cat” while giving a clap.</p> <p>Let's think about words that have similar rhymes or terminations. For example, bat—the cat—hat.</p> <p>Practice the same exercise with 10 words more.</p> <p>Caw- jaw- saw Bar- car- jar. Boy- joy- toy. Flew- blew- brew</p>	
<b>Instruct and Model</b>	
<p><b>Instruct</b></p> <p>VIDEO: Students watch the video about phonics.  <a href="https://www.youtube.com/watch?v=8MvFB_Lw4Us">https://www.youtube.com/watch?v=8MvFB_Lw4Us</a></p>  <p>The image shows a YouTube video player interface. The video title is "Let's Read! Three Letter Words with 'a'   Phoni...". The main content of the video frame shows the word "pan" in large, white, outlined letters. Below the word is a detailed illustration of a frying pan with a wooden handle. The video player includes a progress bar at the bottom showing 0:47 / 1:24, and standard YouTube controls like play, volume, and settings.</p>	
<p>Let's see a list of phonics. Students listen and read each word's sounds.</p> <p>In the picture- we have words that follow a pattern. Students listen and repeat the world's sounds.</p> <p><b>Model</b></p> <p>Together with the teacher let's read the story and identify words that have the same rhyme.</p> <p><b>Figure 3</b></p> <p>For example, corn and horn Then the next words that are in the story. Fork-pork chores- cores north- fourth</p>	
<b>Guided Practice</b>	

The teacher gives students a list of the words.  
<https://co.pinterest.com/pin/755690012496686151/>  
<https://juleighstar.files.wordpress.com/2013/11/phonics-4.jpg>  
 Students on a sheet of paper let's practice the sounds with the teacher.  
 Then, with the teacher, students will read the story and repeat the sounds of each word.  
**Less guided practice**  
 Each student practices reading and pronunciation.

**Independent Practice**

Individually: students match the words with the picture.  
<https://co.pinterest.com/pin/874190977641660033/>  
 Form simple sentences with those words.  
 Color the words with similar rhymes using different colors for each group.  
 Practice the pronunciation of the words.

**Assessment**

At the end of the class. Each student will read 3 groups of words from the last activity developed.  
 The grade will depend on the pronunciation of each word. It is following a **Rubric. Figure 4**  
 The teacher gives feedback about the topic.

**LESSON PLAN # 6**

<b>Class:</b>	<b>School year:</b> 2022 - 2023
<b>N° Students:</b> <b>Age:</b>	<b>Topic:</b>
<b>Language Level:</b> A1. 2	<b>Type of institution:</b> Public
<b>Date:</b> <b>Schedule:</b> <b>N° of periods:</b>	<b>Teacher:</b>
<b>Materials</b>	<b>Lesson Objectives</b>
Textbook title: Outstanding A1.1 Markers Projector Sheet of papers Conventional materials	At the end of the lesson, students will be able to create true sentences about themselves and others by arranging possessives in singular and plural to show and express possession of something.

**Warm-up and Objective Discussion**

Students listen to the instruction that Simon say.  
 For example,  
 Simon says to touch your hair. Simon says to show her an earring.  
 Simon says to touch their feet  
 Students will develop the Simons requirements.  
 All the students need to be attentive and not get confused. If you make a mistake the participant is out of the game.  
 Students associate this activity with their personal things in order to know the importance of this topic.

**Instruct and Model**

**Instruct**

Explain Possessive nouns – adjectives, and pronouns through slides **Figure 1**

**Link:**

[https://www.canva.com/design/DAFTQNPo\\_SM/IncYit\\_N\\_fUmrBQDhzAfBQ/edit?utm\\_content=DAFTQNPo\\_SM&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFTQNPo_SM/IncYit_N_fUmrBQDhzAfBQ/edit?utm_content=DAFTQNPo_SM&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

Students listen and read the definition of what possessives are and why you need to use them.  
 Definition: A **possessive noun** is a noun that shows ownership, usually identified by 's. For example, in the phrase student's notes, the word student's is a possessive noun, showing that the notes belong to the student.

Definition: **Possessive adjectives** are used to show possession or ownership of something. While we use them when we refer to people, it is more in the sense of relationship than ownership. For example, she likes your hat.

(The possessive adjective "your" sits before the noun "hat" to tell us who owns it.)

Definition: **Possessive Pronoun** is a pronoun that is used to express ownership or possession. For example, the word hers is a possessive pronoun in the sentence Charlotte noticed that Seth's dog was bigger than hers. The word hers indicates that "Charlotte's dog" (the noun phrase being replaced by the word hers) belongs to Charlotte.

Students look at the list of possessive adjectives and pronouns shown by the teacher. They are going to practice the pronunciation of each one by looking at the slide.

**Model**

Let's see a game to practice these possessive pronouns and adjectives.

First, students need to read the instructions that the game gives. Then read the question and identify the correct answer.

Once you are sure it is possible to select the correct answer press to submit, but be sure to do this within the given time. The time considered for each question is 10 seconds.

Some questions have multiple answers, make sure all of them are selected.

Game Kitten Race **Figure 2:** <https://www.eslgamesplus.com/possessive-pronouns-game/>

**Guided Practice**

Students complete the story together with the teacher. **Figure 3**

Students fill the gaps with possessive pronouns and adjectives.

Students Read the story together with the teacher listening and repeating the pronunciation of the text and then completing the rest of the gaps.

**Independent Practice**

Let's practice. Students read the instructions on the sheet of paper.

**Fill** in the blanks with possessive adjectives or possessive pronouns.

For example, the first one says Shirley and .....brothers, Richard and Tim are good students. The answer is ..... her or hers... great is her

Students need to read correctly to identify possessive adjectives or pronouns.

Students will think about the CORRECT answer for each sentence.

Don't forget to see what is singular and plural.

If students don't understand or have any questions, please ask.

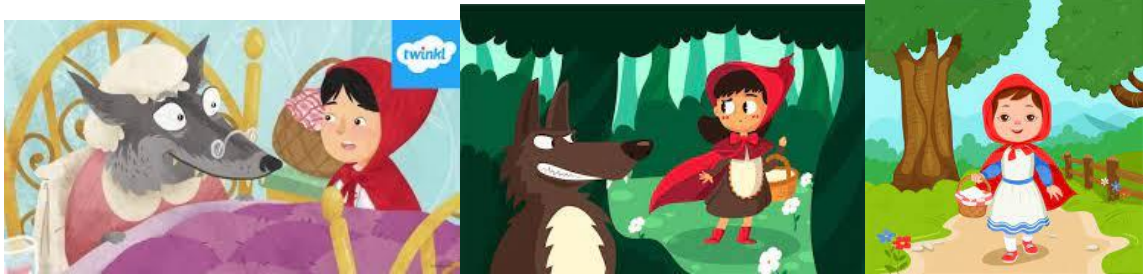
**Assessment**

As homework. Students will complete the activity in their textbook on page (25)

Activity A: fill in the blanks- students are going to write one possessive adjective or possessive pronoun.

Activity B: Match the question or statement with the appropriate response.

Activity C: Complete the passage. Use the words from the box to fill in the blanks.

<b>Lesson plan # 7</b>	
<b>Class:</b> 10 mo <b>Number of Students:</b>	<b>School year:</b>
<b>Language Level:</b> A1.2	<b>Topic:</b> Storytelling elements
<b>Date:</b>	<b>Type of institution:</b> Public
<b>Teacher:</b>	<b>Schedule:</b> <b>Time per lesson:</b>
<b>Bibliography:</b> Oustanding A1. 1	
<b>Materials</b>	<b>Lesson Objectives</b>
Markers Projector	At the end of the lesson, students will be able to find story elements (Character, plot, setting, conflict, resolution, and point of view) by reading stories. To read fluently a story of little red riding Hood.
<b>Warm-up and Objective Discussion</b>	
<p>The teacher showed pictures of little red riding Hood.  The teacher asks if the students have any ideas about the images presented.  Have they ever read a similar story?  What story do they think the images refer to?  What order do you think the story has?  The objective is to predict the title or the story through these images, stimulating prior knowledge about this story, at the same time capturing the learner's attention.</p>	
	
<b>Instruct and Model</b>	
<p><b>Instruct</b>  ArbolABC.com. The teacher starts presenting the story. (Little Red Riding Hood).  Students listen to the story presented. At the same time, the elements will be presented.  The Teacher explains the elements that are in the story, by means of questions so that together with the students they can learn what the elements in a story refer to.  <a href="https://app.genial.ly/editor/6399ffdab54acb00125ebc1b">https://app.genial.ly/editor/6399ffdab54acb00125ebc1b</a></p>	



▶ 0:30 / 3:05

Audio de texto a voz para una lectura asistida



Once upon a time there was a little girl who wore a beautiful red cloak. Her mother, who knew how to sew very well, had made it for her. The girl wore it so often that everyone called her Little Red Riding Hood.

One day, Little Red Riding Hood's mother called her and said, "Grandmother does not feel very well. I have baked some cookies and I want you to take them to her."

"Of course," said Little Red Riding Hood, putting on her cloak and filling her basket with the freshly baked cookies.

Before leaving, her mother told her, "Listen to me very well. Stay on the road and never talk to strangers."

"I know mother," said Little Red Riding Hood and left immediately to Grandma's house.

### ELEMNTS OF A STORY

- CHARACTER
- PLOT
- SETTING
- CONFLICT
- RESOLUTION
- POINT OF VIEW



### Which are the main characters in the story?



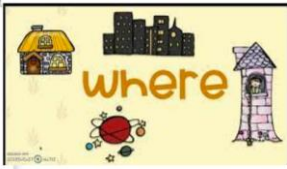
a person, or sometimes even an animal, who takes part in the action of a short story or other literary work.

Wolf, granma, mother, woodcutter, hunter.



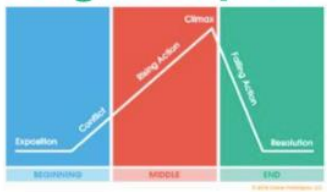
### What is the setting that describes the story?

is the time and place in which it happens. Authors often use descriptions of landscape, scenery, buildings, seasons or weather to provide a strong sense of setting. Example: house, forest, room



Students pay attention to the audio and follow the reading.

### How would you recognize a plot?



A plot is a series of events and character actions that relate to the central conflict.

Little Red Riding Hood is a little girl who loved her grandmother very much; one day her mother gives her a basket of food to take to her grandmother, who is ill and lives in a house far away from them. On the way she meets the Big Bad Wolf who challenges her to a race to Grandma's house.

### What is conflict in a story?

The conflict is a struggle between two people or things in a short story. The main character is usually on one side of the central conflict. On the other side, the main character may struggle against another important character, against the forces of nature, against society, or even against something inside himself or herself (feelings, emotions, illness).

Little Red Riding Hood meets the wolf in the forest and the wolf decides to attack her and her grandmother.

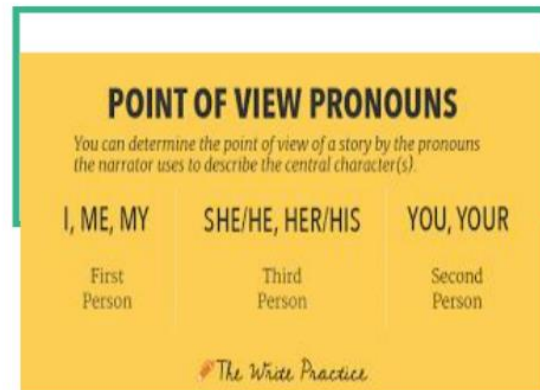


## RESOLUTION



A hunter walking through the forest entered the grandmother's house and saw the wolf sleeping with a swollen belly. When he realized what was happening, he opened the wolf's belly and rescued Little Red Riding Hood and her grandmother. Little Red Riding Hood promised never to disobey her mother again.

## POINT OF VIEW



### Model

With the same story, the teacher plays the audio of the story again to model the pronunciation.

### Guided Practice

With the story of the little red riding hood on a printed sheet of paper

In pairs: students read aloud the story.

Students, underline the new words.



Once upon a time there was a little girl who wore a beautiful red cloak. Her mother, who knew how to sew very well, had made it for her. The girl wore it so often that everyone called her Little Red Riding Hood.

One day, Little Red Riding Hood's mother called her and said, "Grandmother does not feel very well. I have baked some cookies and I want you to take them to her."

"Of course," said Little Red Riding Hood, putting on her cloak and filling her basket with the freshly baked cookies.

Before leaving, her mother told her, "Listen to me very well. Stay on the road and never talk to strangers."

"I know mother," said Little Red Riding Hood and left immediately to Grandma's house.

To get to Grandma's house, Little Red Riding Hood had to cross a path through the thick forest. On the way, she met a wolf

"Hello little girl. Where are you heading to on this wonderful day?" the wolf asked

Little Red Riding Hood remembered that her mother told her not to talk to strangers, but the wolf looked very elegant, and he was very friendly and polite.

"I'm going to Grandma's house," the girl replied. "She is sick and I'm going to take her these cookies."

"What a good girl you are!" exclaimed the wolf. "How far do you have to go?"

"Oh! Grandma lives at the end of the road," answered Little Red Riding Hood with a smile.

"I wish you a very happy day, little girl," the wolf replied.

The wolf went into the forest. He had a huge appetite and was not as nice as he appeared. He ran to Grandma's house before Little Red Riding Hood could arrive. His plan was to eat grandma, Little Red Riding Hood and all the freshly baked cookies.

The wolf knocked on Grandma's door. Upon seeing him, Grandma ran away terrified, leaving behind her shawl. The wolf took the old woman's shawl and then put on her glasses and night cap. Quickly, he climbed into Grandma's bed, covering his nose with the blanket. Soon he heard a knock on the door:

"Grandma, it's me, Little Red Riding Hood."

Disguising his voice to sound like Grandma, the wolf said, "Please, enter my dear girl. I am in bed."

Little Red Riding Hood thought that her grandmother was very sick because she looked very pale and sounded terrible.

"Oh, dear grandma, what big eyes you have!" she said.

"All the better to see you with" replied the wolf.

"Oh, dear grandma, what big ears you have!" said Little Red Riding Hood.

"All the best to hear you with, my dear!" the wolf whispered.

"Oh, dear grandma, what big teeth you have!" said Little Red Riding Hood.

"All the better to eat you with!" growled the wolf.

With these words, the evil wolf threw off the blanket and jumped out of bed. Scared, Little Red Riding Hood ran to the door. Just then, a woodcutter, noticing the door was open, rushed inside. Grandma was hiding behind him.

At the sight of the woodcutter, the wolf jumped out the window and fled in horror never to be seen again.

Grandma and Little Red Riding Hood thanked the woodcutter for saving them from the wolf and everyone ate cookies and milk. That day Little Red Riding Hood learned an important lesson: You should never talk to strangers.

### Independent Practice

Considering the characters, plot, setting, conflict, resolution, and point of view in the story (little red riding hood)

Students choose two elements, and in a sheet are going to describe those two elements and put the examples by adding a picture.

### Assessment

Using ArbolABC.com, students are going to read again the same story (little red riding hood)

<https://arbolabc.com/cuentos-en-ingles/clasicos/little-red-riding-hood>

Students have the opportunity to listen to the story and at the same time read.

Students write down the new words found and look up the definition of each one.

In this story, students must find story elements in order to measure the learning acquired, and then give feedback if necessary.

<b>Lesson plan # 8</b>	
<b>Class:</b> 10 mo	<b>School year:</b>
<b>N° Students:</b>	<b>Topic:</b> Demonstratives
<b>Language Level:</b> A1. 2	<b>Type of institution:</b> Public
<b>Date:</b> <b>Schedule:</b> <b>N° of periods:</b>	<b>Teacher:</b>
<b>Materials</b>	<b>Lesson Objectives</b>

Markers Projector Conventional materials Book	To use demonstratives to point to singular and plural objects or people that are near or far away. To relate the use of possessives to demonstratives with their lives.
<b>Warm-up and Objective Discussion</b>	
Students listen to the song on a page (learn English with songs – Someone like you by Adele). <a href="https://www.esolcourses.com/content/topics/songs/adele/someone-like-you.html">https://www.esolcourses.com/content/topics/songs/adele/someone-like-you.html</a> On a piece of paper, students follow the rhyme reading the song and singing. The purpose of this activity is for learners to interact with listening and reading. At the same time, they familiarize themselves with native pronunciation.	
<b>Instruct and Model</b>	
<b>Instruct</b> Genially. Students pay attention to the definition of demonstratives explained by the teacher. <a href="https://app.genial.ly/editor/63968f6dc2f681001946fbaf">https://app.genial.ly/editor/63968f6dc2f681001946fbaf</a> Through storytelling let's identify demonstrative pronouns and adjectives but also discover the character, plot, setting, point of view, and discussion of the storytelling.	
<b>Model</b> Learners interact in EducaPlay about demonstrative pronouns and adjectives. <a href="https://es.educaplay.com/recursos-educativos/13515525-this_that_these_those.html">https://es.educaplay.com/recursos-educativos/13515525-this_that_these_those.html</a> Students and teacher match the sentences with the correct figures	
<b>Guided Practice</b>	
Students interact with the British council activities. <a href="https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/demonstratives">https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/demonstratives</a> First activity: Match the expressions to make eight conversations.	
<b>Less guided</b> Students choose the correct pronoun to complete the sentence.	
<b>Independent Practice</b>	
In pairs: students will be paired up in pairs. With their mobile devices, they will complete the activity in the British Council. Students have to remember the sentences from the last activity. Then they are going to complete the expressions. Students need to read each	
<b>Assessment</b>	
Students develop homework in WordWall where they are going to demonstrate their learning and understanding of demonstratives. The activity consists of rearranging the words to form a sentence. <a href="https://wordwall.net/es/resource/39320777">https://wordwall.net/es/resource/39320777</a>	

<b>LESSON PLAN # 9</b>	
<b>Class:</b> 10 mo	<b>School year:</b> 2022 - 2023
<b>N° Students:</b>	<b>Topic:</b> Robot dog (reading). Story
<b>Language Level:</b> A1. 2	<b>Type of institution:</b> Public
<b>Date:</b> <b>Schedule:</b> <b>N° of periods:</b>	<b>Teacher:</b>

Materials	Lesson Objectives
Markers Sheet of papers Conventional materials	At the end of the lesson, students will be able to recognize story elements (character, plot, setting, conflict, resolution, point of view) by themselves.  Students will be able to read the story fluently.  Students will be able to discover new vocabulary related to verbs in the past.

**Warm-up and Objective Discussion**

Through pictures, first students will identify the sounds of the words.  
 The teacher asks, how do we say in English each image?



Imagine the possible title of the story.  
 Students try to imagine what the story between these characters might be like.  
 The objective of this activity is to recognize story elements discover new vocabulary and read fluently.

**Instruct and Model**

**Instruct**

**Link:** <https://www.clarkness.com/Reading%20files/Stories/A%20Robot%20Dog.pdf>

With the same pictures let's answer some questions and discover what is the title of the story.  
 The history will be shown for the class but we will not read it yet. "Oh, it's about a robot dog" - Did you think about that title?

Let's answer the question in order to guess the story. Why do they think they gave that title to the story? – maybe the story is about the robot dog right- or the robot dog may have been created with the tree- What do you think about it? And what does the boy have to do with history? He may be the owner of the dog- or he found the robot dog by the tree.

What do you think happens in the story?  
 What may be the conflict between them?

**Model**

Now that we know what the story is about?  
 Let's listen to the story and go sight-reading. Pay attention to the pronunciation of each word.

**Guided Practice**

Students are going to read the story aloud again.  
 The teacher checks the pronunciation of the words.  
 Students will identify the most difficult story elements, plot, conflict, and point of view.

**Less guided**

Students will identify the story elements- character, setting, and solution.

**Independent Practice**

Students underline unknown words and annotate them. Look up the meaning in the dictionary.

Then, students are going to draw the characters in the story

Students are going to create another character that can replace the tree or the boy in the story

**Assessment**

With the new character, students are going to change the end of the story.

Students are going to write a new ending with the new character.

Write three lines - Read your writing to others

**LESSON PLAN # 10**

**Class:** 10mo

**School year:**

**N° Students:**

**Topic:** Simple present

**Language Level:** A1. 2

**Type of institution:** Public

**Date:**

**Teacher:**

**Schedule:**

**N° of periods:**

**Materials**

**Lesson Objectives**

Markers  
Conventional materials  
Sheets

Students will be able to understand the structure of the simple present.

Students will be able to comprehend the text by reading fluently.

Students will be able to identify regular and irregular verbs in the story.

**Warm-up and Objective Discussion**

Tongue twister to improve reading fluency. [ArbolABC.com](https://arbolabc.com/trabalenguas-para-ninos/en-ingles)  
<https://arbolabc.com/trabalenguas-para-ninos/en-ingles>

Students read tongue twisters presented by the teacher on the projector.

Students should look closely and pronounce the words properly, as the tongue twisters contain similar or repetitive sounds that can be confusing.

The student(s) who manages to pronounce correctly earns a score.

A big bug bit the little beetle but the little beetle bit the big bug back.

Fuzzy Wuzzy was a bear, Fuzzy Wuzzy had no hair, Fuzzy Wuzzy wasn't very fuzzy... was he???

A sailor went to sea, to see what he could see. And all he could see was sea, sea, sea.

### Instruct and Model

#### Instruct

Students pay attention to the presentation that shows a story that simple present explanation

The story will be read and also identify the verbs in the story. Furthermore, the table about present simple structure will be presented for students to understand in a better way.

#### My Dad

My dad is a lawyer. He is 42 years old. He has brown hair. He is very strong. He likes spending time with me. We usually go to the park together. He often gives me a shoulder ride. We sometimes play football together in the park. He is a great father. I love him very much.



SIMPLE PRESENT TENSE (Presente Simple)		
MODO AFIRMATIVO	MODO INTERROGATIVO	MODO NEGATIVO
I play Yo juego	Do I play? ¿Juego yo?	I do not play Yo no juego
You play Tú juegas	Do you play? ¿Juegas tú?	You do not play Tú no juegas
He plays Él juega	Does he play? ¿Juega él?	He does not play Él no juega
She plays Ella juega	Does she play? ¿Juega ella?	She does not play Ella no juega
It plays E/El/ella juega	Does it play? ¿Juega él / ella?	It does not play E/El/ella no juega
We play Nosotros jugamos	Do we play? ¿Jugamos nosotros?	We do not play Nosotros no jugamos
You play Ustedes juegan	Do you play? ¿Juegan ustedes?	You do not play Ustedes no juegan
They play Ellos juegan	Do they play? ¿Juegan ellos?	They do not play Ellos no juegan

Using the same story, students will recognize the story elements. Character, plot, setting, conflict, resolution, and point of view.

Students interact by answering the questions. What are the characters in the story?

For example, the characters are the father and the storyteller

The setting is: a park

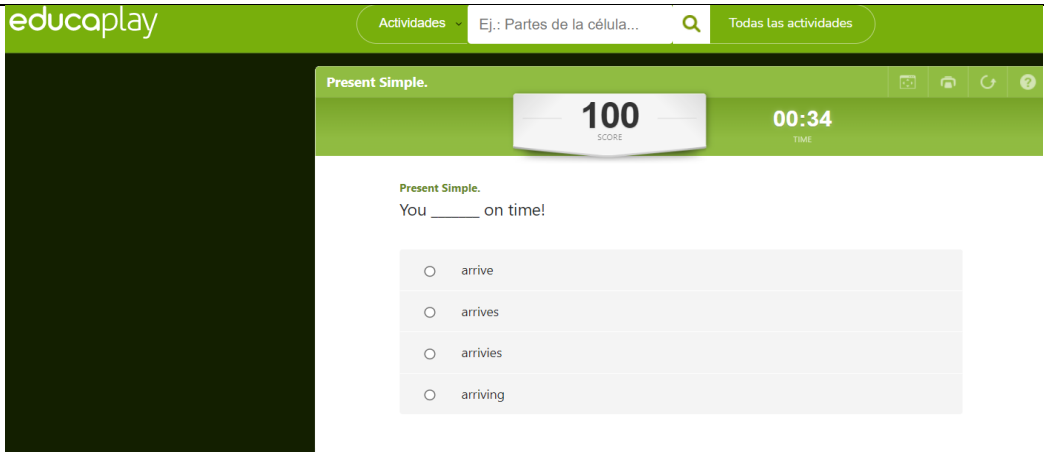
The plot in this story is describing the activity that the father's boy realizes and also his profession.

Then the conflict: no found because it is a description.

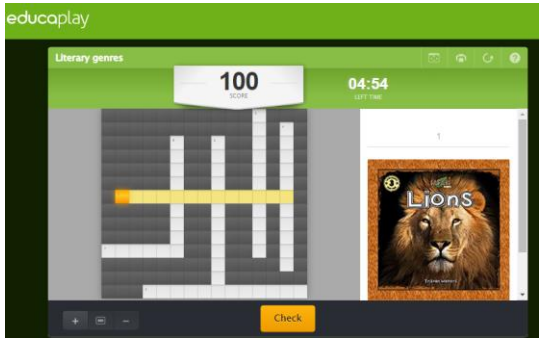
#### Model

Learners interact in EducaPlay about the present simple.

[https://es.educaplay.com/recursos-educativos/608794-present\\_simple.html](https://es.educaplay.com/recursos-educativos/608794-present_simple.html)



Students and the teacher choose the correct verb to complete the sentences. On the other hand, to identify literary genres. Let's complete a crossword puzzle. Looking at the picture presented we need to discover which word it is and write the words to complete each space.



The time required is 5 minutes to complete.

**Guided Practice**

Students listen to the story read by the teacher. Then students are going to read the story aloud.

**The bear and the bees.**



A bear comes across a log where a swarm of bees is nesting to make honey. As he sniffs around, a single bee flies off the log to protect the swarm. Knowing that the bear would eat all the honey, the little bee stings him sharply on the nose and flies back to the trunk.

The bear flew into a rage. He swipes at the trunk with his large claws, determined to destroy the bees' nest inside. This only served to alert the bees and, in the blink of an eye, the entire swarm of bees flew off the log and started stinging the bear from head to heel. The bear saves himself by running and diving into the nearest pond.



Moral: It is better to bear a single injury in silence than to bring about a thousand by reacting in anger

**Independent Practice**

Students will recognize the story element: character, plot, setting, conflict, resolution, and point of view.

Write in your notebooks to have a constant of the activity.

**Assessment**

As homework.

Students answer the following questions related to the story.

What did the bear run into first?

What happened after the bear was swarming?

What did the little bee do when she saw the bear?

What did the bear do when he was angry?

How was the bear saved in the end?