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STORY-BASED ACTIVITIES AND VOCABULARY LEARNING

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SUPERVISOR APPROVAL

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I, Mg. Wilma Elizabeth Suárez Mosquera holder of the I.D No. 1802859841, in my capacity as supervisor of the Research dissertation on the topic: **“STORY- BASED ACTIVITIES AND VOCABULARY LEARNING”** investigated by Adriana Daniela Guashco Gordón with I.D No. 1804768727, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.



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DEDICATION

First, I want to thank God for the incredible parents I have, who were always with me supporting me throughout this long journey of learning.

To my daughter Brenda Monserrath. who is the reason and inspiration for culminating this stage in my life.

Adriana

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Table of Contents

Supervisor Approval	¡Error! Marcador no definido.
Declaration Page	iii
Approval Of The High Court or Degree Court to the Directive Council of The Faculty of Human Sciences And Education	iv
Copyright Refuse	v
DEDICATION	vi
ACKNOWLEDGMENTS.....	vii
Index Of Tables.....	ix
Index Of Figures	ix
Abstract.....	x
Resumen	xi
CHAPTER I.....	1
THEORETICAL FRAMEWORK	1
1.1 Investigative Background.....	1
1.2 Theoretical Framework.....	9
1.3 Objectives	17
CHAPTER II.....	18
METHODOLOGY	18
2.1 Resources	18
2.1.1 Population	18
2.1.2 Instruments.....	18
2.1.3 Procedure	18
2.2 Methodology.....	19
CHAPTER III	21
RESULTS AND DISCUSSION	21
3.1 Analysis And Discussion Of The Results.....	21
3.2 Data Interpretation	24
3.3 Hypothesis Verification.....	26
CHAPTER IV	28
CONCLUSIONS AND RECOMMENDATIONS	28
4.1 Conclusions.....	28

4.2 Recommendations	29
REFERENCES	30
ANNEXES.....	33
ANEX 1: Approval	33
Annex 2: Lesson Plans	34
Annex 3: Tests	38
Annex 4: Pretest And Posttest Result	50
Annex 5: Pictures	51
Annex 6: Urkund Report.....	53

Index Of Tables

Table 1: Pre-Test Results	22
Table 2: Posttest Results	23
Table 3: Pre-Test And Post-Test Average And Difference	25
Table 4: T-Student- Paired Samples Statistics	26
Table 5: T-Student- Paired Samples Tests	27

Index Of Figures

Figure 1: Pre-Test And Post-Test Over 16	24
Figure 2: Average Scores Pre-Test And Post-Test	25

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AUTHOR: Adriana Daniela Guashco Gordón

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Abstract

The present research covers an investigation of the use of story- based activities and how it helps learners in the process of new vocabulary acquisition. This study was conducted in “English 4U Center”. This was a quasi-experimental study with a group of 15 participants from the beginner level. It lasted 2 weeks with a total of six hours in which 3 stages were taken into consideration for collecting data a pre (pre-test), while (telling stories through story- based activity), and post (post-test), 16 words were included for both tests. At the beginning of the experiment, they took a pre-test (adapted from Cambridge assessment English). Then, the 15 participants were taught by using Story- Based Activities. At the end of the treatment with story- based activities, students took a post-test. They took the same test in order to know if their knowledge of vocabulary increased or not. Finally, the data collected was evaluated using the T-student statistical test. The results proved that by implementing Story- based activities students improved their level of vocabulary.

Keywords: Story- Based Activities, vocabulary learning, stories.

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Resumen

La presente investigación cubre un estudio del uso de actividades basadas en historias y cómo ayuda a los estudiantes en el proceso de adquisición de nuevo vocabulario. Este estudio fue realizado en "English 4U Center". Se trató de un estudio cuasi-experimental con un grupo de 15 participantes de nivel principiante. Tuvo una duración de 2 semanas con un total de seis horas en las que se tuvieron en cuenta 3 etapas para la recogida de datos un antes (prueba previa), mientras (contar historias a través de la actividad basada en historias), y después (posprueba), se incluyeron 16 palabras para ambas pruebas. Al principio del experimento, realizaron una prueba previa (adaptada del Cambridge assessment English). A continuación, se enseñó a los 15 participantes mediante actividades basadas en cuentos. Al final del tratamiento con actividades basadas en cuentos, los alumnos realizaron una prueba posterior. Hicieron la misma prueba para saber si sus conocimientos de vocabulario habían aumentado o no. Por último, los datos recogidos se evaluaron mediante la prueba estadística T-estudiante. Los resultados probaron que al aplicar las actividades basadas en cuentos los alumnos mejoraron su nivel de vocabulario.

Palabras clave: Actividades basadas en cuentos, aprendizaje de vocabulario, historias.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative background

Nowadays, some researchers argue that the use of Story- based activities help learners to develop their imagination, confidence, and increase their interaction in classes with teachers and classmates. Usually, they are use with young learners since it is important to develop their skills. They allow students to learn EFL words in an easy and interactive way and has the advantage to increase their vocabulary knowledge. Story-based activities, is one of the teaching strategies that help students to express themselves freely through stories. Additionally, it helps them to learn vocabulary through real situations. The following section shows the importance of using this strategy in vocabulary learning. Furthermore, storytelling and story-based are the same since the two of them go together. It means that both are based on telling stories using pictures and flashcards. With the help of stories, a better understanding is obtained.

Yazici, Belen, Baydar, Aksu and Okutan (2019) carried out a research whose objective was to determine whether story-based activities had an impact on the creativity skills. The methodology for this study was experimental design that involved 85 children aged 5 to 5 and a half years. The study had a population of 85 children, 45 in a study group and 40 on a control who were pre-tested / post-tested. Another test the researcher used in this study was a creativity test with Torrance paintings (TTCT, it measures how imaginatively a child`s mind works). Story based activities were applied to the experimental group which was carried out for six weeks. This study determined that

story-based activities was effective in favor of the experimental group since they get higher points than the control group.

Klaewharn, Supaporn and Walaiporn (2017) led a study to examine the efficacy of the story-based teaching in increasing vocabulary learning. The applicants of this examination were 80 sixth-grade EFL learners. They were divided into two groups: an experimental group and a control group both of them were divided each into 40. The duration for this study took 6 meetings per group each one 90 minutes. The investigational group learned vocabulary by using the story-based coaching and the control group was trained by using school-based training. The instruments for the investigation in this study included: 1: an English vocabulary test (pre and post-test), 2: lesson plans, and 3: surveys. The pretest was used to know the level of vocabulary background, while the posttest was used to examine if learner's vocabulary improved. The test included 30 multiple choice items whose were divided in 3 parts: vocabulary meaning, spelling and in context. As a conclusion the level of vocabulary learning were higher than the control group taught by school- based instruction students so the use of story-based activities responded positively in an EFL classroom.

Yazici and Bolay (2017) carried out a research developed at Duzee University in Turkey. The main objective was to investigate the impact of story- based activities on literacy skills in pre-school children. The methodology used in this study was experimental and conducted in order to study the effect of story- based activities in 61 to 66 months old children. This investigation was carried out a total of 30 hours within 6 weeks, meaningfully to increase vocabulary and pronunciation in preschool children. The population for this study included 86 kids, forty-five in the experiment group and forty-one in the control group all of them were selected randomly. Furthermore, this

study suggested the incorporation of story- based activities to the typical educational program to lift the literacy skills in children.

Khamsuk and Whanchit (2021) led an investigation whose main aim was to integrate storytelling as a family activity to promote preschoolers to learn English. This research took place in Muang district on Thailand with nine young children between 3 to 5 years old with a duration of two weeks. The methodology for this study was collecting data in 4 main stages: a pretest, storytelling, posttest and an interview. The material for it involved 5 stories, mainly collected for the treatment, these stories were printed in the Thai language 423 words, each with 3 foreign words involved creating a total of 15 English words. In the pretest the researcher told the word in English while the learner had to recognize it by identifying a picture after that, the investigator told the story, after that the child was asked to solve the posttest whose was similar to the pretest. In the last stage one by one word was said by the instructor and the participant had to select the right picture, all of this information was recorded for assessment. To sum up, it is necessary to repeat new words to preschoolers as many times as they need, since it helps them to remember easily the new word learnt.

Thi Lan Anh, Dao, and Anh Dung (2021) carried out an investigation whose main aim was to examine the efficacy of stories happening on EFL adult learner's vocabulary retention. The methodology used in this study was experimental with a population of 36 elementary EFL learners from eighteen to thirty-seven years old. It took total of ten weeks in which learners were divided into a control and experimental group. The initial group took the old-style method when teaching vocabulary and the experimental group was exposed to stories as a treatment. The outcomes for this study showed that the result of story- based activities were not significantly different on both groups

furthermore, adults recognize unconsciously the benefit of learning vocabulary with this technique.

Lenhart, Lenhart, and Vaahtoranta (2020) led an investigation whose main objective was to establish that reading stories to children increases their language development. The population for this work were six-year-old children. It lasted 60 hours that included a method of pretest and posttest, two weeks were necessary for child sessions which took places in separated rooms. In the first session a target word pretest was applied, the second meeting four stories were presented, the last session was taken four days later, the same stories were presented followed by a posttest. This work concluded that children were less nervous and more focused during live oral storytelling. To conclude, live storytelling increases children's development of vocabulary learning since they are more exposed to real situations.

Rohimajaya and Zatnika (2019) led a study whose principal objective was to obtain practical evidence about the effect of using short stories in learner's vocabulary. The methodology used was quantitative using a multiple-choice pretest and posttest with a duration of 5 meetings. The first meeting involved a pretest, the second, third and fourth ones implemented a short story, and finally on the fifth meeting a posttest was applied. The contestants of this study were seventy learners from eight grade which were divided in groups of 35 (experimental class), 35 (control class). The results showed that teaching reading comprehension by using short stories had more important effect on learners' score than the ones which were taught by the typical material. To sum up it settled that short stories were more successfully in learning and teaching reading comprehension toward learners' achievement in vocabulary learning than without the using of it.

İnal and Cakir (2014) carried out a study whose principal aim was to investigate the effects of stories as contexts on vocabulary recognition and retention. The population for this study were 90 first grade learners. This study used an experimental group (45) and a control (45) who applied a pretest, post-test, and a retention test. The experimental group was taught the target vocabulary items through stories included ten to fifteen new words. Meanwhile the control group was taught the same vocabulary items through traditional techniques. This study concluded that the post-test and retention test improved in terms of vocabulary recognition and retention but the experimental group got higher score than the control group.

Bhakti and Marwanto (2018) carried out a study whose main aim was to see the vocabulary mastery through storytelling in students of Diploma II architecture of Samarinda state. This research was a quantitative design with a population of 80 second semester students. Stories were chosen randomly by learners, 40 students were told the story, 4 days were necessary for them to tell the story. In the 5th day learners took a vocabulary test. A test to determine learners vocabulary mastery was used, those questions were taken from TOEFL which consisted of 50 multiple questions. Results showed that eighty students followed the vocabulary test. It meant that all of them attended to the it. Besides, 78 was the average scores which was classified as good (B). To sum up, letting learners choose stories to be taught in class can have a positive impact on their vocabulary language acquisition since they feel comfortable using a story they know.

Albaladejo, Coyle and de Larios (2018) carried out a study to investigate the effects that listening to stories, songs and the combination of both have on EFL vocabulary growth. To do this study the methodology used twenty-two pre-school children

between 2 and 3 years old in a state school in Spain. All of them were Spanish speakers without previous exposure to English, except the fourth months they attended pre-school prior the study. During that time, they learned vocabulary related to colors, routines, shapes, and Christmas. A pre and posttest followed this study with 3 different conditions: 1) Story, children are told a brief story. 2) Song, they were exposed to traditional children`s songs. 3) Song and story, they attended to a new story then to a related song. A total of fifteen words were taken, five for each condition. The results indicated that the story condition generated the highest scores, while the song condition was the least effective.

Skill (2018) led a study whose principal objective was to find out whether story-telling technique can improve vocabulary. The methodology for this investigation was quantitative with a population of 21 students. The researcher applied the storytelling technique by using small groups so learners worked together by using a questionnaire to know learners' perception of storytelling and a vocabulary test to determine if student's scores had a significant improvement or not. To sum up, it would be good if more researchers could apply storytelling to improve learners' vocabulary knowledge.

Loka and Kurniati (2017) led an investigation whose main aim was to study and the singularity during teaching learning using story- reading. The methodology for this study was qualitative. This study was carried out at a kindergarten at Bandung, West Java. The population for this research was pre- school children between the age of 5 to 6 years. This investigation was focused on activities performed during story-reading by using picture books for a total of 6 meetings. The data for this study was obtained from various resources such as observations, interviews, and teacher's journals.

Soleimani and Akbari (2013) conducted an investigation to observe how storytelling

can affect children`s vocabulary learning. The methodology for this study was quasi experimental. Pre and post-tests vocabulary were designed based on learners known and unknown words. The population for this research were 31 pre-school learners from Tehran of 6 years old, 13 girls and 18 boys in an experimental group. During the process, the three bears story was taught by using a series of flashcards. The results for this study showed that storytelling was suitable to increase English vocabulary between children and also let students learn vocabulary from context. To sum up, telling stories to young learners improve their vocabulary knowledge.

Abdulla (2012) carried out an investigation whose main point was to help learners to improve their vocabulary learning. The methodology of this study used 30 Iraqui EFL students which were divided in a control and experimental group. The procedure for this study consisted on showing some pictures of the story to learners and ask them to guess what would be the story about, after telling the complete story learners were asked to retell it from their own style. Also, it had a vital part in increasing learner's level of motivation, consciousness, and pleasure towards language knowledge by presenting expressive and rich contribution.

Porras (2010) carried out an investigation to implement children`s stories for teaching English to young learners. It was executed in public elementary school in Bucaramanga- Colombia. The methodology for this research was classified as an action research project and learners from first, second and third grade were included. This research was carried out by 8 student-teachers at Universidad Cooperativa de Colombia which were separated into 3 groups. It required to plan the course syllabus, and own stories in accordance to learners need, likes and also involve the creation of lesson plans. Although they were divided, those results presented similarities. For

instance, kids' enthusiasm after stories were told, improved their participation in diverse activities, gaining new vocabulary and understanding of stories. To concluded, teachers can select the appropriate methodologies and didactic materials in order to make learning interesting for children.

To sum up, all of the studies stated before support and recommend the practice of story- based activities to teach vocabulary in English language, also with this study learners can develop other skills and subskills.

The previous investigations are grouped from the most specific to the general. In this case, the three first investigations are related to the two variables since only since 2019 the stories based on activities begin to appear.

Those studies were carried out with a similar population that this research, the participants were school children. Pretest and posttests were taken into consideration to know the level of vocabulary knowledge that learners had. The majority of the studies showed a positive result applying this method to teach vocabulary for EFL learners.

1.2 Theoretical Framework

1.2.1 Independent Variable Theoretical support.

1.2.1.1 Didactic materials

Blessinger (2019) states that didactic materials are used to achieve freedom and communication in the classroom. Those materials should be designed according to the topic of the unit and in relation to the student`s learning needs. Furthermore, should be designed and used in a way that helps learner`s motivation and promote learning. Some examples of didactic materials that could be effective among students are flashcards, projector, posters, pictures, color pencils, board- games and markers.

Didactic principles

The didactic principles that rule the English language teaching are as follows:

- **Communicative interaction** which consists of the cooperative interchange in couples or groups between students.
- **Freedom in the teaching learning process** emphasized that in an environment of freedom, without being constrained to specific activities, learners could learn easily with activities that may be in constant change in accordance with the learning needs.
- **Humanism in the didactic process** is expressed by an atmosphere of love and respect since as a human being, full of dreams, aspirations, we all need humanism.
- **Learning needs- based teaching** is how and what a student needs to learn this is a characteristic of English for specific purposes

Didactic laws

- The relationship between all the components of the didactic process, in reply to the increasing desires of communication.
- An unconditional love for the didactic process to learners as a susceptible population.
- An unconditional love for students and their presence in the English session.

1.3 Storytelling

Elson (2010) say that storytelling is not a simple matter. Scholars tend to place storytelling within the broader topic of folklore, a term also surrounded by debate but generally agreed to be the beliefs, practices, and much of a people which are passed on primarily through oral tradition. The complexity of defining storytelling continues with debates regarding the meanings of the words story and teller. There is agreement that storytelling, in its simplest form, is the act of communicating an event (or sequence of events) to an audience, using words and/or physical movement.

- **Origins of storytelling**

Origins of Storytelling Discussions regarding the history of storytelling frequently present the statement that storytelling has been called the oldest and the newest of the arts. Individual authors' interpretations of this vary, but it is apparent that storytelling has been around since humans have been able to communicate. In pre-literate societies, oral tradition and visual was the only way to pass on important historical and cultural information. The act of passing this information on to the next generation in songs, chants, pictures, dances, and stories is storytelling. As with the definition of

storytelling, the theories on the origins of storytelling vary according to scholars of different disciplines.

- **Traditional vs. Non-Traditional**

The traditional forms of storytelling are considered to be the pure forms of oral tradition, stories shared within a group passed down through the generations by people regarded as experts in the telling of the event. The stories from this tradition are culturally significant, often religious or spiritual and deeply tied to the traditions of the community. In traditional storytelling there is usually a trained, experienced narrator, or professional storyteller. Examples of traditional storytelling are myths and legends. Nontraditional forms of storytelling can be told by non-professionals, embrace different methods of delivery and present stories that are not necessarily only oral traditions. Contemporary examples of non-traditional storytelling are urban legends, personal narratives or vernacular storytelling, and original stories crafted by a storyteller.

- **Formal vs. Informal**

Early scholars and some professional storytellers will emphasize such formal events in their discussions of storytelling. However there also exists the no less important act of informal storytelling. A formal storytelling event takes place when there is an audience that has gathered for the specific purpose of listening to a story. The storyteller has selected specific stories to share with the expected audience. Examples of formal storytelling include epic poems performed in theater, elders in a community sharing experience with the younger members, teachers telling stories in the classroom, campfire ghost stories and storytelling festivals. Informal storytelling is the kind of storytelling that takes place every day with everyone. Everyone is a storyteller

in informal storytelling. Recounting the day's events at the dinner table, passing an urban legend on to a friend, sharing a family memory are examples of informal storytelling.

Masoni (2019) states that telling stories in a classroom is something that teachers do naturally to communicate curricular information to children. This is a reason why they must be aware of the educational power that they have. Story telling involves an emotional environment which will cause that learning occurs. It is about learners being in an ordinary language condition in which they feel relaxed. Furthermore, a teacher can use authentic materials as picture books that children need to acquire the language.

- **1.3.1 Benefits**

Masoni (2019) to implement storytelling in an EFL class takes a vital influence on students' acquisition of language. When educators say stories to scholars, they feel truly involved and excited, since it is a manner to let their cognitive skills increase. At the same time kids get new things whereas they are paying attention to a story, educators acquire more as well. By using storytelling, teachers can produce a confident linking among their students and the target language. As a consequence, the vital attention of learning a new language will rise.

1.4 Story -based activities

Ferreira Pinto (2012) claims that a story- based approach is structured around pre-, while- and post-storytelling activities. First, teachers need to carefully select stories according to their teaching objectives and their pupils' needs. Then teacher should brainstorm ideas for possible activities and start drawing a lesson plan.

- **Steps for Story-based activity**

Pre-reading activities

- Show the cover and the title and talk about them
- Pre-teach vocabulary
- Ask questions

While-reading activities

- Repeat and mime vocabulary
- Hold up cards
- Sequence parts of the story

Post-reading activities

- Order pictures / sequence events
- Read or act out the story

Klaewharn (2017) claims that the story-based instruction mentions to a teaching technique where the teacher, while telling stories, inspires pupils to participate in classroom activities based on stories in order to impart English words. It is a good way to do in an EFL class for many motives. First, it emphasizes language-learning skills. Storytelling is a resource of providing encouraging learning, and a good technique for sharing information, this helps students to acquire and retain language items easily. Second, the story-based instruction stimulates students' thoughts. It helps the psychological and public aspects of learning. Instead, learners' interests are inspired and interested because the actions related to the story attraction their attention and rise their temper to say their ideas and moods. Furthermore, pupils like listening

to stories. Activities whose are related to storytelling make them feel relaxed and calm in the class. This kind of atmosphere rises the acquisition of the external languages.

2.1 Dependent Variable

Language

Sanders (2004) makes an edition on the Cambridge companion to Saussure in which said that language is an arbitrary system of signs constituted of the signifier and signified. In other words, language is first a system based on no logic or reason. Secondly, the system covers both objects and expressions used for objects.

Thirdly objects and expressions are arbitrarily linked. And finally, expressions include sounds and graphemes used by humans for generating speech and writing respectively for communication.

Pronunciation

Vocalist (2005) states that pronunciation in English can be a challenging area of language learning. What makes it tough is that there are various ways to say some of the letters of the alphabet. Take g, for example, it can be pronounced like g in girl, f in rough, j in gel, or silent as in sign. Charts for delineating a phonetic alphabet abound.

Dalton and Seidlhofer (2020) say that pronunciation can be defined in general terms as the production of significant sound in two sentences.

First, sound is important because it is used as part of code of a singular language. For example, the distinctive sounds of English, Thai, French, and other languages. In this way pronunciation is taken as the production and reception of sounds of speech.

Second, sound is central because it is used to accomplish meaning in context, code combines with other factors to make communication possible. In this case pronunciation with references to acts of speaking.

Vocabulary learning

Yongqi Gu (2003) Psychologists, linguists, and language teachers have been interested in vocabulary learning strategies for a long time. Numerous studies have been conducted comparing the retention effects of different vocabulary presentation strategies. In fact, the vocabulary field has been especially productive in the last two decades.

- **The task of vocabulary learning**

One way to see the overall task of vocabulary learning is through the distinction between knowing a word and using a word. In other words, the purpose of vocabulary learning should include both remembering words and the ability to use them automatically in a wide range of language contexts when the need. In fact, evidence suggests that the knowledge aspect (both breadth and depth) requires more conscious and explicit learning mechanisms whereas the skill aspect involves mostly implicit learning and memory. Vocabulary learning strategies, therefore, should include strategies for “using” as well as “knowing” a word.

Another way to view vocabulary learning is to see it as a process of related sub-tasks. When learners first encounter a new word, they might guess its meaning and usage from available clues. Some learners might proceed to look it up in the dictionary. Others might take down notes along the margins, between the lines, or on separate vocabulary notebooks. Some learners will repeat the new word a number of times until

they are comfortable with it. Others will go beyond simple rote repetition to commit the word to memory. Each of these task stages demands metacognitive judgment, choice, and deployment of cognitive strategies for vocabulary learning. And each strategy a learner uses will determine to a large extent how and how well a new word is learned.

- **Incidental vs. intentional vocabulary learning**

In a comprehensive review of research on incidental vocabulary learning in mostly L1 contexts, incidental vocabulary learning, or “acquisition”, achieves better results than intentional vocabulary learning. A major error in this review lies in the assumption that spelling and vocabulary are developed in second languages as they are in the first language. A prerequisite for effective incidental vocabulary learning through reading is, as mentioned earlier, reading ability, an ability beginning foreign language learners possess only to a very limited extent. This problem would be exacerbated when the L2 being learned is of a totally different orthography. Moreover, where learners have little target language input and insufficient reading materials at their disposal, an exclusive incidental vocabulary learning program will stifle the language development of these learners.

1.3 Objectives

General

- To establish the influence that Story- based activities have in vocabulary learning in learners of English U4 Center.

Specific

- To identify the level of vocabulary knowledge in students of English 4U Center.
- To analyze Story based activities that improves of vocabulary learning in students of the beginner level of English 4U Center.
- To determine the effectiveness of Story-based activities in vocabulary learning.

CHAPTER II

METHODOLOGY

2.1 Resources

2.1.1 Population

To conduct this study the participants involved were 15 students from 7 to 9 years old from “English 4U Center”

2.1.2 Instruments

The instruments for this research were first a pre-test and second a post-test (annex 3). Those were taken to identify student’s level of vocabulary knowledge. This test was adapted from Cambridge assessment English. All of the students took these tests in a printed sheet. Learners at the beginning of the experiment took a pretest to identify their vocabulary level. The posttest was taken at the end of the experiment to determine if student’s vocabulary level improved.

Two stories were told for the experiment Little Red Riding Hood and Walter’s wonderful web. These stories were selected carefully taken into account the student’s needs and age.

Flashcards were used to tell the stories to students in order to create an entertaining environment while telling the story.

2.1.3 Procedure

In the first day of class, the teacher presented to students a pretest and explained what they had to do. All this procedure took 45 minutes in which learner’s took the first test.

In the second day of classes, the first story was told to students. The first step was to introduce some vocabulary related to the story by showing some flashcards to students. In the second step the teacher told the story by using flashcards and mimics to keep

learner's attention. While students listened to the story, they had to write down on a piece of paper some of the vocabulary that they remembered. If some of them had a question about the vocabulary they could ask to the teacher. In the third step students have to act it out in front of the class by using the vocabulary and mimics they learnt in order to see how much information they retained.

In the third day of classes, the second story was told to students. The first step was to introduce some vocabulary related to the story by showing them some flashcards. In the second step the teacher played the story in YouTube. While students listened to the story, they had to write down on a piece of paper some of the vocabulary that they listen and remembered. In the third step students have to act it out in front of the class by using the vocabulary and mimics they learnt in order to see how much information they retained.

The fourth class was carried out with the post-test in which the teacher told students they had to take this test in order to identify if their level of vocabulary increased or not. This last part of the study lasted 35 minutes

2.2 Methodology

Quasi-Experimental research

Hernández, Fernández, and Baptista (2014) state that a quasi-experimental research goes to quantitative methods; it works at least one of the variables to see the relation, effects and consequences that one variable cause on the other.

In this study the variable Story- based activity affects the vocabulary learning. In addition, it is a quasi-experimental research because the study population was not randomly selected in this case the beginner level. Finally, for being a quasi-experimental research, the group for the study work should have at least fifteen participants, in this case as well we worked with 15 students.

Modality

Bibliographic research

Schwandt (2015) states that bibliographic research is the study of books helps to have the necessary and specific knowledge about the research. Also is bibliographic because it studies the material spread of literary writings. Since the main purpose is to have a solid data about the object of study, it could be done by internet, online books and articles, and other resources where there is a lot of and important information to analyze. It is important to have information from both variables in order to have a better understanding about this study process.

Field research

This type of research lets the study of the facts that arise in this institution (English 4U Center) having a direct method to the reality from students from the beginner level and in that way to collect important data about the object of study.

Level or type of research

Exploratory level

This is an exploratory research because using Story-based activities to improve the vocabulary knowledge is an innovative idea. It allows direct contact since it will be develop in presential classes. This is necessary to have foundations about this study to be able to formulate hypotheses to carry out an investigation.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This section shows the results and findings collected in 2 weeks. It should be noted that the students did not start with a zero level in vocabulary since some words found in the tests are repetitive during the classes they normally have. To make the results understandable everything is represented in tables, figures but also an explanation of each one is written to make it even clearer.

The experiment was carried out with 15 students from the beginner level as part of the beginner level of a private institution in a face to face atmosphere.

Students' scores on the vocabulary pre-test and post-test adapted by Cambridge Assessment English were prudently examined to prove that the treatment using Story-based activities to teach vocabulary worked or not.

It is important to mention that in the pre and post-test there are sixteen questions and, in every question, it is expected to get one point since all of them are about one. For this test there is the possibility to improve reading and writing to get 16 points that represent the higher grade of the test.

The scores over 16 are represented in table 1 and 2. In order to have a clear idea both tables were designed according to the results obtained. Table 1 shows the results of the pre- test and table 2 shows the results of the post-test, both using Story- based activities.

Table 1: Pre-test results

Study group	Score over 16
Student 1	8
Student 2	13
Student 3	5
Student 4	6
Student 5	12
Student 6	7
Student 7	13
Student 8	15
Student 9	14
Student 10	8
Student 11	11
Student 12	10
Student 13	11
Student 14	10
Student 15	6
Average:	7,5

Source: Field research

Author: Guashco, A. (2021)

Table one represents the pretest notes. The lowest grade is 5 out of 16 and the highest grade is 15 out of 16. It should be noted that the students did not have a zero level of vocabulary since some words that are include in the test are repetitive during the classes that they normally have. After making the percentage of the grades, the total percentage is 7.5 out of 16.

Table 2: Posttest results

Study group	Score over 16
Student 1	13
Student 2	16
Student 3	12
Student 4	14
Student 5	15
Student 6	16
Student 7	16
Student 8	16
Student 9	16
Student 10	14
Student 11	16
Student 12	14
Student 13	16
Student 14	15
Student 15	14
Average:	14,87

Source: Field research

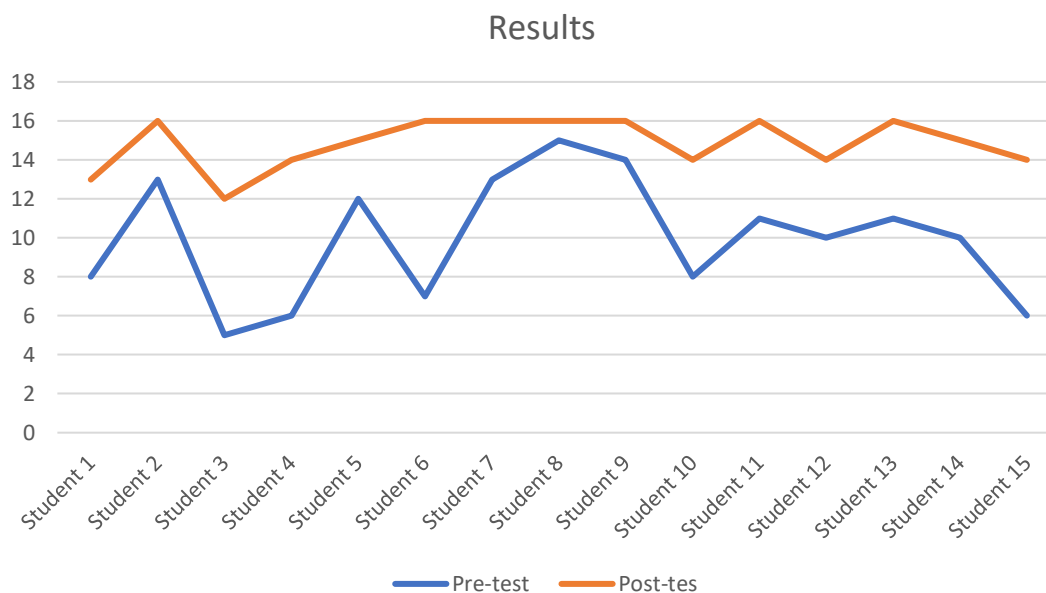
Author: Guashco, A. (2021)

Table 2 shows the results of the post-test. The lowest grade is 12 points out of 16 and the highest is 16 out of 16. Furthermore, after taking the total percentage which is 14.87 out of 16, it means that after applying story-based activities, the students improved their level of vocabulary knowledge.

3.2 Data interpretation

3.2.1 Pre-test and post-test individual grades

Figure 1: pre-test and post-test over 16



Source: Field research

Author: Guashco, A. (2021)

Analysis and interpretation

Figure 1 shows that 15 students took the pre-test and post-test and the results between both tests are exposed. Both tests are score by using a scale over 16 points. In the case on the pre-test the lower grade was 5 over 16 and the highest grade was 15 over 16. On the other hand, in the post-test the minor grade was 12 and the maximum grade was 16 over 1. It is visible that almost half of the learners did not get a good grade in the pre-test. Some of them get confused in the meaning of the words specially in the part of the shapes in the second story which was Walter's wonderful web. In addition, they were asked to complete the test by their own. Since Teacher wanted to know their vocabulary level. Moreover, after the treatment, the majority of students got a better score in the post-test. The results show that after the use of Story-based activities their vocabulary level improved in a significant way.

3.2.2 Pre-test and post-test averages

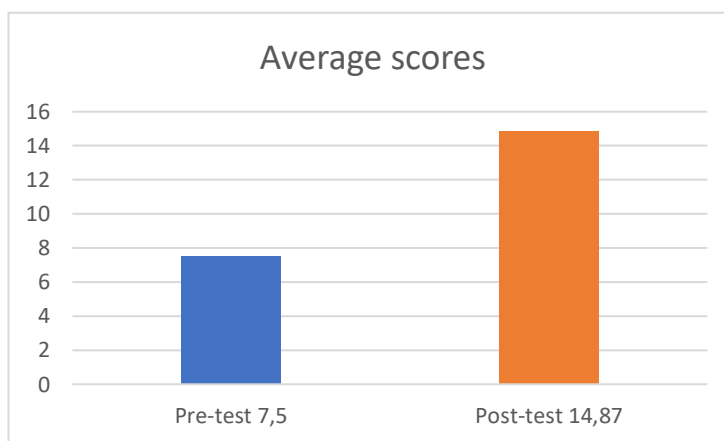
Table 3: Pre-test and post-test average and difference

Results	Pre-test	Post-test	Differences
Average	7,5	14,87	7,37

Source: Field research

Author: Guashco, A. (2021)

Figure 2: Average scores pre-test and post-test



Source: Field research

Author: Guashco, A. (2021)

Analysis and interpretation

Table 3 and figure 2 shows the score average obtained in the pre-test and post-test and differences between both of them. In the pre-test, the average obtained from students was 7,7% from the 16 questions. Meanwhile, in the post-test students got an average which was the 14,87 % from the 16 questions. Moreover, students improved 7,37 % in their vocabulary knowledge. The results show that the use of Story- based activities improve students' acquisition of new vocabulary.

3.3 Hypothesis verification

The results obtained and gathered for this research were analyzed by using the T-student statistical test with the SPSS program.

Null Hypothesis (H₀)

The use of Story-Based activities does not contribute to the vocabulary knowledge in students.

Alternative Hypothesis (H₁)

The use of Story-based activities contribute to the vocabulary knowledge in students.

3.3.2 T-students test- Paired Samples- Paired Sample Statistics

Table 4: T-student- Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pre-test	14,87	15	1,302	0,336
Post-test	9,93	15	3, 150	0,813

Source: Field research

Author: Guashco, A. (2021)

Analysis and interpretation

In table. 4 is possible to perceive the results in both tests, the mean score from the pre-test is 14,87 while the mean score of the post-test is 9,93. In this case, the mean score is lower than the mean score from the pre-test. Therefore, the differences are significant.

3.3.3 Paired Samples Test

		95% Confidence interval of the difference							
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre-test Post-test	4,933	2,344	0,605	3,635	6,232	8,151	14	<,001

Table 5: Paired samples test

Source: Field research

Author: Guashco, A. (2021)

Analysis and interpretation

In table 5, it demonstrates that P-value is lower than 0.05, For this reason there is the evidence to reject the null hypothesis (H_0) “The use of Story-Based activities doesn’t contribute to the vocabulary knowledge in students” and accept the alternative hypothesis (H_1) which is “The use of Story-based activities contribute to the vocabulary knowledge in students”.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

All the conclusions below have been obtained after finishing this study.

- The use of Story- based activities has been demonstrated to have positive effects in student's vocabulary learning. When using Story- based activities to teach the new vocabulary, students were more comfortable and confident. This is because they learnt in a face to face environment and in a comfortable atmosphere. The two stories were selected according their age.
- The level of vocabulary learning in students from the beginner from English 4U center was identified through the pre-test in which the average score was 7,5 over 16. This showed that students had problems when recognizing words or pictures. Their memory was not good because of the lack of vocabulary they had.
- There were two story- based activities applied to improve vocabulary learning used with this level. One of the stories was longer that the other one. The two stories had a positive effect on student's vocabulary level increasing it.
- The effectiveness of Story based activities to improve vocabulary learning in students from the beginner level was verified with the study from the pre-test compared to the post-test scores. The mean score from the pre-test was 14,87 while the mean score of the post-test was 9,93. There was a difference of 4,94 points. This is a great success taking into account that the treatment was applied in four sessions one hour and a half each one for 2 weeks.

4.2 Recommendations

After having studied and used Story- base activities with students in a face to face environment the followings recommendations are taken into consideration.

- For having positive effects using Story- based activities to teach vocabulary it is recommended to use stories according to the student's level and age.
- For identifying student's vocabulary level, it is recommended to create or choose a test. Remember to take into account your students' level and age. In addition, to keep student's attention and interest to stories is recommendable to use didactic material.
- For applying Story- based activities, make sure to explain all the steps to students since the beginning until the end. Look for good and useful materials to organize your whole lessons and explain students' how to use them in this case the tests.
- For determining the effectiveness of story- based activities, pay special attention to students' participation, concentration and how long they can keep the new vocabulary in their minds. Remember that students play an important role in story- based activities since they are asked to repeat the story by their own.

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ANNEXES

ANEX 1: Approval

ANEXO 3

FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 14 de mayo del 2021

Doctor
Marcelo Núñez
Presidente
Unidad de titulación
Carrera de Idiomas
Facultad de Ciencias Humana y de la Educación

Lcda. Angélica Virginia Villegas Paredes, en mi calidad de directora de English4u Center, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Story- Based Activities and Vocabulary Learning" propuesto por la estudiante Guashco Gordón Adriana Daniela, portadora de la Cédula de Ciudadanía 1804768727, estudiante de la Carrera de Idiomas de la Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

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

Particular que comunico a usted para los fines pertinentes.

Atentamente.



Lcda. Angélica Virginia Villegas Paredes
1804013744
03-2864233
0981131886
infoinglish4u.cc@gmail.com

Annex 2: Lesson Plans**Lesson plan 1****Teacher:** Adriana Guashco**Level:** Beginner**Subject:** English

Group: 15 students		
Date: 17 /05/2021		
Duration: 45 mins		
Objective ✓ Students will take a pre-test at the beginning of the treatment.		
Time	Activity	Tools and materials
10 mins	Teacher introduces the process of Story- based activities and also explain how is the pre-test going to be.	
35 mins	Teacher gives students a pre-test and explain them that they have to choose just one option for each question because it is a multiple- choice test.	Pre-test

Lesson plan 2

Teacher: Adriana Guashco

Level: Beginner

Subject: English

<p>Group: 15 students Date: 11/ 05/2021 Duration: 85 mins</p>		
<p>Objectives</p> <ul style="list-style-type: none"> ✓ Students will write down some vocabulary from the story. ✓ Students will be able to perform the story with some parts of the story they remember. 		
Time	Activities	Tools and materials
5 mins	The teacher asks students if they know the story Little Red Riding Hood.	
15 mins	The teacher presents some pre-vocabulary by showing students some flashcards	Flashcards
35 mins	The teacher starts to tell the story to students by using their reading book.	Reading book
15 mins	The teacher asks students if they like and understand the story and they asked them to write on their notebooks the words they remembered.	Notebook
5 mins	The teacher asks students to past to the front and write on the board the words they have wrote on their notebooks.	Whiteboard Notebook Markers
10 mins	Students had to performed to story with the parts they remembered	Students

Lesson plan 3

Teacher: Adriana Guashco

Level: Beginner

Subject: English

<p>Group: 15 students Date: 17/06/2021 Duration: 65 mins</p>		
<p>Objectives</p> <ul style="list-style-type: none"> ✓ Students will write down some vocabulary from the story. ✓ Students will be able to perform the story with the parts they remember from the story. 		
Time	Activities	Tools and materials
5 mins	The teacher asks students if they have heard Walter's wonderful web story.	
15 mins	The teacher shows some pre-vocabulary by showing students some flashcards.	Flashcards
20 mins	The teacher plays the video on YouTube.	Video https://www.youtube.com/watch?v=e4ft_QtIcDE
10 mins	The teacher asks students if they like and understand the story. Then asked them to write on their notebooks the words they remembered.	Notebook
5 mins	The teacher asks students to past to the front and write on the board the words they have wrote on their notebooks.	Whiteboard Notebook Markers
10 mins	Students had to perform the story with the parts they remembered	Students

Lesson plan 4

Group: 15 students Date: 18/ 06/ 2021 Duration: 35 mins		
Objective ✓ Students will take a post-test after the treatment.		
Time	Activity	Tools and materials
5 mins	Teacher explain to students that they are going to take the same test they took before.	
30 mins	Teacher give students the printed test and ask them to complete it.	Post-test

Annex 3: Tests

Pre-test

Little red riding hood

1. Choose you answer



Source: <https://www.dreamstime.com/stock-photography-red-riding-hood-mom-image4296642>

- a) Mom's Little red
- b) Little red
- c) Grandma

2. Choose your answer



Source: <https://www.istockphoto.com/es/vector/caperucita-roja-de-reuniones-con-un-lobo-gm491377392-75709679>

- a) The haunter
- b) Little red riding hood
- c) Mom's little red

3. Choose your answer



Source: <https://thumbs.dreamstime.com/z/grandmother-little-red-riding-hood-11507966.jpg>

The big bad wolf

- a) Mom
 - b) Grandma
- 4. Choose your answer**



Source: <https://www.shutterstock.com/image-vector/big-bad-cartoon-wolf-vector-clip-172996937>

- a) The big bad wolf
- b) The hunter
- c) Grandma

5. Choose your answer



Source: <https://www.dreamstime.com/royalty-free-stock-photos-red-cap-tale-hunter-image4297518>

- a) Mom
- b) The forest
- c) The hunter

6. Choose your answer



Source: <https://www.vecteezy.com/vector-art/433539-a-fairy-tale-forest-landscape>

- a) Forest
- b) Grandma's house

c) Lunch

7. Choose your answer



Source: <https://depositphotos.com/154653526/stock-photo-little-red-riding-hood.html>

- a) Little red riding hood
- b) Lunch
- c) Mom

8. Choose your answer



Source: <https://www.dreamstime.com/little-red-riding-hood-grandma-house-wolf-fairy-tale-little-red-riding-hood-grandma-next-house-wolf-forest-image170341572>

- a) Forest
- b) Grandma's house
- c) Wolf

Walters wonderful web

9. Choose your answer



Source: <https://www.bbc.co.uk/bitesize/topics/z74n6v4/articles/zqpxjsg>

- a) Walter
- b) Web
- c) Circle

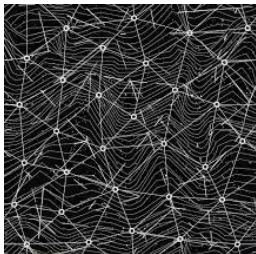
10. Choose your answer



Source: <https://www.vectorstock.com/royalty-free-vector/blowing-wind-with-flying-leaves-icon-vector-22614027>

- a) Wind
- b) Cold
- c) Web

11. Choose your answer



Source: <https://www.vectorstock.com/royalty-free-vector/grunge-web-triangle-seamless-pattern-vector-29041156>

- a) Square web
- b) Circle web
- c) Triangle web

12. Choose your answer

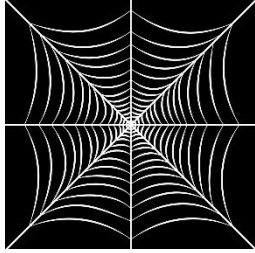


Source: <https://www.pixtastock.com/illustration/65885374>

- a) Square web
- b) Circle web

c) Triangle web

13. Choose your answer



Source: <https://www.vectorstock.com/royalty-free-vector/square-web-vector-18326770>

a) Square web

b) Circle web

c) Triangle web

14. Choose your answer



Source: <https://www.picfair.com/pics/08901099-spider-art-in-the-garden-2>

a) Circle web

b) Diamond web

c) Rectangle web

15. Choose your answer



Source: <https://www.shutterstock.com/es/image-vector/vector-illustration-girl-holding-stomach-because-1178357125>

- a) Tired
- b) Hungry
- c) Sad

16. Choose your answer



Source: <https://www.shutterstock.com/es/image-photo/metal-scissors-isolated-on-white-background-1917232088>

- a) Pencil
- b) Scissors
- c) apple

Post-test
Little red riding hood

1. Choose your answer



Source: <https://www.dreamstime.com/stock-photography-red-riding-hood-mom-image4296642>

- d) Mom's Little red
- e) Little red
- f) Grandma

2. Choose your answer



Source: <https://www.istockphoto.com/es/vector/caperucita-roja-de-reuniones-con-un-lobo-gm491377392-75709679>

- d) The haunter
- e) Little red riding hood
- f) Mom's little red

3. Choose your answer



Source: <https://thumbs.dreamstime.com/z/grandmother-little-red-riding-hood-11507966.jpg>

The big bad wolf

- c) Mom

d) Grandma

4. Choose your answer



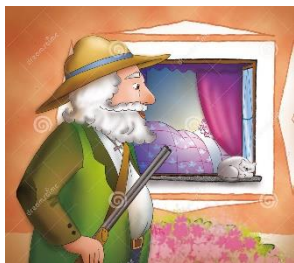
Source: <https://www.shutterstock.com/image-vector/big-bad-cartoon-wolf-vector-clip-172996937>

d) The big bad wolf

e) The hunter

f) Grandma

5. Choose your answer



Source: <https://www.dreamstime.com/royalty-free-stock-photos-red-cap-tale-hunter-image4297518>

d) Mom

e) The forest

f) The hunter

6. Choose your answer



Source: <https://www.vecteezy.com/vector-art/433539-a-fairy-tale-forest-landscape>

d) Forest

e) Grandma's house

f) Lunch

7. Choose your answer



Source: <https://depositphotos.com/154653526/stock-photo-little-red-riding-hood.html>

- d) Little red riding hood
- e) Lunch
- f) Mom

8. Choose your answer



Source: <https://www.dreamstime.com/little-red-riding-hood-grandma-house-wolf-fairy-tale-little-red-riding-hood-grandma-next-house-wolf-forest-image170341572>

- d) Forest
- e) Grandma's house
- f) Wolf

Walters wonderful web

9. Choose your answer



Source: <https://www.bbc.co.uk/bitesize/topics/z74n6v4/articles/zqpxjsg>

- d) Walter
- e) Web
- f) Circle

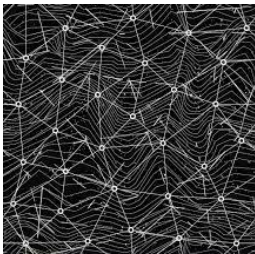
10. Choose your answer



Source: <https://www.vectorstock.com/royalty-free-vector/blowing-wind-with-flying-leaves-icon-vector-22614027>

- d) Wind
- e) Cold
- f) Web

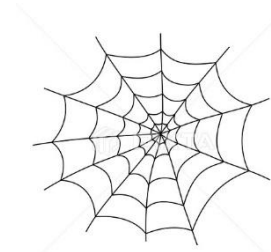
11. Choose your answer



Source: <https://www.vectorstock.com/royalty-free-vector/grunge-web-triangle-seamless-pattern-vector-29041156>

- d) Square web
- e) Circle web
- f) Triangle web

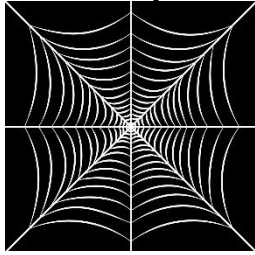
12. Choose your answer



Source: <https://www.pixtastock.com/illustration/65885374>

- d) Square web
- e) Circle web
- f) Triangle web

13. Choose your answer



Source: <https://www.vectorstock.com/royalty-free-vector/square-web-vector-18326770>

- d) Square web
- e) Circle web
- f) Triangle web

14. Choose your answer



Source: <https://www.picfair.com/pics/08901099-spider-art-in-the-garden-2>

- d) Circle web
- e) Diamond web
- f) Rectangle web

15. Choose your answer



Source: <https://www.shutterstock.com/es/image-vector/vector-illustration-girl-holding-stomach-because-1178357125>

- d) Tired
- e) Hungry
- f) Sad

16. Choose your answer



Source: <https://www.shutterstock.com/es/image-photo/metal-scissors-isolated-on-white-background-1917232088>

- d) Pencil
- e) Scissors
- f) Apple

Annex 4: Pretest and posttest results

https://drive.google.com/drive/u/0/folders/1G2ycuJBoy63Wa1HVhwUMAKw1_in-2ekU

Annex 5: Pictures



Source: Field research

Author: Guashco, A. (2021)



Source: Field research

Author: Guashco, A. (2021)



Source: Field research
Author: Guashco, A. (2021)



Source: Field research
Author: Guashco, A. (2021)

Annex 6: Urkund report



Urkund Analysis Result

Analysed Document: GUASHCO_ADRIANA DISSERTATION.pdf (D111056375)
Submitted: 8/7/2021 6:24:00 AM
Submitted By: aguashco8727@uta.edu.ec
Significance: 9 %

Sources included in the report:



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