



## **UNIVERSIDAD TECNICA DE COTOPAXI**

### **DIRECCIÓN DE POSGRADO**

#### **MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA**

**MODALIDAD: INFORME DE INVESTIGACIÓN**

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**Título:**

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STORYTELLING AS A TEACHING STRATEGY TO IMPROVE  
ENGLISH READING AND WRITING SKILLS AT TENTH GRADE “A”  
AT ANGAMARCA HIGH SCHOOL, 2022.

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Trabajo de titulación previo a la obtención del título de magíster en  
Lingüística Aplicada a la Enseñanza del Idioma Inglés como lengua  
extranjera.

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**LATACUNGA –ECUADOR**

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## APROBACIÓN DEL TUTOR

En mi calidad de Tutor del Trabajo de Titulación “Storytelling as a teaching strategy to improve english reading and writing skills at tenth grade “A” at Angamarca High School, 2022” presentado por Bustillos Acurio Carlos Vicente, para optar por el título magíster en Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera.

## CERTIFICO

Que dicho trabajo de investigación ha sido revisado en todas sus partes y se considera que reúne los requisitos y méritos suficientes para ser sometido a la presentación para la valoración por parte del Tribunal de Lectores que se designe y su exposición y defensa pública.

Latacunga, abril 14, 2023



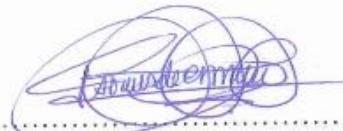
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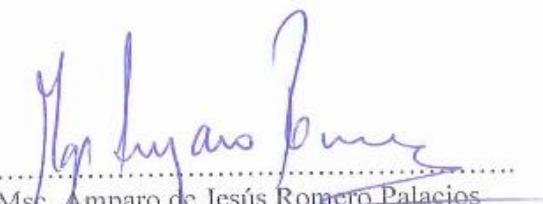
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El trabajo de Titulación: “Storytelling as a teaching strategy to improve english reading and writing skills at tenth grade “A” at Angamarca High School, 2022”, ha sido revisado, aprobado y autorizada su impresión y empastado, previo a la obtención del título de Magíster en Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera; el presente trabajo reúne los requisitos de fondo y forma para que el estudiante pueda presentarse a la exposición y defensa.

Latacunga, abril 14, 2023



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## **DEDICATORIA**

Quiero agradecer a toda mi familia, en especial a mi madre, quien siempre me apoya y me inculca a dar lo mejor de mí y me enseña el valor del trabajo duro, agradecido por ayudarme a alcanzar este éxito importante en mi vida.

Con amor,

**Carlos Bustillos**

## **AGRADECIMIENTO**

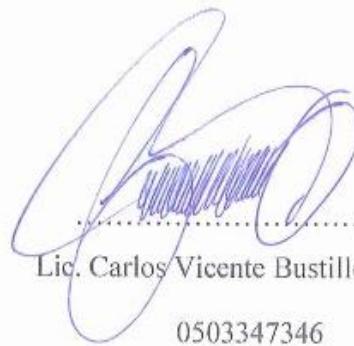
Mi agradecimiento será eterno a la Universidad Técnica de Cotopaxi, a sus autoridades, sus maestros, y a todos quienes conforman esta prestigiosa universidad. Particularmente, quiero agradecer a todos mis compañeros, quienes siempre me apoyaron a seguir adelante en este bonito y difícil proceso para alcanzar el objetivo deseado.

**Carlos Bustillos**

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Quien suscribe, declara que el presente Trabajo de Titulación: "Storytelling as a teaching strategy to improve English reading and writing skills at ten grade "A" at Liceo Angamarca Educative Unit, 2022", contiene las correcciones a las observaciones realizadas por los miembros del tribunal en la predefensa.

Latacunga, Abril, 10, 2023



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**UNIVERSIDAD TÉCNICA DE COTOPAXI  
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**MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL  
IDIOMA INGLÉS COMO LENGUA EXTRANJERA**

**Título:** STORYTELLING AS A TEACHING STRATEGY TO IMPROVE ENGLISH READING AND WRITING SKILLS AT TEN GRADE “A” AT LICEO ANGAMARCA EDUCATIVE UNIT, 2022

**Autor:** Carlos Vicente Bustillos Acurio

**Tutor:** Msc. Rosero Menéndez Jorge Luis

**RESUMEN**

El objetivo principal de este trabajo de estudio fue determinar cómo la estrategia del Storytelling mejora las habilidades de escritura y lectura en el idioma Ingles, esta investigación se realizó mediante una investigación cuantitativa y no experimental de manera que el nivel de la investigación fue descriptiva y exploratoria. Durante el período de marzo del 2022 a mayo del 2022, se aplicó un pre-test y un post-test a 26 estudiantes de décimo año del Institución Educativa Angamarca centrados en la escritura y la lectura, estos test estuvieron basados en el examen TALE el cual sirvió para evaluar la eficacia de esta estrategia. Durante la intervención en el aula, se desarrollaron y utilizaron diez planes de clase, así mismo antes y después de la instrucción en el aula, se realizaron análisis de los datos recolectados. El diseño de los planes de clase se centró en los tres pasos del proceso de escritura: copiado, dictado y escritura espontánea; también, en los tres pasos del proceso de lectura: lectura de palabras, lectura de textos y comprensión lectora. Los datos recibidos del pre-test y del post-test fueron procesados a través del programa estadístico SPSS una vez finalizada la aplicación de la propuesta. La implementación de la estrategia del Storytelling dio como resultado el aumento del interés de los estudiantes y una mejora en su capacidad para producir composiciones escritas y una mejor comprensión lectora. En consecuencia, la estrategia de Storytelling contribuyó a la mejora de las habilidades escritas y de lectura de los alumnos. Se concluye que la estrategia de Storytelling mejoró la coherencia de los estudiantes en la producción de sus textos escritos y en la comprensión lectora, por lo que se sugiere a los docentes de inglés utilizar esta estrategia de Storytelling en su labor educativa para mejorar el desarrollo del idioma inglés como lengua extranjera.

**PALABRAS CLAVE:** Diseño; habilidad; storytelling; lectura; escritura

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**Author:** Carlos Vicente Bustillos Acurio

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**ABSTRACT**

The main objective of this study was to determine how Storytelling strategy influences in English writing and reading skills, through a quantitative and non-experimental research, so that the research level was descriptive and exploratory. During the period of march 2022 to may 2022, 26 students of tenth-grade at Angamarca High school were given a pre-test and a post-test that focused on English writing and reading skills and were based on the TALE exam in order to assess the efficacy of this strategy. During the classroom intervention, ten lesson plans were developed and used. Before and after classroom instruction, data analyses were conducted. The design of the lesson plans was centered on the three steps of the writing process: coping, dictation, and spontaneous writing; also, and the three steps of the reading process: word reading, text reading, and reading comprehension. The data received from the pre-test and post-test were processed through the program SPSS once the application of the proposal was complete. The adoption of the Storytelling strategy resulted in increased student interest and improvement in their ability to produce written compositions and reading comprehension. Consequently, the Storytelling strategy adds to the enhancement of the students' written and reading skills. It is concluded that the Storytelling strategy improved students' coherence in the production of their written texts and reading comprehension, so that it is suggested that educators use the proposal with the Storytelling method in their educational work to enhance students' English language development.

**KEYWORDS:** Skill; storytelling; writing; reading.

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## **INTRODUCTION**

The research line on which the graduate work is based is education and communication for human and social development, the sub-line that has been established and that frames the development of the same, is pedagogical innovation. Both have been defined, because through storytelling, we seek to improve the students' literacy, remembering that this master's program seeks to develop in professionals linguistic competencies and capabilities with levels of excellence and that these are replicated in their fields of action. Additionally, this master's program provides guidance in the planning, implementation and evaluation of plans; which is basically the proposal of this study, planning through the didactic strategy defined, implemented in the study population and previously evaluating the capabilities and skills of the learners.

It is important to delve into different studies and research that support different precedents or antecedents related to writing, reading and the improvements process in learners, with the purpose of providing an orientation of the structure they have taken for the approach of the present research. Karlsson (2012) in her research aimed to decide how storytelling can be adjusted as a communication-centered educational methodology to help adolescents in the ninth and tenth grades of lower secondary school in Iceland to improve their English writing and speaking skills as reflected in the Icelandic National Curriculum. Their study relied on a qualitative and quantitative approach to obtain information about the use of storytelling as a teaching strategy. It focused on action research that allowed the researcher to describe, explain, and suggest solutions to the problem. Most of the time she collected information through observation and also applied a survey to the participants. The researcher concluded that Storytelling advances a great effect on learning as a teaching tool and strategy.

Huang (2015) explained the effects of contextualized storytelling as a teaching

intervention on young English as a foreign language readers' reading comprehension and word recall. The method used was a mixed method that applied observation and interpretation of qualitative data which were collected through the collaboration of sixth grade students interested in reading comprehension. She concluded that this study did not turn out to be as expected, since no positive impact of narration on word recall was found. In any case, it is extremely enriching with respect to story comprehension. Contextualized narration was found to be a viable mediation for examining comprehension for both able and less able students, and the less able understudies seemed to benefit more from this approach, without the aid of outline and narration (Huang, 2015).

Yuksel (2021) tried to explain how storytelling can be used as a successful educational and learning tool in kinder garden classrooms. This happens because students learn to turn data into information and information into knowledge. The methodology used was a philosophical approach of Storytelling, observation and interpretation of actions. Data were collected through workshops, participants' experiences and informal interviews in a phenomenological analysis of digital storytelling from the teacher's perspective applied to kindergarten and preschool classrooms. She concluded that the study contributes to the literature on the use of technology in early childhood education by contributing to the discussion of the benefits and challenges associated with educational uses of digital storytelling (Yuksel, 2021).

Muñoz, et al. (2020) in their study attempt to recognize the components that obstruct and help EFL teaching and learning in the country of Ecuador. This study can help teachers to understand the problems of the teaching-learning process of English with an old and worn out methodology. The instruments used were dialogue tables, observation and interpretation of results. Data collection was done through the use of interviews in a qualitative approach. They concluded that Ecuador has a poor level of English language proficiency. Therefore, identifying the variables that came to light

due to the instructors included within the center groups will be the main step in distinguishing what will help and block EFL in the schools and this will lead to further studies and it is quite vital to excel in proficiency throughout the country (Muñoz, Jiménez, & Sánchez, 2020).

Yáñez (2019) coordinated a mixed-method approach to examine the use of Storytelling within the coherence of composition skills in a group of 51 students belonging to the sixth level at Language Center Cambridge Extension, Escuela Superior Politécnica de Chimborazo. She used a socio-educational and quasi-experimental method to collect data through the use of narrative or verbal methods such as observations, interviews and document analysis. Through a socio-educational and quasi-experimental method, the study showed that students have more coherence in writing with the narrative strategy. Related to writing, a PET Cambridge pre- and post-test was applied to them where they were able to identify the results before and after. The data obtained from the pretest and posttest were analyzed and the posttest results show the high improvement in the experimental group versus the control which remained at the samerate. Thus, the author suggests that both students and teachers consider the Storytellingstrategy as an important resource for improving their writing skills (Yáñez, 2019).

### **Justification**

This degree work is justified because it seeks to improve the literacy levels of tenth grade students of the Liceo Angamarca Educational Unit, through the proposal of a detailed planning of activities related to story reading. First, in the short term, creating the habit of reading will allow a favorable environment for the students, so that they can gradually incorporate this enriching habit into their daily lives. Second, in the medium and long term, the cognitive skills of students will be strengthened.

The Covid-19 pandemic, the postponement of virtual classes and the deep digital divide that exists in Latin America have been determining factors in the region's

educational crisis. UNICEF affirms that another year without schools could be catastrophic for the wellbeing and learning of students, the longer children and young people stay out of schools and colleges, the more difficult it will be for them to return. Ecuador registers 90,000 students out of the education system and a rate of 15% who claim not to have had contact with educators for weeks; enough conditions for children to drop out of the education system (UNICEF, 2021).

The main limitations from the practice presented by the Educational Unit is the lack of a study to determine the level of learning in writing and reading skills of the students, in order to establish a starting point. Therefore, it is important to apply an instrument to evaluate the study group. In terms of theories, there is a large base of information related to the topics of the study theme.

Montana (2018), belonging to the Pedagogical and Technological University of Colombia (Uptc) made a reflective paper to contrast the importance of the story as a didactic strategy to encourage the habit of writing. The author emphasizes the importance of this habit, since one of the main difficulties observed is the lack of vocabulary to express clearly and coherently what one wants to say.

The methodology applied in this study is of qualitative approach and, through educational action research, it was developed. In this case, in order to diagnose the strengths and weaknesses in relation to writing, an instrument was applied to three groups: students, representatives and teachers of the sixth grade course.

The analysis of the information gathered through the instrument led to the following conclusions:

Educational institutions should provide the ability to produce texts, since this way the acquisition of knowledge is favored, through the story as a didactic strategy within the teaching-learning process.

It was observed that there is a great acceptance of narratives among children in

basic general education, since there is a great variety of literary genres for each student's taste.

Roa & Sanabria (2015), belonging to the Universidad de la Salle, sought to increase the level of reading ability of students from 6 to 7 years of age through the story as a didactic strategy. The research methodology they applied was qualitative in scope through an in-depth interview to the teachers of the educational center to know the deficiency in reading comprehension.

The research was descriptive, applying an inductive, propositional method that was adapted to the problem statement and the defined objectives of the study. The technique was the questionnaire of questions and the instrument was the in-depth interview with the students of the selected course.

The findings described in this study are as follows:

The main causes that were determined were the lack of interest of parents in promoting the habit, and closely related to the deficit, is the lack of interest and motivation of students to develop reading at home.

The story is a key pedagogical tool in the teaching-learning process, which develops verbal fluency and agility in writing; it awakens the imagination and creativity of the individual.

In summary, the strengthening of reading and writing comprehension through the didactic strategy of storytelling has shown positive results in the groups of students in which it has been applied. The bibliographic review suggests that the reading of stories should be developed by the students themselves, so that it fosters many aspects of creativity and imagination, and other skills such as writing. Starting from their own creation, art can be created and a great number of works that could be published by the same educational center and from a very young age, through an integral formation, skills such as research, writing and reading comprehension can be developed.

## **Problem Statement**

The problem stands in the poor writing and reading comprehension, based on the program of the Organization for Economic Cooperation and Development (OECD), which every three years conducts a global assessment of the cognitive skills of 15-year-old students in the areas of reading, mathematics and science. The results have revealed that Asian countries have the best education in the world; in first place are several locations in China, in second and third place are Singapore and Macau. This indicates the predominance of Asian countries in the education system.

Landing in Latin America, the best positioned country in the ranking was Chile, which obtained the best results in reading, occupying 43rd place worldwide, followed by Uruguay and Costa Rica. In general, all Latin American countries scored below the average of developed countries. Emphasizing reading, the results indicate that one in four students in the countries participating in the assessment cannot complete the most basic reading-related activities.

If students lack adequate education, young people will have fewer opportunities, being excluded from society and becoming unable to face the challenges of the future, which implies an increase in inequality. Especially in Latin America, where the level of inequality breaks down social barriers and also corresponds to skills and cognitive abilities. According to the Updating and Curricular Strengthening of General Basic Education, within the area of Language and Literature, it mentions that:

It is important to keep in mind in language teaching that reading is understanding. We should not speak of reading texts (even less of comprehensive reading), but of understanding texts through specific skills that must be developed. It is a process that should be taught in a dynamic way in order to turn students into curious and autonomous readers (Ministerio de Educación, 2010).

The problem of reading in Ecuador is possibly one of the greatest difficulties in the cultural development of the country. This reality is still present today due to the still dominant presence of a traditional educational system and model based on memorization and poor reading comprehension of students. Through the research conducted by the Regional Center for Book Promotion in Latin America and the Caribbean (Cerlac) of Unesco, it has become evident that Ecuador is one of the nations that reads little and has a limited production of books compared to other Latin American countries, has a poor reading culture and does not respond to the learning needs of children and adolescents in the country. The figures are catastrophic, where only 43% have a reading culture, of which only 52% dedicate some time to reading (Pardo, 2021).

The devaluation of reading is not only a consequence of the time that young people spend surfing the Internet, since this is only one of the symptoms that have been present for several years. The main aggravating factor of this "reading" disease that exists in young people, is the educational system in which education is exercised and in which reading is "implemented", because the conditions for quality work are not given. The reality of Ecuador is a context that is replicated throughout Latin America, where education is given more for quantity than quality, a symptom that is repeated in the countries of the region.

According to the Ecuadorian writer Leonor Bravo in an interview conducted by the Public News Agency of Ecuador and South America (2014) mentions that "Ecuador is the only Latin American country that does not have a National Reading Plan". It is regrettable that in our country, the government has neglected this very important aspect, which is essential to access the knowledge society and strengthen the reading culture of Ecuadorians" (Bravo, 2014).

According to Iván Eguez (2014) "When it is understood that reading is more important than a road, this country will be different; first because there will be better

and properroads, then because we will realize the sacrifice that is made to have them, we will takecare of them and we will be better citizens". The Ecuadorian writer says that reading is undoubtedly the way to acquire success in our way, reading and understanding gives us a space in which we can develop and be more supportive and free people, active entities that contribute with their knowledge in society (Eguez, 2014).

In spite of the multiple attempts made by the Ministry of Education to establish readingprograms in the education curricula, they are more arbitrarily imposed, rather than being based on what the student really needs. However, the poor application of curricular reforms in the area of Language and Literature by teachers has resulted in the scarce development of methodological strategies aimed at promoting reading comprehension in students. On the other hand, it has been achieved that the students detest the habit of reading, changing this habit for others of leisure, affecting deeply in their capacity of comprehension. Taking into account that this is an indispensable requirement for a child and adolescent to become an adult who progresses and contributes to the development of the family and the country.

In a teaching-learning process, motivation is a primary factor in the development of didactic strategies that strengthen reading comprehension in students, but the insufficient application of these strategies has caused classes to be unmotivating, so that students refuse to read, fall asleep, get bored and show no interest in reading. In the classroom, motivation allows the development of reading skills, through the reading of stories, will increase the motivational level, fantasy and imagination of the students,from their enthusiasm and pleasure will be born their love for Literature and at the sametime it will be avoided that reading becomes a nuisance and on the contrary if motivational techniques are used the dicent will show greater interest in reading.

Although the Ministry of Education stipulated in the Organic Law of

Intercultural Education that all teachers will have free access to education and training processes in order to improve their professional development, as far as training is concerned, it has planned classroom and online courses for the country's teachers, however these have not been available to everyone either due to lack of information, lack of knowledge or disinterest, thus constituting a cause for the teacher to have difficulty teaching in the classroom. This is one of the factors that aggravate the problem and therefore the effect is very negative on students, since it generates poverty in their knowledge and they do not develop their capacity for reading comprehension and concentration (Ministerio de Educación, 2011).

Thus, for the year 2019, it is urgently sought to strengthen reading behavior in the educational system and thus promote a warm environment for the exercise of investigative and recreational reading in students, which is one of the strategies sought by the MinEduc. One of the two components to be worked on are the training workshops for reading mediators, which implies assuming reading as an instrument capable of empowering the development of communicative, socioemotional and autonomous skills; the next component to be worked on are workshops for the promotion of reading in the framework of violence prevention, as indicated, it is sought that these spaces integrate the learner and educator to manage a response around the context of the educational community from the reading habit (Ministerio de Educación, 2019).

That is why it is necessary to apply more suitable didactic strategies to improve reading comprehension in children, one of them being the story, considered worldwide as one of the best fundamental didactic strategies to strengthen reading, being a stimulus for the development of their imagination and a motivating element that through its reading will allow students to increase their ability to understand.

In this research work, the following causes and effects have been found in relation to the problem posed. Leisure habits, among them the Internet and television,

have generated in students a negative attitude towards reading. These mass media that today are causing strong changes in the lives of children and adolescents, are responsible for the presence of a poor reading culture, because today people prefer to get information faster through the internet, than sitting down to read a book and really understand what the text transmits.

Another aspect that should be taken into account to study the research problem are the poor reading habits in the family environment, which are one of the most worrying causes for the lack of interest in reading by students, since in some homes the lack of economic resources becomes a real obstacle for parents to acquire books for their sons and daughters, in addition to this problem the lack of interest shown by parents to read, which is reason enough for their homes not to have the incentive to read.

Based on the current context, it has been determined a poor reading comprehension in the students of the Liceo Angamarca Educational Unit, which is very worrying, therefore it is necessary that the authorities, teachers and parents become aware of the importance of reading comprehension for students. If the problem is not solved in the future, the student will have a limited interaction between the text and knowledge, and not understanding what is read will create a barrier for him/her to develop his/her knowledge since he/she will not be able to question the information presented to him/her, will not be creative and will find it difficult to develop appropriately in daily life.

On the contrary, if the problem of poor reading comprehension in students is given due treatment, both parents and educators should keep in mind that reading should be a pleasure, not an obligation, therefore, ideally, parents should encourage their children to read at home from an early age and progressively encourage them to read on their own.

To this reality, about the existing deficiency in reading and writing in Spanish, is further aggravated, as students have difficulties with writing skills in English. The

academic grades they obtain in this section are really low; they get confused with some tenses all the time. In addition, they have applied a pre-test; the result was poor in writing skills focusing only on the grammar they used. As a result, they feel frustrated with English. Therefore, research is needed to help them improve their writing skills so that they can get excellent writing production.

### **Research questions**

Based on these references, the following problem was formulated: Without the application of the story as a didactic strategy, the reading and writing skills of the students of the Liceo Angamarca Educational Unit remained at low levels. In addition to the formulation of the problem, two research questions have been raised and are sought to be answered in this degree work: What is the level of English literacy in students? How to use storytelling to improve English literacy in students?

### **Research objectives**

#### **General Objective**

The General Objective is to determine the influence of the storytelling as a didactic strategy in the reading and writing skills of the students of the Liceo Angamarca Educational Unit.

#### **Specific Objectives**

In order to achieve this general objective, specific objectives have been proposed that will allow to achieve it, which are: To establish the most relevant theoretical bases that contribute to determine the best didactic strategies to implement literacy in tenth grade students at the Liceo Angamarca Educational Unit. To diagnose the distance between strengths and weaknesses in the process of teaching reading and writing to tenth grade students at the Liceo Angamarca Educational Unit. To propose a planning based on reading and writing as a ludic strategy that strengthens the teaching and learning processes of the tenth grade students of the Liceo Angamarca Educational

# **CHAPTER I**

## **1. THEORETICAL FRAMEWORK**

### **1.1. Methodology**

The methodology, in the didactic process, represents the "how to teach" the student selected and sequenced contents, which respond to a determined taxonomy of objectives. It represents the path that the teacher has to follow in order to reach the planned objectives and to put them on track in an educational project. In a didactic process, several concepts are used to refer to "how to teach": method, technique, strategy, activity, task and procedure. The term method is the one that best synthesizes and simplifies the path that teacher and student must follow to achieve the planned objectives. The method of a didactic process takes the form of a great variety of ways of acting, procedures, strategies, techniques, interventions and tasks.

Consequently, the determination of the teaching method is one of the most relevant issues in the design and development of the didactic process. Thus, the function of the methodology is none other than to justify, in a rational way and from a double perspective, the method to be used in each process of didactic intervention: on the one hand, with respect to its suitability for the subject who learns; on the other hand, with respect to its suitability for the content to be learned. If we consider the concept of didactic strategy as the sequence of interventions that the teacher decides as a guideline for intervention in the classroom (Piza, Amaiquema, & Beltrán , 2019). We can typify this sequence, based on its orientation, as: teaching, learning, epistemic and contextual strategies.

These didactic strategies, as structures of interventions through which the objectives and contents of an educational project are materialized through the teaching action, are part of the teacher's mediating function; an interaction that allows establishing bridges between the programs of the different subjects and the cognitive capacities of the students. (Escudero & Cortez, 2018)

The didactic methodology, according to Tejedor, refers to the teaching strategies and learning tasks that the teacher proposes to his students in the classroom, defining a type of didactic interaction. It is possible to speak of methodology and teaching strategies framed in a series of guiding principles of the methodological system with which we are in agreement. The methodical principles of didactic action proposed by (Rozo, 2020) are mentioned and refer to the adequacy to: (1) the purpose; (2) the student (starting from the student's level of cognitive development, their previous knowledge and experiences and their knowledge schemes and promoting meaningful learning); (3) the contents (relevant and inclusive concepts, progressively advancing towards more specific or complex concepts, interrelating concepts and exemplifying them); and (4) to the context. Also, Piza (2019) describes the guiding principles of a methodological system.

## **1.2. Didactics**

The teaching-learning process, as an object of study of Didactics, is characterized by its great complexity and diversity, inasmuch as it is a consciously modeled process to promote the development of citizens from the school, in its multiple modalities and levels. This process has been studied by many researchers who, with diverse referents, synthesize in a wide and rich specialized bibliography the answers to the questions about: what for, what, why and how of planning, organization, execution and control/evaluation, as functions of management, applied to this process and which have been developed in the research in General and Particular Didactics (Palomera, Briones, & Gómez, 2019).

The advances in General Didactics are explained not only from the evolution

of the same as a discipline, but also by the relations and the development of the particular didactics and the Sciences of Education and other sciences, which has allowed new relations before the solution of the educational problems in just dimension and complexity. (Céspedes, Vázquez, & Domínguez, 2021). It is progressively defended as a theoretical system of mediation between the participants in the teaching and learning process to achieve objectives closely linked to the achievement of the law of the unity of instruction and education. The educator is undoubtedly one of the protagonists of the changes, so we should not speak of transformations in the school without significant changes in education professionals. Thus, it is also necessary to rethink the teacher model.

The teacher is no longer the absolute owner of information; he or she is not the only source of knowledge acquisition for schoolchildren, since this information reaches them today through the most diverse forms and means of communication. Nowadays, new limits and demands are established for the role of the educator in society, in the fulfillment of which he/she must be able to problematize reality in order to elaborate work projects that promote the development of intelligence, creativity and the will of all those involved in the teaching-learning process to act in teaching-learning situations characterized by coherent and joint work between teacher and students. In search of solutions to significant problems of the socio-historical and cultural reality; This requires the teacher to be a committed professional, willing to learn permanently, to adapt creatively to change and to participate with idea-political commitment in the development of society (Palomera, Briones, & Gómez, 2019).

### **1.3. Pragmatics**

Pragmatics is understood as the study of the principles that regulate the use of language in communication, that is, the conditions that determine both the use of a specific utterance by a specific speaker in a specific communicative situation and its interpretation by the addressees (Palomera, Briones, & Gómez, 2019). The distance between what is said and what is meant is a phenomenon that depends on the data

provided by the communicative situation in which the messages are uttered.

For example, with the utterance (It's hot) the speaker is referring to the ambient temperature, but may also be making an indirect request (Let's get out of here, Turn on the air conditioning, Leave me the fan, etc.), complaining (I don't like this place or Why did you bring me here?), or performing another action, depending on the context in which the utterance takes place. (Cruz, 2016) Pragmatics is a discipline that takes into consideration the extra linguistic factors that determine the use of language, precisely all those factors that are not usually referred to in a purely grammatical study: notions such as sender, addressee, communicative intention, verbal context, situation or knowledge of the world, are of paramount importance (Palomera, Briones, & Gómez, 2019).

#### **1.4. Communicative Language Teaching Approach**

Harmer (2008) describes the Communicative Approach as a system of principles that includes two aspects: what to teach and how to teach it. With this technique, the emphasis is on teaching children how to use language, rather than the rules of grammar. With this approach, students are encouraged to engage in real-world communication through writing poetry or stories. In the classroom, role-playing and simulations are treated as if they were real communication events. In addition, the desire to communicate something is the most significant factor in classrooms with a communicative language education design. To ensure successful language instruction, the Communicative approach emphasizes student-centeredness and actual communication (Herrera, 2011). Students benefit more from language learning and/or acquisition when they are actively engaged in meaningful communication. This strategy aims to create meaningful and authentic communication tasks in the classroom through the use of authentic material in the classroom (British Council, 2018).

Besides, communicative language training emphasizes the ability to convey a message rather than focusing on grammar rules. The vocabulary is just as important as

learning the language in this method. The emphasis is not solely on 'conversation,' but rather on the learner, the topic, and the dynamic nature of language learning (Taylor, 2019). The functional-notional approach is founded on the assumption that language develops through the language's functions, such as apologizing, requesting, welcoming, and promising, and so on. This is called the communicative approach (Canale & Swain, 2014).

### **1.5. Teaching Strategies**

They are defined as the selection of interventions and pedagogical practices in different formative moments, methods and resources in the teaching and learning processes (Velasco & Mosquera, 2010). On the other hand, (Céspedes, Vázquez, & Domínguez, 2021) indicates that, in the field of pedagogy, didactic strategies refer to tasks and interventions that the teacher implements systematically to achieve certain learning objectives in students.

In this regard, (Deroncele, 2022) mentions some desirable points in education when didactic strategies are used from the competencies approach:

- Development of critical and creative thinking
- Encouragement of students' responsibility for their training process.
- Empowering students to search, organize, create and apply information
- Promotion of cooperative learning through techniques and interventions that allow group work with task distribution, mutual support and complementation. (Delgado & Solano, 2015)

For their part (Mayer, 1984; Shuell, 1988; West, Farmer and Wolff, 1991), cited by (Munita & Margallo, 2019), define teaching strategies as the procedures or resources used by the teaching agent to promote meaningful learning, classifying them as follows:

- Learning objectives or purposes: Statement that establishes conditions, type of

activity and form of evaluation of student learning. Generation of appropriate expectations in the learners.

- Summaries: Synthesis and abstraction of important information from an oral or written discourse. Emphasizes key concepts, principles, terms and argument.
- Illustrations: Visual representation of concepts, objects or situations of a specific theory or topic (photographs, drawings, diagrams, graphs, dramatizations, etc.).
- Previous organizers: Introductory and contextual information. It is elaborated with a higher level of abstraction, generality and inclusiveness than the information to be learned. It builds a cognitive bridge between new and previous information.
- Interleaved questions: Questions included in the teaching situation or in a text. They maintain attention and encourage practice, retention and information retrieval.
- Typographical and discursive clues: Signals made in a text or teaching situation to emphasize and/or organize relevant elements of the content.

## **1.6. Basic Language Competency Standards**

Regarding this issue, the Ministry of National Education stated that in learning situations conducive to language development, the pedagogical work carried out in this area should include the generation of meaningful experiences for students in which the exploration and use of the different manifestations of language (verbal and non-verbal) is encouraged, so that they can assume and incorporate them in a conscious, intentional and creative manner in their daily interactions and for descriptive, informative, propositional, expressive, recreational and argumentative purposes (Pérez, F; Meléndez, J, 2018) Language training involves production and comprehension processes implicit in linguistic activity.

We can then speak of oral production and comprehension, written comprehension and production, as well as the production and comprehension of other

sign systems, taking into account the principle that human beings are constantly interacting with meanings, either as producers or interpreters of these meanings. In this order of ideas, language production is not only limited to oral or written texts, but also to iconographic, musical and gestural texts, among others. Likewise, linguistic comprehension is not restricted to oral or written texts, but also to reading and, consequently, to understanding all types of sign systems, comprehension that involves the identification of content, as well as its critical evaluation. It can be affirmed that stimulating the production and understanding of different symbolic systems through the generation of enriching learning experiences will provide students with the opportunity to construct and express meanings, to understand and recreate the world (Pérez, F; Meléndez, J, 2018)

## **1.7. Storytelling**

The word is also derived from the term (story) The Royal English Academy defines a short story as a brief fictional narrative, an account of an event, an account in words or in writing of a false or invented event (Real Academia Española, 2017). On the other hand, Vidal defines the short story as a brief narrative in prose that, even if it is based on a real event, always reveals the imagination of an individual narrator. The action-whose agents are men, humanized animals or animate things-consists of a series of events related in a plot where tensions and distensions, graduated to keep the reader's mood in suspense, end up being resolved in a satisfactory denouement." (Ferreira, 2011).

From the perspective of the story, it is a literal narration, oral or written, of variable length, in which fantastic experiences, dreams, dreams, real facts... that is to say, the fantastic and/or real, in an intentionally artistic way, with two basic objectives: to entertain and to teach (Deroncele, 2022).

## **1.8. Storytelling and language learning**

Storytelling is the most effective method for introducing children to a foreign

language since English words are offered in context and youngsters find it engaging. In addition, it is an engaging and purposeful method of attracting children' attention while fostering their language and reading skills. Lopez (2018) contends that in Primary Education, children's potential for conscious learning of forms or norms is still relatively immature. Storytelling has remarkable benefits in second language learning because it stimulates children's creativity and offers teachers the freedom to use material, gestures, pictures, and any other aspect to enhance students' comprehension.

There are numerous advantages to employing storytelling. Galeote (2017) uses stories as an example, stating that they introduce new vocabulary and sentence patterns. Children learn the meaning of words through context and, at times, through inference from pictures or the teacher's body language. In addition, youngsters learn words and their meanings through unconscious repetition since they enjoy listening to stories. In addition, stories provide children of all ages with personal experiences because they were selected according to their preferences.

In addition to these benefits, it is vital to note that using stories in the classroom contributes to a relaxed environment. Consequently, youngsters are more eager to learn, so storytelling promotes natural communication in the English classroom by allowing students to experience and experiment with the real use of English, which makes it easy to learn new terms. (Richards, 2016).

### **1.9. The pedagogical interest of storytelling**

The rise of the short story is supported, in part, by the recent awakening of regionalisms and the vindication of cultural identities. The short story is rooted in folklore: it is part of a cultural heritage. Its content is therefore particularly educational. The fairy tale is educational because of the story it tells. The realm of the fairy tale is nothing more than the closed and delimited family universe where the fundamental drama of man unfolds.

The fairy tale has an initiatory function and, therefore, a pedagogical and

didactic value. In Western civilizations, the fairy tale rehabilitates "fantasy" and responds, in particular, to the needs of children. The fairy tale is a short text, suitable to be introduced in school time. Although short, it is a complete story that can be analyzed. It is both a whole and an element of a series. It is situated in the middle of a set of variants, of versions, with which it is easy to establish comparisons (Munita & Margallo, 2019).

The story is an oral genre, destined to be memorized in order to be preserved through transmission, it is almost always well constituted, according to a simple scheme, so that it can be easily retained and understood. Its conceptual content is not very dense. On the contrary, the repetitions are numerous to allow the audience to take charge of elements badly grasped or not apprehended at first. (Flores, 2018)

The story is a diversion and must enter the classroom as such. Oral genre and fundamentally related to theater, it needs an active participation of the group of students who constitute the audience. The story is an integrator of genres: it is a story (narrative genre) marvelous (epic genre); it is a story interspersed with songs, poems, intensely lyrical expressions (lyric genre). It is therefore a typical case of total literature (Munita & Margallo, 2019). By associating the oral and the written, because the oral tradition calls writing to its aid in order to perpetuate itself, it makes it possible to work on oral and written expression at the same time. It is also an element that, while maintaining an artistically rich narrative form, desacralizes traditional literature. That is to say, an analysis of a page of Cervantes or Galdos leads to the production of something similar.

Since the short story is above all the anonymous version of a simplified scheme, the student can adapt it, transcribe it, make transpositions, and try to create another story on the same structure. The story is a generator of creativity. Finally, the story appears to be suitable for developing in the child intellectual faculties such as imagination, memory, attention, analytical skills and critical judgment (Munita & Margallo, 2019).

## **1.10. Anatomy of the short story genre**

- **The title**

Its importance lies not only in interesting the reader but also in shaping the anecdote, creating the atmosphere, suggesting the outcome or introducing a key image of the narrative. The title is key to its possible comprehension or interpretation, since it encloses a cryptic, hermeneutic meaning, in accordance with its content. The title can summarize in one word the final sense of the story (Pérez, 2015).

- **First lines**

Each word has to be weighed and a way has to be found to attract and hold the reader's attention (Pérez, 2015).

- **Story Characteristics**

The story is constituted by the events that are narrated. A story always tells two stories: the recognizable one - the facts - and the secret one, the key to the story form and its variants. The first is what is traditionally called the plot. The plot is opposed to the fable, which refers to all the events or occurrences related to each other. The event is considered the minimum indissoluble unit of the argumentative construction (Pérez, 2015).

- **The plot**

The terminology for the concept of plot is somewhat confusing. In reality, the distinctions between action, plot, conflict, situation, are more of form than of substance. The plot of the story can be traditional, i.e., direct and simple, and sometimes even non-existent (Pérez, 2015).

- **The outcome**

It is usually surprising or violent. From the first line, everything in the story is directed to that culmination, to that climactic moment, which could be called enlightenment (Pérez, 2015).

- **The reality**

In the story, the number of characters is always reduced. In every story there must be an agent - or several agents. Who executes the actions, these are as important as those who execute them. Other aspects of the characters in the story are their physical appearances, from the ghostly voice, which only the word qualifies, to concrete descriptions, always quick, concise; the reactions of the other characters, that is, their interaction, the character's consciousness and sub consciousness; the author's opinion, either on the facts of the discourse itself, or on his general vision of the world and of life (Pérez, 2015).

### **Viewpoints**

In essence, there are four points of view from which the story is told:

- Omniscient: the narrator is at all times present before the dialogue between character and reader, giving his opinion of his characters in the text itself, and above all, interfering in it to remind us that his text is a subjective recreation, a product of his imagination.
  - Semiomniscient: the narrator camouflages himself in one of the characters, about whom he gives his opinion and dialogues with the reader.
  - Objective: the narrator presents the facts and actions without intrusions of any kind, although we can always guess a plan, an aesthetic concern.
  - First person: the narrator is usually one of the characters in the story, who, without knowing the consciousness of the other characters, gives an opinion about their actions and interprets them. It should always be borne in mind that in these points of view the narrator may remain throughout the story or fluctuate in the different planes (Pérez, 2015).
- **Form and substance**

The subject matter of the short story is similar to that of the novel, since the

intellectual, psychic and cordial world of the writer, a microcosm of a real macrocosm, is fed by anecdotes and legends, by events and false memories, by his own Philips and phobias. And as for the form, it should be noted that, although the minority of the literary tale is taken for granted, it is not an obstacle for us to add the salt of change and the pepper of variations. Another category that must also be taken into account is the way in which the story is written, understanding by way the discursive form used by the reenactor to present his story. (Pérez, 2015).

- **Tone and atmosphere**

It is related to space and time. For example, through metaphorical associations, a country landscape will evoke a bucolic atmosphere of peace and serenity, while a degraded urban landscape evokes an atmosphere of sordidness, restlessness and even violence. The atmosphere, then, is the narrator's reaction, it is the artistic form that gives his state of mind, the objectification of a feeling that penetrates the story through all its pores (Pérez, 2015).

- **World vision**

In the literary work there is always present, a vision of the world of the author, who in turn is part of a social class. The story responds to a fragmentary vision of reality, although this fragmentary does not prevent it from being global at the same time. A story can evoke an entire generation, an entire era (Pérez, 2015). It presupposes an inner language that wants to communicate. There is the intention of transmitting a message in writing and for this it is necessary to have a knowledge of the language (Fundación Iberoamericana Down 21, 2013).

To write is to represent words or ideas with letters or other graphic signs traced on paper or another surface. It is to communicate something in writing. It involves motor skills, language and memory. Writing involves tracing a series of graphs that are complex in form and must be linked together. Writing, in addition to its graphic character, is fundamentally a means of expression.

## **1.11. Methodological process when working with storytelling**

As a reader, you are searching for significance. It needs that youngsters take an active role in the process of meaning formation. In addition, teachers should assist their students by providing them with the resources they need to deduce the story's meaning both before and after they have read it (Feunteun,2018). Teachers that employ Storytelling must follow a series of stages to ensure that the process is focused on the learning and teaching objectives. The teacher must first establish the story's setting before reading it aloud. They can, for example, use questions to draw connections between the story and the students' own lives and experiences. Students must also be given a sense of the story's structure to assist them anticipate what will happen next. In addition, teachers must clarify the story's keywords and any new terminology, phrases, or cultural references. Finally, it is critical that teachers employ visual aids like realia, photos, masks, puppets, or any other resource to help students comprehend the story (Carter, 2019).

According to Barreras (2015), teachers must read the story slowly and clearly so that students have time to think, ask questions, look at illustrations, and make comments during the reading process. Reading the story in scenes is essential, as certain exercises that check students' knowledge must be carried out after each scene has been read. While the story is being read aloud, the children engage in a variety of hands-on activities that allow them to practice the target language that was introduced earlier (Ellis and Brewster, 2014). In addition, in order to aid pupils in conveying meaning, storytellers (teachers) must use gestures, body movements, and a variety of intonations and tones in their narration. New and essential words are the focus of this technique. Finally, students are required to engage in additional post-teaching tasks that will help them retain the linguistic features they covered in the story-based session. This is known as a review. According to Ellis and Brewster (2014), critical components of the story must be re-evaluated at this time.

## **1.12. Writing**

Writing is the culminating language ability acquired throughout language learning. Writing, like speaking, is an active skill since it demands the use of both hands and head to form symbols and thoughts. Since not all languages have a writing system, it is considered an artificial language competence (Morehouse, 2017). Writing abilities go beyond writing words or phrases; consequently, educators must be concerned with it and regularly correct faults in the written productions of L2 students to prevent the fossilization of errors (Kepner, 2018).

Writing talents have a number of functions that are fulfilled by authors. When a person writes down his or her name, he or she is identifying; if a person writes a shopping list, she is identifying, communicating, and/or reminding; as well as when he or she is writing a memo; a student is fulfilling a requirement when he or she writes an essay; furthermore, self-communion is promoted while writing a diary; if a person wishes to communicate, recombine, and allow introspection, he or (Grabe & Kaplan, 2014).

Writing talents are not natural. They are acquired and culturally transferred from one generation to the next in schools and other educational settings, and they must be practiced (Grabe & Kaplan, 2014). In addition, authors can use many writing styles; for instance, health and social care issues require a descriptive writing style, whereas science and engineering require an analytical writing style; reflective writing styles can be used when students are writing about their own learning experience (The Open University, 2018).

Written communication consists of three key components: structure, which is the manner in which the content is addressed; style, which is the manner in which it is generated; and content, which is the subject being explained. The structure is easy to teach and learn, but writing well is more challenging (University of Kent, 2018).

### **1.13. Writing approaches**

This study examines three major writing techniques, including the product approach, the process approach, and the genre approach. First, teachers utilize the product approach to evaluate the finished written product, taking into account characteristics such as vocabulary, grammar, spelling, and punctuation, as well as content and organization (Brown, 1994 as cited in Yan, 2015). According to Raimes (1993), as referenced by Yan (2015), teachers collect, evaluate, and provide feedback on students' revisions. This strategy disregards the writing process and is based on a correction that has a negative impact on students' motivation; additionally, it is utilized by educators who place a premium on final drafts (Yan, 2015). The instructor presents a model, which serves as the basis for discussion and critique; students produce similar written works based on the model. This assists students in understanding speech structure, linguistic difficulties, and concept organization (Klimova, 2014).

Second, the process writing technique relates to the writers' abilities to plan, revise, edit, and produce as many drafts as needed to complete a work (Stanley, 2018). This approach, according to Stanley (2018), views writing as a creative act that requires time and feedback for students to improve their grammar, fluency, and accuracy in writing skills of the target language; however, there can be problems such as student frustration and negative reactions due to the repeated editing of the same production. This method may not be compatible with some cultural situations, such as classrooms in the United States, due to cultural variety (Panofsky, et al., 2017).

The process writing strategy focuses on the following four stages: 1) planning; 2) writing and drafting; 3) rewriting; and 4) editing (Tribble 1996 as cited in Yan, 2015). The pre-writing phase focuses on brainstorming to generate ideas for outlining a model based on prior information (Yan, 2015). This stage is useful for quickly creating distinct ideas on a given topic (Ariza, 2018). In addition, the process writing approach emphasizes the development of language use through brainstorming, group debate, and rewriting. It uses texts for comparing and stating ideas. Moreover, authors

require multiple drafts; this method also focuses on the objective, theme, and genre of the writing. The author highlights the audience, as well as creativity and joint efforts (Klimova, 2014).

The genre approach is a literary method that gained popularity in the 1980s. It seeks to investigate several genres in order to assist students discern genres, their structure, and their form in order to apply this information to their own writing (Yan, 2015). (Cope and Kalantzis 1993 as cited in Yan, 2015) determined that this strategy consists of three phases: first, the targeted genre is exemplified by the student; second, the text is generated in collaboration between the teacher and students; and third, the text is constructed freely by the students. This strategy also demonstrates to students the structures of various discourses (Yan, 2015).

#### **1.14. Levels of conceptualization of writing**

Concrete level. People at this level have not understood the symbolic character of writing. They do not differentiate drawing from writing. Symbolic or Parisyllabic Level. At this level the person already considers that writing refers to a meaning. The following assumptions are made: Name hypothesis: assumes that texts tell the names of objects.

Quantity hypothesis: considers that for a word to be readable it must have three or more spellings. Hypothesis of variety: thinks that a text to be read must be formed by varied signs. However, the person does not establish relationships between writing and pronunciation of words. Linguistic Level The person has discovered the relationship between the text and the sound aspects of speech. The process followed is: Initial syllabic hypothesis: performs a syllabic analysis of the nouns and therefore writes a letter or pseudo-letter for each syllable emitted. Strict syllabic hypothesis: at this point he maintains the writing of one letter for each syllable of the word, but now that letter has a stable sound value, that is, the letter he writes coincides with the vowel or consonant that actually forms the syllable. (Garcés, Montaluisa, & Salas, 2018)

Hypothesis of syllabic-alphabetic transition: the person who constructs this hypothesis performs a syllabic reasoning for some of the syllables of the word and in other syllables performs an alphabetic reasoning. Alphabetic hypothesis: establishes a correspondence between the phonemes that form a word and the letters needed to write it (Rozo, 2020).

### **1.15. Techniques to develop writing skills**

According to iEduNote (2017), writers must tailor their language to a particular audience and avoid new vocabulary in order to capture the reader's attention. Additionally, short words must be used because they convey meaning more effectively than lengthy ones. The writer must also avoid overusing verbs that are actually nouns in disguise. Communication must be crystal clear through the use of precise, concrete, and forceful language. In addition, sexist terms such as he and she must be avoided; writers must instead use the plural them. Other words to avoid are technical terms and acronyms. Additionally, the material must be written in the active voice. The writer should avoid racial, ethnic, age, and disability stereotypes. In addition, brief phrases must have correct unity.

In addition, the author must consider paragraph structure. A paragraph is a collection of sentences that express a single thought. A paragraph is well-structured; that is, a good paragraph maintains coherence, is objective, and conveys the writer's views (Monmouth University, 2018). One sentence or 10 sentences can constitute a paragraph; therefore, the quantity of sentences is unimportant. However, the paragraph must be sufficiently extended to develop the main concept in a straightforward manner. A paragraph can be used to respond to a test question, and it is also used as an essay component (Oshima & Hogue, 2006)

A topic sentence is a sentence that introduces and expresses the author's central argument (University of Sidney, 2012). Moreover, it not only communicates the central idea but also restricts the subject to a particular field. The section in which the topic of

discussion is the governing notion. The topic sentence of a well-organized paragraph develops an original guiding notion. It supports the thesis statement, unifies the content, guides the sentence arrangement, and informs the reader about how the issue will be handled and organized (Indiana University Bloomington, 2018). The topic sentence is generally often the first sentence of the paragraph, but it can occasionally appear at the conclusion (Nordquist, 2018).

### **1.16. EFL writing**

The EFL instructor's job in the classroom differs from that of a typical teacher. Indeed, teachers of foreign languages must adapt their instructional strategies to the needs of their students. According to Chirkova, Chernovets, and Zorina (2021), the explanation of a subject matter in a foreign language might be a hard process; yet, the EFL instructor must be able to motivate the students and convey the programmed knowledge in a clear and straightforward manner. A teacher's role in teaching English composition is active and dynamic.

According to Surkamp and Viebrock (2018), the teacher is a mediator between children and knowledge because only he can implement a didactic learning proposal. Thus, the role of the teacher has a good effect on the classroom, and students become proficient readers and writers. According to Herrell and Jordan (2016), the following are some of the functions of teachers in EFL classrooms: Being a reader and a writer, putting students in situations that allow them to demonstrate how to write; Teaching students how to write. Be an effective communicator of written language, presenting it as a stable code. Pay close attention to spelling, capitalization, punctuation, and word spacing.

- Allow youngsters the opportunity to anticipate, revise, and rewrite the texts.
- Evaluate the classroom writing assignments and make any necessary changes so that the students can learn from the corrections.
- Together with the group, read aloud and analyze the text's significance through

reflection.

Evidently, the instructor has multiple duties in the classroom, particularly when he teaches how to manage written language. According to Collins (2015), teachers are not only instructors but also learning motivators. Therefore, they must foster an environment of respect, respecting the contributions and accomplishments of each kid, as well as a climate of trust in which children can freely learn. To achieve this purpose, the teacher must consider three key factors: topic expertise, adequate instructional tools, and organized and interactive lessons (Cummins and Early, 2015).

### **1.17. Writing Coherence**

Through the process of writing, humans can communicate their thoughts through symbols. Since ancient times, writing has helped to document the historical activities of societies. Currently, writing consists of numerous symbols derived from the Greek and Roman cultures. These symbols can be joined to create words with unique meanings. Briefly, writing is a kind of communication that does not employ the spoken word but rather the symbols of a certain alphabet (Burns and Siegel, 2018).

There are several different forms of writing. In schools and universities, academic writing is used to compose scientific papers that must be concise, exact, and employ a specialist vocabulary. Formal writing is utilized in the business and legal fields because the texts must be courteous, diplomatic, and convincing. Literary writing is employed in stories, novels, and poetry; its purpose is to produce beauty via the use of language (Fontich, 2016).

Writing is essential in both social and academic contexts. Writing is one of the most effective forms of communication since it allows people to transmit messages, record thoughts, and comprehend instructions (Scheraga, 2021). The written media enables communication with several receivers regardless of time or location. It is a communication method through graphic, transcribed, or printed signs to be conveyed to others, enabling their interpretation at any time, so the message reaches persons who

are not there (Reynolds and Kao, 2021).

### **1.18. Reading**

According to Ozdemir (2019), reading is essential for acquiring knowledge because all lessons and learning activities rely heavily on the ability to read completely; it is, in fact, essential to read extensively. Also, reading holistically has a significant impact on a student's education and life in general. Learning in any lesson depends on comprehension of the learning instrument for that lesson; hence, it is impossible for a student who cannot read well to be successful in his or her lessons. Comprehension is the ability of readers to comprehend what they are reading, interpret concepts, and assign meaning to printed words. Thus, reading alone is insufficient; understanding is required so that students can focus not only on the text but also on the interpretation of its deeper implications.

According to Al-Khateeb (2010), reading comprehension is seen as the true center of the reading process and a large process around which all other processes revolve. Understanding is the pinnacle of reading skills and the foundation of all reading processes. Some scholars view it as the final goal of the reading process, since a person who cannot comprehend what he or she reads is considered to have not read. Today's kids are exposed to a variety of concepts, people, and goods, and the diversity of their perspectives increases at the same rate as societal shifts. Practically everyone in the Philippines can read. Nationwide, nearly everyone has a high percentage of literacy. Sadly, not all Filipinos are proficient readers who can extract meaning from written material and analyze and apply that meaning. Therefore, readers who can just read data cannot be considered good readers.

### **1.19. Nature of Reading process**

One of the definitions of reading describes it as a complex visual-auditory task involving the interpretation of symbols (letters and words). It consists of two fundamental processes: decoding and comprehension. Similar to oral language, the

decoding process requires an understanding of the relationships between letters and symbols, which enables the learner to correctly pronounce words. In contrast, comprehension skills enable the student to comprehend the meaning of words in isolation and in context (Tompkins, 2019).

Reading is a skill that develops in response to a number of interacting factors. In every language studied to date, phonological awareness is positively associated with reading ability (Nation, 2016). In contrast, Hedgcok (2019) argues that a conscious awareness of the sounds of oral language is a prerequisite skill for the acquisition of the alphabetic principle, as demonstrated by a large body of research spanning two decades that demonstrates the importance of phonological awareness in reading acquisition in an alphabetic language. Unknown, however, is the extent to which this skill plays a similar role in learning to read in a second language and whether language-specific factors increase the difficulty levels of literacy acquisition. Language transfer, or the effect of the first language on the processing of the second language learner, is an important issue. It is possible that phonological awareness is a skill that is completely linguistically interdependent, in which a general metalinguistic ability underlies phonemic analysis on both L1 and L2 regardless of similarities and differences in the phonological repertoires of the two languages (Education Corner, 2019).

## **1.20. Reading in Learning a Foreign Language**

Reading is the foundation for the development of the four language skills, especially reading, learning a foreign language is an active process that requires continuous vocabulary acquisition. According to Moghadam, Zainal, and Ghaderpour (2020), one of the predictors of reading ability is vocabulary knowledge. They emphasize the importance of vocabulary learning in both second language acquisition and foreign language learning, due to the fact that its vast knowledge helps learners become proficient in the second or foreign language.

Therefore, it is essential, for the purposes of this study, to define what

vocabulary is. Mohamed (2015) defines vocabulary as the language's words, including single words and phrases or groups of words that convey a specific meaning. According to the Cambridge dictionary, vocabulary consists of "all the words a person knows and uses." But what is word knowledge? According to Nation (2018) and Thornbuy (2020), knowing a word involves understanding its form, meaning, and application. They explain that the form of a word consists of its pronunciation, spelling, and any word parts such as prefixes and suffixes. Regarding meaning, both contend that it refers to the concept, the items the word signifies, and the associations that come to mind when a person considers a particular word or expression. Nation (2018) explains that use refers to the grammatical functions of the word or phrase, collocations, and any restrictions on its use, such as frequency and level.

This assumption is supported by Krashen's Input Hypothesis. According to Krashen (1985, as cited in Browne, 2017), humans acquire language in only one way: through comprehending messages, or by getting 'comprehensible input' Krashen calls this *I + 1 input*" With his assumption that understandable input is required and sufficient for language acquisition and that speaking is the product of acquisition rather than its cause, he severely minimizes the importance of output. Therefore, speech cannot be explicitly taught, but rather emerges as a result of increasing skill through intelligible input.

White (2022) describes reading comprehension as the simultaneous extraction and construction of meaning through interaction with written language. According to León (2016), reading comprehension is the capacity to comprehend a written paragraph or material. She also argues that it is what permits the reader to participate meaningfully with the material. Considering how Chalak, Kwiatkowska-White, and León describe reading, we may say that reading comprehension is an active activity that requires interaction with the text, the reader's prior knowledge, and his or her experiences in order to construct comprehension.

## **1.21. Reading Comprehension**

Since a vast number of words are required for proficiency in a foreign language, vocabulary knowledge plays a significant role. Baker, et al. (1988), cited by Moghadam, et al. (2017) claims that vocabulary knowledge is basic and indispensable for learning a foreign language. This assumption is supported by Nation (2018), who asserts that mastering vocabulary is the most important aspect of advancing a learner's understanding. Wilkins (1972, p. 111, as cited by Moghadam et al., 2018, p. 548) states that without grammar, only a little amount of information can be communicated, whereas without vocabulary, nothing can be communicated. This implies that the more a person's vocabulary, the greater his or her ability to express ideas, thoughts, emotions, and points of view. In order to communicate in discussions, lectures, publications, and especially readings, vocabulary knowledge is a must for learning a second or foreign language.

According to Gibbons (2002), background knowledge encompasses not just global information, but also cultural knowledge. In order to demonstrate how cultural information affects reading comprehension, she describes a situation between Afro-American and Anglo-American eighth-graders. They were instructed to read and analyze a text regarding "Sounding." Sounding is a sort of verbal ritual insult that is prevalent among black adolescents. At the time of interpretation, the Afro-American students executed the text correctly due to their cultural knowledge of sounds, whereas the Anglo-American students misinterpreted it, supposing that sounding alludes to a physical confrontation. This example demonstrates that cultural knowledge is a vital consideration when selecting texts for improving reading in order to help pupils become proficient readers.

## **1.22. Reading Development**

As stated previously, vocabulary knowledge facilitates reading success, and reading success facilitates vocabulary knowledge. According to Lesgold and Wech

(2016) Ross's book, Improving Adult Literacy Instruction. In some ways, the authors of Developing Reading and Writing assert that instructors have a vital role in vocabulary and reading development. For instance, they recommend that teachers incorporate the explicit teaching of words into classroom discussions and writing assignments, and that they help students develop their vocabulary by selecting words and teaching their meanings prior to requiring students to read texts containing those words.

As reading is a dynamic process including outstanding components and the language competence that enables academic success, its incorporation into the classroom is crucial. According to the National Reading Panel (2019), Comprehension Strategy Instruction is one of the most effective ways to improve reading. It teaches students skills for enhancing their reading, such as summarizing the major concepts of a material after reading it and rereading tough passages. It also shows that learners require instruction and supervised experience in the application of techniques.

## **CHAPTER II.**

### **2. METHODOLOGY**

#### **2.1. Research approach**

The methodology applied in this research has a quantitative approach, since the selection of the appropriate method depended on the type of research to be conducted. Quantitative research seeks objectivity through the collection of data in numerical form (Ramírez, Hernando, Zwerp-Villegas, & Marie, 2012). In this way, the proposed methodology contributed to the objectives of this study, since the researcher attempted to demonstrate how writing and reading skills had improved following a training program by analyzing the statistical data from a pre-test and a post-test.

#### **2.2. Type of research**

The type of research was exploratory and descriptive in nature; it was exploratory because it prepared the ground with existing research and starting from the application of the test in the study population, and descriptive because from the results collected at a single point in time, the most relevant aspects of the research were concluded for the design of the planning proposal based on storytelling (Batthyány & Cabrera, 2011).

In addition, this study was descriptive because it revealed the characteristics of a phenomenon and attempts to demonstrate the links between the elements that comprise the researcher's questions (Gebhard, 2017). In this study, the descriptive technique enabled the discovery and exposition of the strategy of storytelling on the

improvement of writing and reading skills. The statistical approach can be used to describe these events in order to illustrate the percentage differences between the pre and post test.

### **2.3. Research context**

The research was conducted at the Angamarca Educational Unit in Pujili. This public institution provides educational services from the elementary level to the bachelor's degree level. Regarding the English teaching, the institution follows a national curriculum where some statutes and parameters must be accomplished. Thus, five hours of EFL courses per week were implemented. The socioeconomic status of the households in this educational community is within the middle-to-lower class. Due to the Covid 19 epidemic, it is vital to mention that English classes were conducted online for several months. This resulted in a decline in the quality of instruction, since difficulties such as connection issues, a lack of task control, and infrequent teacher-student dialogue were encountered. With the return to face-to-face classes teachers could have a better control of students, so that, the intervention research could be implemented in the classroom. Two tests were aimed at students in the tenth grade of basic education in the selected educational unit. There was a population of 26 students in the parallel corresponding to tenth grade.

### **2.4. Participants**

This researcher has worked with 26 students who belonged to the institution before mentioned. Those students are part of the Tenth level. Every student had to be legally registered in the institution also it was required a special license from their parents in order to work in this study. Thus, the study was focused on students of A1 level, the goal of this research was to aim solving practical issues in writing and reading skills.

## **2.5. Data collection**

Pertaining to data collection methods according to Arias (2012), "data collecting comprises all methods used to record observations or processing assistance" (p. 306). According to Hernández, Fernández, and Baptista (2016), "data gathering instruments provide information and insights that, when properly assessed, can be used for personal growth" (p. 306). From the foregoing, it can be concluded that instruments produce information that, if handled appropriately, must contribute to the enhancement of educational processes.

The instruments are the tangible, objective resources or materials that enable the study's objectives to be attained (Chirkova et al., 2021). In light of the above discussion, for data collection in the research work it has been necessary to use the instrument of a pretest and posttest directed to students, followed by the technique of observation applied to students.

The TALE test was an individually administered test designed to evaluate the general levels and specific characteristics of reading and writing of any student at a given moment in the process of acquiring these behaviors. The TALE consisted of two subtests:

### **Reading subtest**

Which is further divided into five subtests:

- Letter Reading

It consists of a list of uppercase letters and a list of lowercase letters, measuring the time spent reading them.

- Syllable Reading:

The child must read a list of syllables, also measuring the time.

- Word Reading:

The child must read a list of words, being also measured the time.

- Text Reading:

A text is chosen according to the school level that the child must read aloud, recording the time spent on it.

- Reading Comprehension:

A Reading Comprehension text is chosen and then the child is asked 10 questions to determine his or her comprehension.

## **Writing Subtest**

Which is further divided into three subtests:

- Copying:

The youngster must copy by writing in lowercase letters the model provided, the total duration of the subtest having to be timed.

- Dictation:

The text to be dictated must also be chosen according to the school level. Sentences should be dictated, not words.

- Spontaneous Writing:

The youngster is told, Now you will do an essay. Write here everything that comes to your mind about whatever you want.

## **2.6. Intervention**

The research was conducted according to the protocols outlined in the execution schedule.

Initially, bibliographical research was conducted. It gives theoretical

information on the present state of research that examines the relationship between the variables Storytelling strategy and Writing and Reading Skills. This made it possible to learn the perspectives of other authors and the outcomes of their research conducted in various parts of the world.

Second, the researcher contacted the Angamarca Educational Unit administrators. After obtaining the relevant licenses, coordination was conducted with the teachers of one classroom in order to involve the students in the research's growth. Similarly, informed consent was obtained from the parents, who authorized their children's involvement in the study.

Thirdly, a pretest was administered to the 26 students of tenth grade A1 level. The pupils made the test in their classroom without any interruption.

Fourthly, after the pretest the 26 students received grammar instruction utilizing the proposal of this study where ten lesson plans by using storytelling strategy were illustrated to them. Ten weeks of training sessions were conducted.

Fifthly, after the application of the proposal the same test used as a posttest was administrated to the same group of 26 students.

## **2.7. Statistical analysis**

The statistical analysis of data was performed through the program SPSS, which permitted the manipulation and analysis of statistical data using various arithmetic and mathematical techniques. Within the data analysis, descriptive statistics were employed, taking into account instruments such as the average and the variance.

## CHAPTER III.

### 3. FINDINGS AND DISCUSSION

Before conducting the classroom intervention strategy, this section displays the results of the pretest, which was administered and evaluated. The statistical information is shown in two graphs that correspond to the evaluation's dimensions, and the global sum of the writing and reading sections. The statistical data for the 26 students are presented in averages in each section of the test. In the bar chart the writing section is shown in blue and the reading section is presented in a red one. Both reading and writing section are shown in green. All the activities were worth in 100 % percentage.

**See appendix 1 table of percentage per student.**

#### 3.1. Results – Pre-test

*Table 1% of results*

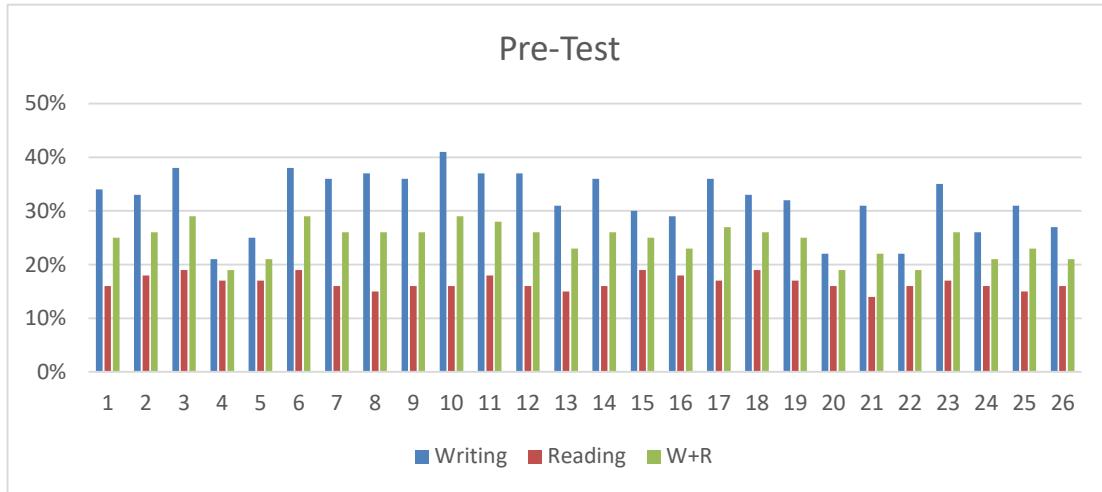
Variable	Indicators	26 Students
Writing	Correct Syllables	6
	Total Syllables	17
	%	35%
	Correct words	4
	Total words	17
	%	24%
	Correct sentences	1
	Total Sentences	3

	%	33%
Time of dictation		160
Average Time		60
	%	35%
Time of spontaneous writing		155
Average Time		60
	%	36%
<b>Total Writing</b>		34%
<b>Reading</b>	Correct letter reading	7
	Total letter reading	54
	%	13%
Correct Syllable Reading		4
Total syllable reading		20
	%	20%
Correct Words Reading		6
Total Words Reading		36
	%	17%

Correct Answers	6
Text Reading	
Total Answers Text	37
Reading	
%	16%
<b>Total Reading</b>	<b>17%</b>
<b>Total per students</b>	<b>24%</b>

*Source: Bustillos, 2022*

**Graphic 1 pre-test results**



*Source: Bustillos, 2022*

After implementing the classroom intervention plan, this part presents the administered and reviewed posttest results. Two graphs corresponding to the evaluation's dimensions and the global sum of the writing and reading parts display the statistical data. The statistical information for the 26 students is presented as test section averages. In the bar graph, the writing section is depicted in blue and the reading section

in red. The reading and writing sections are both highlighted in green. All of the exercises were equally valuable. See appendix 1 table of percentage per student

### **3.2. Results – Post-test**

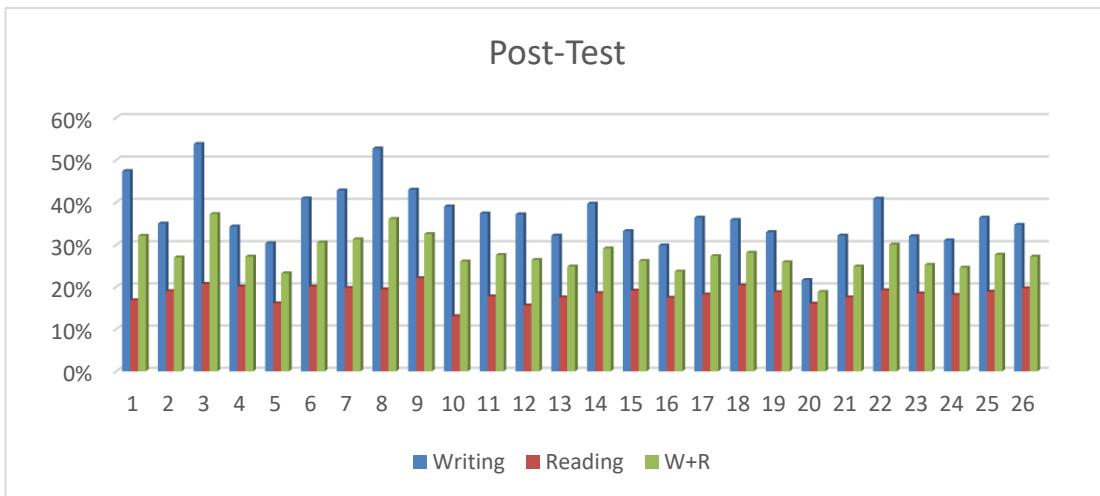
*Table 2 % of results*

<b>Variable</b>	<b>Indicators</b>	<b>26</b>
<b>Writing</b>	Students	
Correct	9	
Syllables		
Total Syllables	17	
%	53%	
Correct words	6	
Total words	17	
%	35%	
Correct sentences	2	
Total Sentences	3	
%	67%	
Time of dictation	140	
Average Time	60	
%	41%	

	Time of spontaneous writing	140
	Average Time	60
	%	40%
	<b>Total Writing</b>	48%
<b>Reading</b>	Correct letter reading	12
	Total letter reading	54
	%	22%
	Correct Syllable Reading	7
	Total syllable reading	20
	%	35%
	Correct Words Reading	17
	Total Words Reading	36
	%	48%
	Correct Answers Text Reading	15

	Total Answers	37
	Text Reading	
	%	40%
	<b>Total Reading</b>	<b>36 %</b>
<b>Total per students</b>	<b>Total Writing and Reading</b>	<b>42%</b>

*Graphic 2 post-test results*



*Source: Bustillos, 2022*

### 3.3. Results

Table 1 and the bar chart 1 show the tabulation of the pre results and table 2 and the bar chart 2 show the tabulation of the post results of the evaluation instrument applied to the population of students in the tenth grade of basic education. Among the most important points, we find that there is a low average range in the two variables studied. Both are below the desirable minimum, which has to be above 50% of the general average.

The writing variable is the one that registers the highest score, a percentage of 36 % in total based on the 26 students evaluated. This is in contrast to reading, which

registered 17%. This percentage is extremely low, which indicates that there is a notable deficit when it comes to reading and understanding the language.

In general, the student population recorded an average reading and writing level of 24%, well below the desired minimum. Therefore, it is suggested at this point, a reinforcement plan based on storytelling, to strengthen the teaching-learning process through playful strategies for students.

### **3.4. Discussion**

With the application of reading motivation strategies (storytelling), it is considered to be the most enjoyable way for the student to improve his or her reading skills. The story is considered to be the most pleasant way for the student to improve and develop the four communicative skills that are speaking, reading, writing and listening, participating in the needs of the listening, participating provided by the environment, contributing favorably to their integral formation.

The realization of the lesson plans related to the story showed the need on the part of the teacher has to be more creative and innovative in a permanent search of the imagination that in the long run will have an imagination that in the long term will have an effect on the students.

The lesson plans, based on didactic strategies, make the students change their attitude towards the teaching-learning process, allowing the development of skills and abilities, and contributing to the development of the students' imagination. Skills and abilities and contributing to the teacher's discovery of the students' limitations or difficulties in order to overcome them.

The story as a method is a pedagogical tool in the process of learning in the learning process, using didactic strategies that allow the development of verbal fluency and the verbal fluency and agility in writing, and contributing to awaken imagination, fantasy and creativity, imagination, fantasy and creativity.

Since man with his language began the story and this has served as a tool to

educate, to know and to carry to educate, to know and to carry from generation to generation the history, customs and traditions of the people. Therefore, the following reinforcement plans are proposed to strengthen the teaching and learning process through reading and writing with playful strategies in the foreign language class.

## **4. CONCLUSIONS AND RECOMMENDATIONS**

### **4.1. General Conclusions**

At the end of the present investigation, the following general conclusions have been reached:

- The development of teaching-learning strategies are relevant aspects in the theoretical foundation from the educational approach, since through the interaction-action emotions of pleasure and joy are produced, creating a pleasant environment that favors a dynamic, creative, interesting and motivating teaching-learning process.
- In the Liceo Angamarca Educational Unit, in tenth grade there are deficiencies in the acquisition of the process of reading and writing in a percentage of 24%, presenting limitations in the advancement of new topics as well as in reading comprehension and in the writing of contents.
- The storytelling strategies and practical activities for the teaching-learning process of reading and writing in students in the tenth year of General Basic Education, allows to promote cognitive development in students, which developed understanding and critical thinking in each of the students, transmitting clear and understandable messages in the context in which they develop in an active and participatory manner.

### **4.2. Recommendations**

The recommendations of the present investigation are as follows:

- The application of ludic strategies and practical activities with storytelling are important in the English teaching learning process by considering the premises established in the theoretical foundation, teachers can find a lot of relevant information which could help them in their daily activities inside the classroom.

- The evaluation of the results and determination of the impacts achieved in the students, when they were developing the English learning process of reading and writing by applying the strategies and practical activities where they actively participate in a fun way and at the same time learn to continue in their school education.
- The implementation of ludic strategies and activities for the English teaching-learning process of reading and writing, since they are viable tools that contribute to the improvement and integration with all English skills that make up the national curriculum, can be used according to the needs of English teachers who are responsible for guiding and orienting students.

## ANEXXES

### Appendix 1

#### Results – Pre-test

*Table 3 % of results*

Variable	Indicators	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10
Writing	Correct Syllables	6	7	8	4	5	5	7	4	9	8
	Total Syllables	17	17	17	17	17	17	17	17	17	17
	%	35%	41%	47%	24%	29%	29%	41%	24%	53%	47%
	Correct Words	4	6	5	4	6	4	5	4	3	4
	Total Words	17	17	17	17	17	17	17	17	17	17
	%	24%	35%	29%	24%	35%	24%	29%	24%	18%	24%
	Correct Sentences	1	0	1	0	0	2	1	2	1	2
	Total Sentences	3	3	3	3	3	3	3	3	3	3
	%	33%	0%	33%	0%	0%	67%	33%	67%	33%	67%
	Time of Dictation	200	123	145	234	233	212	143	165	134	156
Spelling	Average Time	60	60	60	60	60	60	60	60	60	60
	%	30%	49%	41%	26%	26%	28%	42%	36%	45%	38%
	Time of spontaneous writing	120	145	156	176	174	135	185	165	201	203

	Average Time	60	60	60	60	60	60	60	60	60	60
	%	50%	41%	38%	34%	34%	44%	32%	36%	30%	30%
	<b>Total Writing</b>	34%	33%	38%	21%	25%	38%	36%	37%	36%	41%
<b>Reading</b>	Correct Letter reading	8	10	7	8	6	7	8	9	7	6
	Total Letter reading	54	54	54	54	54	54	54	54	54	54
	%	15%	19%	13%	15%	11%	13%	15%	17%	13%	11%
	Correct Syllable reading	2	5	5	4	5	6	3	4	5	4
	Total Syllable reading	20	20	20	20	20	20	20	20	20	20
	%	10%	25%	25%	20%	25%	30%	15%	20%	25%	20%
	Correct Words Reading	6	5	7	6	5	7	8	6	5	7
	Total Words Reading	36	36	36	36	36	36	36	36	36	36
	%	17%	14%	19%	17%	14%	19%	22%	17%	14%	19%
	Correct Answers Text Reading	8	5	7	6	7	5	4	3	4	5
	Total Answers Text Reading	37	37	37	37	37	37	37	37	37	37
	%	22%	14%	19%	16%	19%	14%	11%	8%	11%	14%

	<b>Total Reading</b>	16%	18%	19%	17%	17%	19%	16%	15%	16%	16%
<b>Total per Student</b>	<b>Total Writing a Reading</b>	25%	26%	29%	19%	21%	29%	26%	26%	26%	29%

Source: Bustillos, 2022.

**I Table 4 % of results**

<b>Variables</b>	<b>Indicators</b>	<b>Student 11</b>	<b>Student 12</b>	<b>Student 13</b>	<b>Student 14</b>	<b>Student 15</b>	<b>Student 16</b>	<b>Student 17</b>	<b>Student 18</b>	<b>Student 19</b>	<b>Student 20</b>
<b>Writing</b>	Correct Syllables	11	12	5	6	7	4	3	5	4	2
	Total Syllables	17	17	17	17	17	17	17	17	17	17
	%	65%	71%	29%	35%	41%	24%	18%	29%	24%	12%
	Correct Words	5	4	5	4	3	5	4	5	5	4
	Total Words	17	17	17	17	17	17	17	17	17	17
	%	29%	24%	29%	24%	18%	29%	24%	29%	29%	24%
	Correct Sentences	1	1	1	2	1	1	2	1	1	0
	Total Sentences	3	3	3	3	3	3	3	3	3	3
	%	33%	33%	33%	67%	33%	33%	67%	33%	33%	0%
	Time of Dictation	178	177	156	187	201	222	145	145	165	154
	Average Time	60	60	60	60	60	60	60	60	60	60
	%	34%	34%	38%	32%	30%	27%	41%	41%	36%	39%
	Time of spontaneous writing	233	244	234	265	218	187	198	187	165	177

	Average Time	60	60	60	60	60	60	60	60	60
	%	26%	25%	26%	23%	28%	32%	30%	32%	36%
	<b>Total Writing</b>	37%	37%	31%	36%	30%	29%	36%	33%	32%
<b>Reading</b>	Correct Letter reading	7	8	9	7	10	8	9	12	8
	Total Letter reading	54	54	54	54	54	54	54	54	54
	%	13%	15%	17%	13%	19%	15%	17%	22%	15%
	Correct Syllable reading	5	4	3	4	5	5	4	5	6
	Total Syllable reading	20	20	20	20	20	20	20	20	20
	%	25%	20%	15%	20%	25%	25%	20%	25%	30%
	Correct Words Reading	8	7	6	7	6	7	8	7	6
	Total Words Reading	36	36	36	36	36	36	36	36	36
	%	22%	19%	17%	19%	17%	19%	22%	19%	17%
	Correct Answers Text Reading	4	3	4	5	6	4	4	4	3
	Total Answers Text Reading	37	37	37	37	37	37	37	37	37
	%	11%	8%	11%	14%	16%	11%	11%	11%	14%
	<b>Total Reading</b>	18%	16%	15%	16%	19%	18%	17%	19%	17%

Total per Student	Total Writing a Reading	28%	26%	23%	26%	25%	23%	27%	26%	25%	19%
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Source: Bustillos, 2022

2 Table 5 % of results

Variables	Indicators	Student 21	Student 22	Student 23	Student 24	Student 25	Student 26
Writing	Correct Syllables	4	3	4	5	6	7
	Total Syllables	17	17	17	17	17	17
	%	24%	18%	24%	29%	35%	41%
	Correct Words	4	5	5	4	5	4
	Total Words	17	17	17	17	17	17
	%	24%	29%	29%	24%	29%	24%
	Correct Sentences	1	0	2	1	1	0
	Total Sentences	3	3	3	3	3	3
	%	33%	0%	67%	33%	33%	0%
	Time of Dictation	134	201	212	265	263	175
	Average Time	60	60	60	60	60	60
	%	45%	30%	28%	23%	23%	34%
	Time of spontaneous writing	204	175	212	294	166	175
	Average Time	60	60	60	60	60	60
	%	29%	34%	28%	20%	36%	34%
Reading	<b>Total Writing</b>	31%	22%	35%	26%	31%	27%
	Correct Letter reading	7	8	9	8	7	8
	Total Letter reading	54	54	54	54	54	54
	%	13%	15%	17%	15%	13%	15%
	Correct Syllable reading	3	4	5	4	3	4
	Total Syllable reading	20	20	20	20	20	20
	%	15%	20%	25%	20%	15%	20%
	Correct Words Reading	6	7	8	8	8	7
	Total Words Reading	36	36	36	36	36	36
	%	17%	19%	22%	22%	22%	19%

	Correct Answers Text Reading	4	3	2	3	4	4
	Total Answers Text Reading	37	37	37	37	37	37
	%	11%	8%	5%	8%	11%	11%
	<b>Total Reading</b>	14%	16%	17%	16%	15%	16%
<b>Total per Student</b>	<b>Total Writing a Reading</b>	22%	19%	26%	21%	23%	21%

Source: Bustillos, 2022

## Appendix 2

### Results – Post-test

*Table 6 % of results*

Variables	Indicators	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10
<b>Writing</b>	Correct Syllables	10	9	12	6	8	9	6	7	12	5
	Total Syllables	17	17	17	17	17	17	17	17	17	17
	%	59%	53%	71%	35%	47%	53%	35%	41%	71%	29%
	Correct Words	5	6	7	5	6	7	5	6	4	5
	Total Words	17	17	17	17	17	17	17	17	17	17
	%	29%	35%	41%	29%	35%	41%	29%	35%	24%	29%
	Correct Sentences	2	0	2	1	0	1	2	3	1	2
	Total Sentences	3	3	3	3	3	3	3	3	3	3
	%	67%	0%	67%	33%	0%	33%	67%	100%	33%	67%

	Time of Dictation	1 85	134	123	187	214	211	145	155	136	145
	Average Time	60	60	60	60	60	60	60	60	60	60
	%	32%	45%	49%	32%	28%	28%	41%	39%	44%	41%
	Time of spontaneou s writing	121	143	144	145	145	123	145	124	138	212
	Average Time	60	60	60	60	60	60	60	60	60	60
	%	50%	42%	42%	41%	41%	49%	41%	48%	43%	28%
	<b>Total Writing</b>	47%	35%	54%	34%	30%	41%	43%	53%	43%	39%
<b>Reading</b>	Correct Letter reading	12	11	12	8	5	8	6	12	11	7
	Total Letter reading	54	54	54	54	54	54	54	54	54	54
	%	22%	20%	22%	15%	9%	15%	11%	22%	20%	13%
	Correct Syllable reading	3	4	5	6	5	6	7	4	7	4
	Total Syllable reading	20	20	20	20	20	20	20	20	20	20
	%	15%	20%	25%	30%	25%	30%	35%	20%	35%	20%
	Correct Words Reading	5	6	7	6	5	6	7	5	6	5
	Total Words Reading	36	36	36	36	36	36	36	36	36	36
	%	14%	17%	19%	17%	14%	17%	19%	14%	17%	14%
	Correct Answers	6	7	6	7	6	7	5	8	6	2

	Text Reading										
Total Answers	37	37	37	37	37	37	37	37	37	37	
Text Reading	%	16%	19%	16%	19%	16%	19%	14%	22%	16%	5%
Total Reading		17%	19%	21%	20%	16%	20%	20%	19%	22%	13%
Total per Student	Total Writing a Reading	32%	27%	37%	27%	23%	31%	31%	36%	33%	26%

Source: Bustillos, 2022

Table 7 % of results

Variables	Indicators	Student 11	Student 12	Student 13	Student 14	Student 15	Student 16	Student 17	Student 18	Student 19	Student 20
Writing	Correct Syllables	11	12	5	5	6	5	6	6	5	2
	Total Syllables	17	17	17	17	17	17	17	17	17	17
	%	65%	71%	29%	29%	35%	29%	35%	35%	29%	12%
	Correct Words	5	4	4	5	6	4	3	6	5	4
	Total Words	17	17	17	17	17	17	17	17	17	17
	%	29%	24%	24%	29%	35%	24%	18%	35%	29%	24%
	Correct Sentences	1	1	1	2	1	1	2	1	1	0
	Total Sentences	3	3	3	3	3	3	3	3	3	3
	%	33%	33%	33%	67%	33%	33%	67%	33%	33%	0%
	Time of Dictation	178	177	134	155	178	156	212	196	165	154

	Average Time	60	60	60	60	60	60	60	60	60
	%	34%	34%	45%	39%	34%	38%	28%	31%	36%
	Time of spontaneous writing	233	244	201	175	211	245	176	134	165
	Average Time	60	60	60	60	60	60	60	60	60
	%	26%	25%	30%	34%	28%	24%	34%	45%	36%
	<b>Total Writing</b>	37%	37%	32%	40%	33%	30%	36%	36%	22%
<b>Reading</b>	Correct Letter reading	7	8	8	6	7	9	8	7	8
	Total Letter reading	54	54	54	54	54	54	54	54	54
	%	13%	15%	15%	11%	13%	17%	15%	13%	15%
	Correct Syllable reading	5	4	5	6	5	4	5	6	4
	Total Syllable reading	20	20	20	20	20	20	20	20	20
	%	25%	20%	25%	30%	25%	20%	25%	30%	30%
	Correct Words Reading	8	7	7	8	9	8	7	8	6
	Total Words Reading	36	36	36	36	36	36	36	36	36
	%	22%	19%	19%	22%	25%	22%	19%	22%	17%
	Correct Answers Text Reading	4	3	4	4	5	4	5	6	5
	Total Answers	37	37	37	37	37	37	37	37	37

	Text Reading										
	%	11%	8%	11%	11%	14%	11%	14%	16%	14%	14%
	<b>Total</b>	18%	16%	18%	19%	19%	17%	18%	20%	19%	16%
<b>Total per Student</b>	<b>Total Writing a Reading</b>	28%	26%	25%	29%	26%	24%	27%	28%	26%	19%

*Source: Bustillos, 2022*

**Table 8 % of results**

Variables	Indicators	Student 21	Student 22	Student 23	Student 24	Student 25	Student 26
<b>Writing</b>	Correct Syllables	5	6	5	6	6	5
	Total Syllables	17	17	17	17	17	17
	%	29%	35%	29%	35%	35%	29%
	Correct Words	4	5	6	4	3	6
	Total Words	17	17	17	17	17	17
	%	24%	29%	35%	24%	18%	35%
	Correct Sentences	1	2	1	1	2	1
	Total Sentences	3	3	3	3	3	3
	%	33%	67%	33%	33%	67%	33%
	Time of Dictation	134	155	178	156	212	196
	Average Time	60	60	60	60	60	60
	%	45%	39%	34%	38%	28%	31%
	Time of spontaneous writing	201	175	211	245	176	134
	Average Time	60	60	60	60	60	60
	%	30%	34%	28%	24%	34%	45%
	<b>Total Writing</b>	32%	41%	32%	31%	36%	35%
<b>Reading</b>	Correct Letter reading	8	6	7	9	8	7
	Total Letter reading	54	54	54	54	54	54
	%	15%	11%	13%	17%	15%	13%
	Correct Syllable reading	5	6	5	4	5	6
	Total Syllable reading	20	20	20	20	20	20
	%	25%	30%	25%	20%	25%	30%

<b>Correct Words Reading</b>	7	8	9	8	7	8
<b>Total Words Reading</b>	36	36	36	36	36	36
<b>%</b>	19%	22%	25%	22%	19%	22%
<b>Correct Answers Text Reading</b>	4	5	4	5	6	5
<b>Total Answers Text Reading</b>	37	37	37	37	37	37
<b>%</b>	11%	14%	11%	14%	16%	14%
<b>Total Reading</b>	18%	19%	18%	18%	19%	20%
<b>Total per Student</b>	<b>Total Writing a Reading</b>	25%	30%	25%	25%	28%
						27%

*Source: Bustillos, 2022*

## **Appendix 3**

### **Title of the proposal**

Storytelling as a didactic strategy to improve writing and reading skill.

### **Objectives**

To improve the methodology and strategies used by teachers to develop writing skills in tenth grade students of Liceo Angamarca Educational Unit through a set of lesson plans using storytelling as the main strategy.

To provide a set of lesson plans to the authorities and English teachers of the mentioned school.

### **Justification**

The proposal starts as a response to the marked deficiencies in reading and writing skills in children and young people in the public education system. It has been determined in the Liceo Angamarca Educational Unit by the teacher, the foreign language area and the pedagogical department the need to implement strategies to strengthen reading and writing, due to the low level demonstrated in the students.

The research work is framed in the development of a learning proposal based on the learning skills suggested by the Ministry of Education and on the prioritization of skills made by the academic board of the Educational Unit, which are included in the institutional curricular planning (PCI). Based on a constructivist idea that seeks to co-create knowledge, where the teacher is a key player, but not the main protagonist, giving the role to the students as the main actors in the teaching-learning process. Through this planning we seek to integrate many strategies through writing to strengthen the skills of tenth grade students.

It is important to remember that in order to make and propose changes at the methodological level, no economic or material resources are needed; it is enough with the creativity of the educator in the dynamics of proposing ideas and strategies that

integrate everyone. Integrating collaborative strategies, thinking skills or other playful activities that complement reading and writing.

### **Proposal development**

The use of storytelling in the learning process not only strengthens reading and writing skills, but also helps reading comprehension and improves fluency and naturalness in oral expression. Therefore, the following activities are proposed.

### **Elements that make it up**

The proposal consists of theoretical foundations, 10 class sessions with storytelling strategies.

### **Theoretical Foundations**

The proposal is based on "Popular Education", which has as its starting point the context and the transformation of society, for the development of learning. It is necessary to refer to other educational methodologies that are developed in the fiscal education system or that have been proposed by other authors. In the first place as the main methodology is the learning cycle, or better known as ERCA, which basically also starts from a concrete experience, reflection of the learning process, conceptualization or consolidation of the cognitive process and the application of these acquired skills? From an integral formation point of view, there is the "Ignaciano" pedagogical paradigm, Christian education in values that aims to start from the context, based on a previous experience of knowledge, then invites the reflection of the learners to enter into the process of action and put into practice the knowledge acquired, for subsequent evaluation.

There are also quality improvement systems, since education is a service, it must be constantly evaluated to improve educational practices, not only in the pedagogical department, but in all the dimensions that make up the Educational Unit, emphasizing the pedagogical aspect, this process starts with an evaluation, reflection,

planning and implementation of the improvements proposed for subsequent systematization. As indicated above, the methodology to be applied is "Popular Education", which seeks to start from the conceptualization, revaluation of knowledge, dialogue of knowledge, transforming innovation and systematization of the teaching process, the construction of knowledge, with the student as the key axis, though not only as a learner, but also as a human being.

**The micro plans are made up of:**

- Specific objectives of the Unit: These are those that identify the capacities associated with the areas of knowledge, practices and experiences of the area and/or subject in the corresponding sublevel, they are the previous steps towards the achievement of the general objectives of the area.
- Evaluation Criteria: A statement that expresses the type and degree of learning that students are expected to have achieved at a given time, with respect to some specific aspect of the capabilities indicated in the general objectives of each of the areas of General Basic Education and the Unified General Baccalaureate.
- Skills with performance criteria: They emphasize the use and mobilization of a wide range of knowledge and resources, both internal (psychosocial resources of the learner) and external (cultural resources and knowledge).
- Learning activities: This refers to the guide of activities to be developed by the teacher during the planned class period, in this section the activity is described according to the moments of the class, in this case, according to the methodology applied.
- Resources: This refers to all those resources that are necessary or desirable for the teaching and learning process.
- Evaluation Indicators: The evaluation indicators maintain a one-to-one relationship with the learning standards, so that external evaluations can accurately feed back into the educational action taking place in the classroom

## **Explanation of the proposal**

The emergence of the Covid-19 pandemic deepened the educational crisis in the region and the country, the digital gap is abysmal and the cognitive progress of students was delayed, for this reason, the Ministry of Education prioritized content to make the most of virtual spaces and environments with students. Based on this reality, during the construction of the PCI, each teacher has been asked to prioritize skills that they consider essential for the student.

Based on this reality, in the Writing and Reading curricular block of the Foreign Language course, two skills have been selected to be consolidated in the students, which are detailed below:

- CE. EFL. 4. 12. Use a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas.
- CE. EFL. 4. 15. Express information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing.

These are the two skills that we seek to reinforce and consolidate in the storytelling proposal; no more are added, because they are the ones that, in the author's opinion, are considered a priority. The evaluation criteria and indicators have been selected for the development of the storytelling proposal.

## Premises for implementation

The following work schedule has been drawn up to implement the awards.

Activities	Topic	Times	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Pre-Evaluation	Questionnaire	40 minutes												
Session I	Fluency and flexibility	120 minutes												
Session II	Physical description	120 minutes												
Session III	Sports	120 minutes												
Session IV	Health	120 minutes												
Session V	The magic tree	120 minutes												
Session VI	Important aspects of Cotopaxi	120 minutes												
Session VII	A boy's story	120 minutes												
Session VIII	Field Flower I	120 minutes												
Session IX	Field Flower II	120 minutes												
Session X		120 minutes												
Post-Evaluation	Questionnaire	40 minutes												

Source: Bustillos, 2022

## Session I



LICEO ANGAMARCA EDUCATIONAL UNIT  
MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA

INFORMATIVE DATA:

<b>Teacher:</b>	BustillosAcurio Carlos Vicente	<b>Area/ subject</b>	Foreign Language	<b>Grade/Course:</b>	Tenth grade of elementary school	<b>Parallel:</b>	<b>A</b>
<b>Planning unit n:</b>	1	Planning unit title:	Storytelling	Specific objectives of the planning unit:	O. EFL. 4.8. Use spoken and written literary text in English such as poems,short stories, comic strips, short magazine articles and oral in reviews on familiar subjects in order to inspire oral and written production at an A2.1 Level.		
<b>2. PLANNING</b>							
<b>SKILL WITH PERFORMANCE CRITERIA TO BE DEVELOPED:</b>							
EFL. 4.3.7. Read, gather, view and listen to information from various sources in order to organize and discuss relationships between academic content areas. (Example: nonfiction books for young adults, the Internet, audio and media presentations, oral interviews, maps, diagrams, reference books, magazines, etc.) EFL.Write to describe feelings/opinions in order to effectively influence an audience. (Example: persuade, negotiate, argue, etc.)					<b>ESSENTIAL EVALUATION INDICATOR:</b>		
CE. EFL. Use a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas. CE. EFL. 4. 15. Express information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing theability to use these features appropriately in one's own writing.					I.EFL.4.12.1. Learners can employ a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different sub ject areas. (I.1, I.2, J.2). EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3,I.4, S.3, J.2).		
<b>TRANSVERSAL AXES:</b>	<b>"Interculturalidad"</b>			<b>PERIODS:</b>	5		

Methodological strategies	Resources	Indicators of achievement	Evaluation activities/ Techniques/ Instruments
Session I: Fluency and flexibility	Projector	EVIDENCE	Technique:
Contextualization  The story told in this first session is Peter Pan begins with a short informal chat to break the ice. The children are then introduced to the title of the story and asked if they know it, if not, they are asked to predict what might happen in the story. After this, the grammatical structure is introduced and the key vocabulary is presented by means of pictures. As each word is presented, repetition exercises are done and the children are encouraged to use the structure presented with the vocabulary of the corresponding image.  LINK TO THE STORY <a href="https://docs.google.com/document/d/1UVH99ehwyMP6XmZDhzTxjkXMmSSqXdFH/edit?usp=share_link&amp;ouid=104243381947119998379&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1UVH99ehwyMP6XmZDhzTxjkXMmSSqXdFH/edit?usp=share_link&amp;ouid=104243381947119998379&amp;rtpof=true&amp;sd=true</a>	Notebooks  Markers  Digital or physical texts  Rules	Physically describe people using grammatical structure  Evaluation instrument:  Checklist <a href="https://drive.google.com/file/d/1Obyu3d7Jc6OSRT2x5CCzTm4TlxIWg3ot/view?usp=share_link">https://drive.google.com/file/d/1Obyu3d7Jc6OSRT2x5CCzTm4TlxIWg3ot/view?usp=share_link</a>	Writings and Readings <a href="https://drive.google.com/file/d/1pVg3i6zM3-iz1RCZVRNndGb5VaBRfe-M/view?usp=share_link">https://drive.google.com/file/d/1pVg3i6zM3-iz1RCZVRNndGb5VaBRfe-M/view?usp=share_link</a>
2. Revaluation & Dialogue of Knowledge			
The students place the desks at the sides of the room, and then sit in a semicircle in the center of the classroom. Once this is done, they proceed to tell the story of Peter Pan a boy whose hobby was fighting with the captain Hook. While the story is being told, the vocabulary corresponding to Peter Pan's activities is emphasized and students pause so that they can predict what happens in the story.  Afterwards, the children are placed in groups of three, each group is assigned a guide that contains images of the most important moments of the story with a short sentence describing them. Students must arrange the images to match the order of the story. When everyone is finished, the exercise is socialized and corrected.			

### 3. Innovation & Systematization

Preparation and presentation of a scene in which Peter Pan does the activities he likes to do. In order to help students in this process, the following steps are followed:

1. Explanation of the activity to be performed.
2. Exemplification of the scene with the help of the teacher.
3. Planning and practice of the scene to be presented by the students. The teacher should monitor the work of each group in order to clarify doubts.

ELABORATED			
Teacher:	Carlos Vicente Bustillos Acurio		
Signature:			
Date:			

- Session II

 <p>LICEO ANGAMARCA EDUCATIONAL UNIT MICRICAL PLANNING BY SKILLS AND PERFORMANCE CRITERIA</p>							
INFORMATIVE DATA:							
Teacher:	BustillosAcurio Carlos Vicente	Area/ subject:	Foreign Language	Grade/Course:	Tenth grade of elementary school	Parallel:	A
Planning unit no:	1	Planning unit title:	Storytelling	Specific objectives of the planning unit:	O. EFL. 4.8. Use spoken and written literary text in English such as poems, short stories, comic strips, short magazine articles and oral in reviews on familiar subjects in order to inspire oral and written production at an A2.1 level.		
2. PLANNING							
SKILL WITH PERFORMANCE CRITERIA TO BE DEVELOPED:							
EFL. 4.3.7. Read, gather, view and listen to information from various sources in order to organize and discuss relationships between academic content areas. (Example: nonfiction books for young adults, the Internet, audio and media presentations, oral interviews, maps, diagrams, reference books, magazines, etc.) EFL. Write to describe feelings/opinions in order to effectively influence an audience. (Example: persuade, negotiate, argue, etc.)					ESSENTIAL EVALUATION INDICATOR:		
CE. EFL. Use a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas. CE. EFL. 4. 15. Express information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing.					I.EFL.4.12.1. Learners can employ a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas. (I.1, I.2, J.2). EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3,I.4, S.3, J.2).		
TRANSVERSAL AXES:		"Interculturalidad"		PERIODS:	5		

Methodological strategies	Resources	Indicators of achievement	Evaluation activities/ Techniques/ Instruments
Session II: The physical description	Projector	EVIDENCE 1	Technique:
Contextualization	Notebooks	Physically describe people using grammaticalstructure	<b>Writings and Readings</b> <a href="https://drive.google.com/file/d/1TGaBXOrCWG95bBX2BtoLrBnQBCJvSzkl/view?usp=share_link">https://drive.google.com/file/d/1TGaBXOrCWG95bBX2BtoLrBnQBCJvSzkl/view?usp=share_link</a>
The story told in the second session is Snow White. We begin by presenting an image of the story to the students and ask them if they know it, and if they do, we ask them if they remember what Snow-White was like.  <b>LINK TO THE STORY</b> <a href="https://drive.google.com/file/d/1zYgBscMUfHivH0s7NlxykpDU-i-kvCsc/view?usp=share_link">https://drive.google.com/file/d/1zYgBscMUfHivH0s7NlxykpDU-i-kvCsc/view?usp=share_link</a>	Markers  Digital or physicaltexts  Rules		<b>Evaluation instrument:</b>  <b>Checklist</b> <a href="https://drive.google.com/file/d/1Obyu3d7Jc6OSRT2x5CCzTm4TlxIWg3ot/view?usp=share_link">https://drive.google.com/file/d/1Obyu3d7Jc6OSRT2x5CCzTm4TlxIWg3ot/view?usp=share_link</a>
2. Revaluation & Dialogue of Knowledge			

<p>Students place their desks at the sides of the room and then sit in a semicircle in the center of the room. Then the story of Snow White is narrated using images to support the understanding of the main events of the story. While the story is being told, the physical description of the main characters is highlighted using intonation and gestures to support what is said. Afterwards, the children return to their stations and develop a guide in which they must describe three of the characters in the story (Snow-White, the Evil Queen and one of the dwarfs) by selecting the propositions that describe them.</p>			
<p><b>3. Innovation &amp; Systematization</b></p>			
<p>Finally, students are organized into groups of four. Each group is assigned a white sheet of paper divided into four horizontal sections of equal size. Each of the children will draw a part of</p>			
<p>the body of their favorite character from the story so that by joining the parts together a new character is created, in other words, the first child draws the head, the second the torso, the third the legs and the last the feet of his or her favorite character. The other participants in the group should not see the drawing of their classmates until the end. When the children finish, each group presents its character using the knowledge acquired in class.</p>			
<p><b>ELABORATED</b></p>			
<p><b>Teacher:</b></p>	Carlos Vicente Bustillos Acurio		
<p><b>Signature:</b></p>			
<p><b>Date:</b></p>			

## Session III

 <p>LICEO ANGAMARCA EDUCATIONAL UNIT MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA</p>							
<b>INFORMATIVE DATA:</b>							
<b>Teacher:</b>	Bustillos Acurio Carlos Vicente	<b>Area/ subject:</b>	Foreign Language	<b>Grade/Course:</b>	Tenth grade of elementary school	<b>Parallel:</b>	A
<b>Planning unit no:</b>	1	<b>Planning unit title:</b>	Storytelling	<b>Specific objectives of the planning unit:</b>	O. EFL. 4.8. Use spoken and written literary text in English such as poems, short stories, comic strips, short magazine articles and oral in reviews on familiar subjects in order to inspire oral and written production at an A2.1 level.		
<b>2. PLANNING</b>							
<b>SKILL WITH PERFORMANCE CRITERIA TO BE DEVELOPED:</b>							
EFL. 4.3.7. Read, gather, view and listen to information from various sources in order to organize and discuss relationships between academic content areas. (Example: nonfiction books for young adults, the Internet, audio and media presentations, oral interviews, maps, diagrams, reference books, magazines, etc.) EFL. Write to describe feelings/opinions in order to effectively influence an audience. (Example: persuade, negotiate, argue, etc.)							
<b>SKILL WITH PERFORMANCE CRITERIA TO BE DEVELOPED:</b>				<b>ESSENTIAL EVALUATION INDICATOR:</b>			
CE. EFL. Use a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas. CE. EFL. 4. 15. Express information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing.				I.EFL.4.12.1. Learners can employ a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas. (I.1, I.2, J.2). EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2).			
<b>TRANSVERSAL AXES:</b>		<b>"Interculturalidad"</b>		<b>PERIODS:</b>	3		

<b>Methodological strategies</b>	<b>Resources</b>	<b>Indicators of achievement</b>	<b>Evaluation activities/ Techniques/ Instruments</b>
<b>Session III: Sports</b>	<b>Projector</b>	<b>EVIDENCE 1</b>	<b>Technique:</b>
<b>Contextualization</b>	Notebooks	Physically describe people using grammatical structure	<b>Writings and Readings</b>  <a href="https://drive.google.com/file/d/1lE81CBj751KfrK6Y_LjuufRocNjWB7o/view?usp=share_link">https://drive.google.com/file/d/1lE81CBj751KfrK6Y_LjuufRocNjWB7o/view?usp=share_link</a>
The story told in this session is the Leonel Messi story. We begin with a review of the topics covered in previous classes. After this, the students are asked if they practice any sport and which one it is. Next, the vocabulary of the class is presented using flash cards and repetition exercises, and at the same time the study structure is introduced and reinforced through repetition and association exercises. At the end of this stage, the title of the story is presented and the children are asked to predict its content.  LINK TO THE STORY <a href="https://drive.google.com/file/d/1V2uHVqSvv5zffKeT-CGhI8bKWc5LsWBO/view">https://drive.google.com/file/d/1V2uHVqSvv5zffKeT-CGhI8bKWc5LsWBO/view</a>	Markers  Digital or physical texts  Rules		<b>Evaluation instrument:</b>  <b>Checklist</b>  <a href="https://drive.google.com/file/d/10byu3d7Jc6OSRT2x5CCzTm4TIxlWg3ot/view?usp=share_link">https://drive.google.com/file/d/10byu3d7Jc6OSRT2x5CCzTm4TIxlWg3ot/view?usp=share_link</a>
<b>2. Revaluation &amp; Dialogue of Knowledge</b>			

<p>The students place the desks at the sides of the room and then sit in a semicircle in the center of the room. Then they tell the story of Leonel Messi who became the best soccer player of the world. In spite of the troubles that he faced, he could overcome the difficulties and reach his goals. The story is narrated using the vocabulary seen previously and asking questions to verify comprehension. At the end of the story, students are asked to summarize the story using the structure and vocabulary seen. In order to reinforce this learning, a game of charades is played.</p> <p>First, students form two groups, each of which chooses a Representative. The volunteers must come to the front of the room and act out one of the activities seen, which is said in</p>		
<p>Secret by the trainee teacher. Each team has one minute to guess the answer, which must be formulated clearly and using the structure learned. When the team guesses another child does a different mime.</p> <p><b>3. Innovation &amp; Systematization</b></p> <p>For the final stage activity, the children are asked to introduce themselves to the teacher by telling their name, age (skills that the children already had) and the sport(s) they practice.</p> <p>Previously, the children are organized in groups of three to practice their presentation. In the meantime, the trainee teacher resolves doubts and monitors the children's work..</p>		
<b>ELABORATED</b>		
<b>Teacher:</b>	Carlos Vicente Bustillos Acurio	
<b>Signature:</b>		
<b>Date:</b>		

- Session IV

 <p><b>LICEO ANGAMARCA EDUCATIONAL UNIT</b> MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA</p>							
<b>INFORMATIVE DATA:</b>							
<b>Teacher:</b>	Bustillos Acurio Carlos Vicente	<b>Area/ subject:</b>	Foreign Language	<b>Grade/Course:</b>	Tenth grade of elementary school	<b>Parallel:</b>	A
<b>Planning unit no:</b>	1	<b>Planning unit title:</b>	Storytelling	<b>Specific objectives of the planning unit:</b>	O. EFL. 4.8. Use spoken and written literary text in English such as poems, short stories, comic strips, short magazine articles and oral in reviews on familiar subjects in order to inspire oral and written production at an A2.1 Level.		
<b>2. PLANNING</b>							
<b>SKILL WITH PERFORMANCE CRITERIA TO BE DEVELOPED:</b>							
EFL. 4.3.7. Read, gather, view and listen to information from various sources in order to organize and discuss relationships between academic content areas. (Example: nonfiction books for young adults, the Internet, audio and media presentations, oral interviews, maps, diagrams, reference books, magazines, etc.) EFL. Write to describe feelings/opinions in order to effectively influence an audience. (Example: persuade, negotiate, argue, etc.)							
<b>SKILL WITH PERFORMANCE CRITERIA TO BE DEVELOPED:</b>					<b>ESSENTIAL EVALUATION INDICATOR:</b>		
CE. EFL. Use a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas.					I.EFL.4.12.1. Learners can employ a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas. (I.1, I.2, J.2). EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2).		
<b>TRANSVERSAL AXES:</b>	“Interculturalidad”			<b>PERIODS:</b>	3		

Methodological strategies	Resources	Indicators of achievement	Evaluation activities/ Techniques/ Instruments
<b>Session IV: Health</b>			
<b>Contextualization</b>	Projector  Notebooks	<b>EVIDENCE 1</b>  Physically describe people using grammaticalstructure	<b>Technique:</b>  <b>Writings and Readings</b>  <a href="https://drive.google.com/file/d/1KpxeWveM3qibh0FFXPtWmg86TLX3DCFc/view?usp=share_link">https://drive.google.com/file/d/1KpxeWveM3qibh0FFXPtWmg86TLX3DCFc/view?usp=share_link</a>
The story told in this session is Hansel et Grethel. It begins with a review of the topic seen in the previous session and continues by recalling the vocabulary of the parts of the body with the song. As a next step, students are asked if they know the story they are going to listen to and, if the answer is yes, what they remember about it.  <b>LINK TO THE STORY</b>  <a href="https://drive.google.com/file/d/1mzpCHAW2U7gYyN-I5l_1-6-38wsfmrlr/view?usp=share_link">https://drive.google.com/file/d/1mzpCHAW2U7gYyN-I5l_1-6-38wsfmrlr/view?usp=share_link</a>	Markers  Digital or physicaltexts  Rules		<b>Evaluation instrument:</b>  <b>Checklist</b>  <a href="https://drive.google.com/file/d/1Obyu3d7Jc6OSRT2x5CCzTm4TlxIWg3ot/view?usp=share_link">https://drive.google.com/file/d/1Obyu3d7Jc6OSRT2x5CCzTm4TlxIWg3ot/view?usp=share_link</a>
<b>2. Revaluation &amp; Dialogue of Knowledge</b>			

Students set up desks at the sides of the room and then sit in a semicircle in the center of the room. The story is told with emphasis on the physical ailments that Hansel and Gretel suffered after eating the candy house. Questions are asked during and after the narration to verify that the students understand the story. At the end, the children are asked to summarize the story and list the ailments suffered by the main characters.			
<b>3. Innovation &amp; Systematization</b>			
Students form groups of four to plan and act out a scene in which two of them become ill and must express their pain using the structure and vocabulary previously learned.			
<b>ELABORATED</b>			
Teacher:	Carlos Vicente Bustillos Acurio		
Signature:			
Date:			

- Seccion V

 <p style="text-align: center;"><b>LICEO ANGAMARCA EDUCATIONAL UNIT</b> <b>MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA</b></p>							
<b>INFORMATIVE DATA:</b>							
<b>Teacher:</b>	Bustillos Acurio Carlos Vicente	<b>Area/ subject:</b>	Foreign Language	<b>Grade/Course:</b>	Tenth grade of elementary school	<b>Parallel:</b>	A
<b>Planning unit no:</b>	1	<b>Planning unit title:</b>	Storytelling	<b>Specific objectives of the planning unit:</b>	O. EFL. 4.8. Use spoken and written literary text in English such as poems, short stories, comic strips, short magazine articles and oral in reviews on familiar subjects in order to inspire oral and written production at an A2.1 Level.		
<b>2. PLANNING</b>							
<b>SKILL WITH PERFORMANCE CRITERIA TO BE DEVELOPED:</b>							
<p><b>EFL. 4.3.7.</b> Read, gather, view and listen to information from various sources in order to organize and discuss relationships between academic content areas. (Example: nonfiction books for young adults, the Internet, audio and media presentations, oral interviews, maps, diagrams, reference books, magazines, etc.) <b>EFL. Write</b> to describe feelings/opinions in order to effectively influence an audience. (Example: persuade, negotiate, argue, etc.)</p>							
<b>SKILL WITH PERFORMANCE CRITERIA TO BE DEVELOPED:</b>					<b>ESSENTIAL EVALUATION INDICATOR:</b>		
<p><b>CE. EFL.</b> Use a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas.  <b>CE. EFL. 4.15.</b> Express information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing.</p>					<p>I.EFL.4.12.1. Learners can employ a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas. (I.1, I.2, J.2). <b>EFL.4.15.1.</b> Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3,I.4, S.3, J.2).</p>		
<b>TRANSVERSAL AXES:</b>	“Interculturalidad”		<b>PERIODS:</b>	3			

Methodological strategies	Resources	Indicators of achievement	Evaluation activities/ Techniques/ Instruments
<b>Session V: The Magical Tree</b>	Projector	<b>EVIDENCE 1</b>	<b>Technique:</b>
<b>Contextualization</b>	Notebooks	Physically describe people using grammaticalstructure	<b>Writings and Readings</b>  <a href="https://drive.google.com/file/d/1vlT1Sz6SsxUPiLqr5td5FL1ZasjG63Iz/view?usp=share_link">https://drive.google.com/file/d/1vlT1Sz6SsxUPiLqr5td5FL1ZasjG63Iz/view?usp=share_link</a>
	Markers		
<b>In this space the video is shown about the narration of a teacherwho tells about his daily activities. Important expressions are pointed out in the video and students are asked to repeat them.</b>  <b>LINK TO THE STORY</b>  <a href="https://drive.google.com/file/d/1NLSiNKtXMAcDlOeNATaGvugstHIUqI5n/view?usp=share_link">https://drive.google.com/file/d/1NLSiNKtXMAcDlOeNATaGvugstHIUqI5n/view?usp=share_link</a>	Digital or physicaltexts		<b>Evaluation instrument:</b>  <b>Checklist</b> <a href="https://drive.google.com/file/d/1Obyu3d7Jc6OSRT2x5CCzTm4TlxIWg3ot/view?usp=share_link">https://drive.google.com/file/d/1Obyu3d7Jc6OSRT2x5CCzTm4TlxIWg3ot/view?usp=share_link</a>
<b>2. Revaluation &amp; Dialogue of Knowledge</b>			

<p>Students pay attention and listen very carefully to the storytelling called The Magical Tree. An image of a tree is placed on the screen of the virtual room and</p> <p>The students are asked what do you think is the story about? They are helped with the use of the Spanish language so that they can better understand the question. Students give ideas about the possible topic and the teacher helps them with the English words. Now the story is played with pauses in the video where the students learn vocabulary and strengthen their pronunciation.</p>			
3. Innovation & Systematization			
Some images will be shown to the students so that they can tell what activities the images represent. Students are allowed to			
Speak and if they make mistakes in pronunciation, they are corrected at once.			
ELABORATED			
Teacher:	Carlos Vicente Bustillos Acurio		
Signature:			
Date:			

- Session VI

 <p style="text-align: center;"><b>LICEO ANGAMARCA EDUCATIONAL UNIT</b> <b>MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA</b></p>							
<b>INFORMATIVE DATA:</b>							
<b>Teacher:</b>	Bustillo Acurio Carlos Vicente	<b>Area/ subject:</b>	Foreign Language	<b>Grade/Course:</b>	Tenth grade of elementary school	<b>Parallel:</b>	A
<b>Planning unit no:</b>	1	<b>Planning unit title:</b>	Storytelling	<b>Specific objectives of the planning unit:</b>	O. EFL. 4.8. Use spoken and written literary text in English such as poems, short stories, comic strips, short magazine articles and oral reviews on familiar subjects in order to inspire oral and written production at an A2.1 Level.		
<b>2. PLANNING</b>							
<b>SKILL WITH PERFORMANCE CRITERIA TO BE DEVELOPED:</b>							
<p>EFL. 4.3.7. Read, gather, view and listen to information from various sources in order to organize and discuss relationships between academic content areas. (Example: nonfiction books for young adults, the Internet, audio and media presentations, oral interviews, maps, diagrams, reference books, magazines, etc.) EFL. Write to describe feelings/opinions in order to effectively influence an audience. (Example: persuade, negotiate, argue, etc.)</p>					<b>ESSENTIAL EVALUATION INDICATOR:</b> <p>I.EFL.4.12.1. Learners can employ a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas. (I.1, I.2, J.2). EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2).</p>		
<b>TRANSVERSAL AXES:</b>	"Intercultulidad"			<b>PERIODS:</b>	3		

Methodological strategies	Resources	Indicators of achievement	Evaluation activities/ Techniques/ Instruments
<b>Session VI: Important Aspects of Cotopaxi</b>			
<p><b>Contextualization</b></p> <p>In this space we show the video with the use of adverbs of frequency. A review of the previous class is made and adverbs offrequency are introduced.</p> <p>Link to the story:</p> <p><a href="https://drive.google.com/file/d/1pDEgWDallu5_FVx_9rkN6MJOJmInQN_l/view?usp=share_link">https://drive.google.com/file/d/1pDEgWDallu5_FVx_9rkN6MJOJmInQN_l/view?usp=share_link</a></p>	Projector Notebooks Markers Digital or physicaltexts Rules	<b>EVIDENCE 1</b> Physically describe people using grammaticalstructure	<b>Technique:</b> Writings and readings <a href="https://drive.google.com/file/d/1Kv6Z43TbRptRHivaKejLwZBkC3mzH0ZB/view?usp=share_link">https://drive.google.com/file/d/1Kv6Z43TbRptRHivaKejLwZBkC3mzH0ZB/view?usp=share_link</a> <b>Evaluation instrument:</b> Checklist <a href="https://drive.google.com/file/d/1Obyu3d7Jc6OSRT2x5CCzTm4TlxIWg3ot/view?usp=share_link">https://drive.google.com/file/d/1Obyu3d7Jc6OSRT2x5CCzTm4TlxIWg3ot/view?usp=share_link</a>
<p><b>2. Revaluation &amp; Dialogue of Knowledge</b></p> <p>A postcard of the city of Latacunga is shown, and students are asked Do you know what this city is? Students are encouraged toanswer the question using English sentences. The teacher helps them if necessary. Students pay attention and listen very carefully to the storytelling called A normal day in Latacunga. The video is watched with subtitles that allow the students to become familiar with the language. The story is narrated by the teacher, the video is paused and the students are asked questions. Then the topic of adverbs of frequency and their position in the sentence is presented. A video is played of a short song called How often do you do the laundry?</p>			
<p><b>3. Innovation &amp; Systematization</b></p> <p>The students are going to say the expressions they learned today,the teacher places necessary. Students are told the topic to be covered in the next session,</p>			

ELABORATED	
Teacher:	<b>Carlos Vicente Bustillos Acurio</b>
Signature:	
Date:	

- SESSION VII

 <b>LICEO ANGAMARCA EDUCATIONAL UNIT</b> <b>MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA</b>							
<b>INFORMATIVE DATA:</b>							
<b>Teacher:</b>	Bustillos Acurio Carlos Vicente	<b>Area/ subject:</b>	Foreign Language	<b>Grade/Course:</b>	Tenth grade of elementary school	<b>Parallel:</b>	A
<b>Planning unit no:</b>	1	<b>Planning unit title:</b>	Storytelling	<b>Specific objectives of the planning unit:</b>	<b>O. EFL. 4.8. Use spoken and written literary text in English such as poems, short stories, comic strips, short magazine articles and oral reviews on familiar subjects in order to inspire oral and written production at an A2.1 Level.</b>		
<b>2. PLANNING</b>							
<b>SKILL WITH PERFORMANCE CRITERIA TO BE DEVELOPED:</b>							
<b>EFL. 4.3.7. Read, gather, view and listen to information from various sources in order to organize and discuss relationships between academic content areas. (Example: nonfiction books for young adults, the Internet, audio and media presentations, oral interviews, maps, diagrams, reference books, magazines, etc.) EFL. Write to describe feelings/opinions in order to effectively influence an audience. (Example: persuade, negotiate, argue, etc.)</b>							
<b>SKILL WITH PERFORMANCE CRITERIA TO BE DEVELOPED:</b>					<b>ESSENTIAL EVALUATION INDICATOR:</b>		
<b>CE. EFL. Use a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas.</b> <b>CE. EFL. 4.15. Express information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing.</b>					<b>I.EFL.4.12.1. Learners can employ a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas. (I.1, I.2, J.2).</b> <b>EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing</b> <b>The ability to use these features appropriately in one's own writing. (I.3,I.4, S.3, J.2).</b>		
<b>TRANSVERSAL AXES:</b>		<b>"Interculturalidad"</b>		<b>PERIODS:</b>	3		

Methodological strategies	Resources	Indicators of achievement	Evaluation activities/ Techniques/ Instruments
<b>Session VII: A boy's story</b>	Projector	<b>EVIDENCE 1</b>	<b>Technique:</b>
<b>Contextualization</b>	Notebooks	Physically describe people using grammaticalstructure	<b>Writings and readings</b> <a href="https://drive.google.com/file/d/1s_l2CtWYgXQuCTwpxV5pug83Ho_4LPzk/view?usp=share_link">https://drive.google.com/file/d/1s_l2CtWYgXQuCTwpxV5pug83Ho_4LPzk/view?usp=share_link</a>
	Markers		
Show some images to the students about actions and activities that are done on a daily basis. In this space they will only see theimages.  Link to the story: <a href="https://drive.google.com/file/d/1YalgfW-m6s0_jHaPs8t2L492TfzH-tPp/view">https://drive.google.com/file/d/1YalgfW-m6s0_jHaPs8t2L492TfzH-tPp/view</a>	Digital or physicaltexts  Rules		<b>Evaluation instrument:</b> <b>Checklist</b>
<b>2. Revaluation &amp; Dialogue of Knowledge</b>			<a href="https://drive.google.com/file/d/1Obyu3d7Jc6OSRT2x5CCzTm4TlxIWg3ot/view?usp=share_link">https://drive.google.com/file/d/1Obyu3d7Jc6OSRT2x5CCzTm4TlxIWg3ot/view?usp=share_link</a>
In this space a video is shown about the narration of a young Englishman who tells what he does every day, the narration has subtitles for students to have a better understanding of the topic. After watching the video, it is explained to the students that whatthey saw is a Storytelling and that through it they will do some activities to improve their oral production.			

<b>3. Innovation &amp; Systematization</b>			
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Establish a dialogue with the students about the images they observed, inquire about the topic related to the images and then name of the activities in English.			
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ELABORATED			
Teacher:	Carlos Vicente Bustillos Acurio		
Signature:			
Date:			

- SESSION VIII

 <p style="text-align: center;"><b>LICEO ANGAMARCA EDUCATIONAL UNIT</b> <b>MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA</b></p>							
<b>INFORMATIVE DATA:</b>							
Teacher:	Bustillos Acurio Carlos Vicente	Area/ subject:	Foreign Language	Grade/Course:	Tenth grade of elementary school	Parallel:	A
Planning unit no:	1	Planning unit title:	Storytelling	Specific objectives of the planning unit:	O. EFL. 4.8. Use spoken and written literary text in English such as poems, short stories, comic strips, short magazine articles and oral in reviews on familiar subjects in order to inspire oral and written production at an A2.1 Level.		
<b>2. PLANNING</b>							
<b>SKILL WITH PERFORMANCE CRITERIA TO BE DEVELOPED:</b>							
<p><b>EFL. 4.3.7.</b> Read, gather, view and listen to information from various sources in order to organize and discuss relationships between academic content areas. (Example: nonfiction books for young adults, the Internet, audio and media presentations, oral interviews, maps, diagrams, reference books, magazines, etc.) EFL. Write to describe feelings/opinions in order to effectively influence an audience. (Example: persuade, negotiate, argue, etc.)</p>							
<b>SKILL WITH PERFORMANCE CRITERIA TO BE DEVELOPED:</b>					<b>ESSENTIAL EVALUATION INDICATOR:</b>		
<p>CE. EFL. Use a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas. CE. EFL. 4.15. Express information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing.</p>					<p>I.EFL.4.12.1. Learners can employ a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas. (I.1, I.2, J.2). EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3,I.4, S.3, J.2).</p>		
<b>TRANSVERSAL AXES:</b>		<b>"Interculturalidad"</b>		<b>PERIODS:</b>	<b>3</b>		

Methodological strategies	Resources	Indicators of achievement	Evaluation activities/ Techniques/ Instruments
<b>Session VIII: Field Flower 1</b>	Projector	<b>EVIDENCE 1</b>	<b>Technique:</b>
<b>Contextualization</b>	Notebooks	Physically describe people using grammaticalstructure	<b>Writings and readings</b>  <a href="https://drive.google.com/file/d/1-Hwb5Wj7s593GsxnPPI4FleZR0BLZ0K-/view?usp=share_link">https://drive.google.com/file/d/1-Hwb5Wj7s593GsxnPPI4FleZR0BLZ0K-/view?usp=share_link</a>
	Markers		
<b>Where does exist a more beautiful place? A video of a song Let'sGo: is played for students to observe their city and answer the question "Where does exist a more beautiful place?</b> <b>Link to the story:</b> <a href="https://drive.google.com/file/d/1D_uEahgZMFbKhW5egXbCRn1nFRG_BSI/view">https://drive.google.com/file/d/1D_uEahgZMFbKhW5egXbCRn1nFRG_BSI/view</a>	Digital or physicaltexts		<b>Evaluation instrument:</b>  <b>Checklist</b> <a href="https://drive.google.com/file/d/1Obyu3d7Jc6OSRT2x5CCzTm4TlxIWg3ot/view?usp=share_link">https://drive.google.com/file/d/1Obyu3d7Jc6OSRT2x5CCzTm4TlxIWg3ot/view?usp=share_link</a>
<b>2. Revaluation &amp; Dialogue of Knowledge</b>			
<b>The teacher begins to tell the story of India Catalina, for this the teacher has recorded in a video the story of India Catalina. The video is paused and vocabulary about adjectives is shown and pronunciation is reinforced. The video continues until the end. At the end of the video, wh questions, their meaning and use are explained.</b>			

<b>3. Innovation &amp; Systematization</b>			
Practice! Here students will do an interactive activity that will be posted in the classroom. Review: Play a song about wh questions and help students know what it says.			
<b>ELABORATED</b>			
Teacher:	<b>Carlos Vicente Bustillos Acurio</b>		
Signature:			
Date:			

## SESSION IX

 <p style="text-align: center;"><b>LICEO ANGAMARCA EDUCATIONAL UNIT</b> <b>MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA</b></p>									
<b>INFORMATIVE DATA:</b>									
<b>Teacher:</b>	BustillosAcurio Carlos Vicente	Area/ subject:	Foreign Language	Grade/Course:	Tenth grade of elementary school	Parallel:	A		
Planning unit no:	1	Planning unit title:	Storytelling	Specific objectives of the planning unit:	O. EFL. 4.8. Use spoken and written literary text in English such as poems, short stories, comic strips, short magazine articles and oral in reviews on familiar subjects in order to inspire oral and written production at an A2.1 Level.				
<b>2. PLANNING</b>									
<b>SKILL WITH PERFORMANCE CRITERIA TO BE DEVELOPED:</b>									
<p>EFL. 4.3.7. Read, gather, view and listen to information from various sources in order to organize and discuss relationships between academic content areas. (Example: nonfiction books for young adults, the Internet, audio and media presentations, oral interviews, maps, diagrams, reference books, magazines, etc.) EFL. Write to describe feelings/opinions in order to effectively influence an audience. (Example: persuade, negotiate, argue, etc.)</p>									
<b>SKILL WITH PERFORMANCE CRITERIA TO BE DEVELOPED:</b>					<b>ESSENTIAL EVALUATION INDICATOR:</b>				
<p>CE. EFL. Use a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas.</p> <p>CE. EFL. 4.15. Express information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing.</p>					<p>I.EFL.4.12.1. Learners can employ a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas. (I.1, I.2, J.2). EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing The ability to use these features appropriately in one's own writing. (I.3,I.4, S.3,J.2).</p>				
<b>TRANSVERSAL AXES:</b>	<b>"Interculturalidad"</b>			<b>PERIODS:</b>	<b>3</b>				

<b>Methodological strategies</b>	<b>Resources</b>	<b>Indicators of achievement</b>	<b>Evaluation activities/ Techniques/ Instruments</b>
<b>Session IX: The Field Flower</b>	<b>Projector</b>	<b>EVIDENCE 1</b>	<b>Technique:</b>
<b>Contextualization</b>	Notebooks	Physically describe people using grammaticalstructure	<b>Writings and readings</b>  <a href="https://drive.google.com/file/d/1HkPkvvFdg3TVZUZ2uthz9VnBtOakc6Ux/view?usp=share_link">https://drive.google.com/file/d/1HkPkvvFdg3TVZUZ2uthz9VnBtOakc6Ux/view?usp=share_link</a>
	Markers		
<b>Students watch a video about feelings and emotions, the teacher reinforces the pronunciation and meaning of the words.</b> <b>Link to the story:</b>  <a href="https://drive.google.com/file/d/1_PRAasyhy11F4afip-ij_RTooCAyFmBme/view?usp=share_link">https://drive.google.com/file/d/1_PRAasyhy11F4afip-ij_RTooCAyFmBme/view?usp=share_link</a>	Digital or physicaltexts  Rules		<b>Evaluation instrument:</b>  <b>Checklist</b> <a href="https://drive.google.com/file/d/1Obyu3d7Jc6OSRT2x5CCzTm4TlxIWg3ot/view?usp=share_link">https://drive.google.com/file/d/1Obyu3d7Jc6OSRT2x5CCzTm4TlxIWg3ot/view?usp=share_link</a>
<b>2. Revaluation &amp; Dialogue of Knowledge</b>			
The teacher reads the story about the Field Flower, its characteristics and the things people do around it. Slides are used for this. The part of the grammar that is the present simple of the verb to be is explained. A video is shared and the content is explained.			
<b>3. Innovation &amp; Systematization</b>			

Watch! Students will watch a video explaining the topic Practice! Here students will perform an interactive activity that will be posted in the classroom.			
<b>ELABORATED</b>			
<b>Teacher:</b>	Carlos Vicente Bustillos Acurio		
<b>Signature:</b>			
<b>Date:</b>			

## Session X

 <p style="text-align: center;"><b>LICEO ANGAMARCA EDUCATIONAL UNIT</b> <b>MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA</b></p>							
<b>INFORMATIVE DATA:</b>							
<b>Teacher:</b>	BustillosAcurio Carlos Vicente	<b>Area/ subject:</b>	Foreign Language	Grade/Course:	Tenth grade of elementary school	<b>PARALELO</b>	<b>A</b>
<b>Planning unit no:</b>	1	Planning unit title:	Storytelling	Specific objectives of the planning unit:	O. EFL. 4.8. Use spoken and written literary text in English such as poems,short stories, comic strips, short magazine articles and oral in reviews on familiar subjects in order to inspire oral and written production at an A2.1 Level.		
<b>2. PLANNING</b>							
<b>SKILL WITH PERFORMANCE CRITERIA TO BE DEVELOPED:</b>							
EFL. 4.3.7. Read, gather, view and listen to information from various sources in order to organize and discuss relationships between academic content areas. (Example: nonfiction books for young adults, the Internet, audio and media presentations, oral interviews, maps, diagrams, reference books, magazines, etc.) EFL.Write to describe feelings/opinions in order to effectively influence an audience. (Example: persuade, negotiate, argue, etc.)					<b>ESSENTIAL EVALUATION INDICATOR:</b>		
CE. EFL. Use a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas. CE. EFL. 4. 15. Express information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing.					I.EFL.4.12.1. Learners can employ a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas. (I.1, I.2, J.2). EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3,I.4, S.3, J.2).		
<b>TRANSVERSAL AXES:</b>		"Interculturalidad"		<b>PERIODS:</b>	3		
Methodological strategies		Resources		Indicators of achievement		Evaluation activities/ Techniques/ Instruments	

Session X: Family economy	Projector	EVIDENCE 1	Technique:
Contextualization  Students watch a video where the different types of family are explained to identify theirs according to the characteristics provided by the teacher Link to the story:  <a href="https://drive.google.com/file/d/1xtRiABc6n3-8plNke78q4Os2XYQ78wPc/view?usp=share_link">https://drive.google.com/file/d/1xtRiABc6n3-8plNke78q4Os2XYQ78wPc/view?usp=share_link</a>	Notebooks  Markers Digital or physical texts Rules	Physically describe family using grammatical structure	Writings and readings  <a href="https://drive.google.com/file/d/1aDcvauMYvk19ORgr1ph2FUAbB2WvN1u/view?usp=share_link">https://drive.google.com/file/d/1aDcvauMYvk19ORgr1ph2FUAbB2WvN1u/view?usp=share_link</a>
2. Revaluation & Dialogue of Knowledge  The teacher makes an explanation of the different types with the participation of the students. In addition to identifying the basic needs of a home. The part of the grammar that is the present simple of the verb to be is explained. A video is shared and the content is explained.			Evaluation instrument:  Checklist <a href="https://drive.google.com/file/d/1Obyu3d7Jc6OSRT2x5CCzTm4TlxIWg3ot/view?usp=share_link">https://drive.google.com/file/d/1Obyu3d7Jc6OSRT2x5CCzTm4TlxIWg3ot/view?usp=share_link</a>
3. Innovation & Systematization			

The students prepare a triptych with the information of their family, income, expenses, economic savings and ways of saving to improve the family economy of their home.

ELABORATED	
Teacher:	Carlos Vicente Bustillos Acurio
Signature:	
Date:	

#### **Appendix 4: Pre-test intervention**



#### **Appendix 5: Post-test intervention**



# **ANALYSIS TEST READING AND WRITING (T.A.L.E.)**

## **WRITING AND READING REGISTRATION**

**LASTNAMES:** \_\_\_\_\_ **NAMES:** \_\_\_\_\_

**LEVEL:** \_\_\_\_\_ **AGE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**TEACHER:** \_\_\_\_\_

## CAPITAL LETTERS READING

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	X
Y	Z		

## LOWERCASE LETTERS READING

a	b	c	d
e	f	g	h
i	j	k	l
m	n	o	p
q	r	s	t
u	v	w	x
y	z		

## READING OF SYLLABLES

pla	bla
op	bor
ci	fa
cre	dri
gli	ba
os	gro
lu	op
tar	pru
din	gro
tro	bra

## READING OF WORDS

Word	Time	Number
Water	Day	Part
Year	Back	Back
Sentence	Man	Line
End	Men	Land
Picture	Air	Animal
Letter	Point	Mother
World	Food	Country
Father	Tree	City
Head	Story	Example
Group	Children	Side
Mile	Night	Sea

TEXT READING LEVEL I - A

*Fina eats bread. Fina has a cat. The  
cat's name is Mis. Mis eats crumbs.*

TEXT READING LEVEL I - B

*Did had a sandwich. Len and Kate had popcorn. Jack wanted snacks, too.  
Dad said, "No snacks, Jack!  
Let's go out and play.*

## TEXT READING LEVEL II

*That row of moving black dots are ants. They are very busy. They have to take advantage of the summer and collect supplies for the dark days of winter. In summer they collect all the food they can and put it in their nest.*

## TEXT READING LEVEL III

*The old train is now in a museum. In a spacious, warm, and clean room. He no longer goes out to work, the holiday season is over and commemorations. Now he is there waiting for the sunset to arrive, because in those moments.*

*His friends come to visit him. First, a ray of sunlight through the windows, the caress of the wind, the goldfinch, the swallow, which makes its nest in a little boat of the tender.*

**TEXT READING LEVEL IV**

*In the Middle Ages, the serf had multiple and diverse obligations with respect to his "The main ones can be classified as follows:*

*1) The serf had to work for free two or three days a week on the land and fields whose products belonged exclusively to the "master" or "lord". When the time of the harvest arrived, some extraordinary days were stipulated, which were called "of grace", in which the servant had to abandon his own tasks in order to harvest for the "lord". On urgent occasions he might be required to supply the manor house with firewood from the bush, or to repair the royal road.*

*2) The serf had to pay certain taxes usually "in kind". Thus, on certain parties it was supposed to bring a dozen capons or a few bushels of grain to the larder of the manor house.*

**COMPREHENSIVE READING LEVEL I**

*Pablo is a six-year-old boy. He has a black dog. The dog's name is Max. Max has a very long tail, and he wags it when he's happy. Max plays in the garden so he doesn't dirty the house. Play with one Red ball.*

**COMPREHENSIVE READING LEVEL II**

*Pedro, the bus driver, is a tall man with blond hair. His eyes are as blue as the sky. But his hands are always dirty because he gets stained with grease from the bus. Although every day it is washed with alcohol, the fat never disappears. He wears a cap and a uniform so as not to dirty his suit. Pedro was born in a very small town with only twenty houses.*

**COMPREHENSIVE READING LEVEL III**

*Pablo is a happy boy who lives with his parents and little brothers. His house is in the middle of a valley, near a small stream with clean and transparent waters. Pablo's father is a woodcutter and every morning when the sun rises, he jumps out of bed, wakes Pablo up, and the two of them go to the forest to work. It is a very lush forest, full of old trees. In it there are pines, enzymes and large firs. Between the two of them they cut the thickest logs with an electric saw.*

## COMPREHENSIVE READING LEVEL IV

*The village was made up of a few poor looking huts with wooden walls and a roof of branches. The landscape, on the other hand, was the most beautiful that can be imagined. The town was surrounded by the green of the palm trees and the blue of the sea.*

*A blue and calm sea adorned with the white foam of the waves or the sail of some distant ship. The boats waited on the beach for the pearl fishermen. They all had a bag and a knife strapped to their waist. At dusk they returned with their bags full of sea sponges, and, if they were lucky, also some pearls, for which they would be given a lot of money in the city. His work was difficult and risky. They had to descend into the depths of those beautiful blue waters.*

## QUESTIONS TO ANALYZE THE READINGS

- *Who are the protagonists of the story?*
- *Did you learn any new words or facts so far?*
- *What was your favorite part of the story? Why?*
- *Does the topic or story relate to you or your family?*
- *What would you have done if you were the character?*

# **READING AND WRITING**

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## **COPY**

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**READING              AND              WRITING**

**DICTATION**

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# **READING AND WRITING**

## **READING AND WRITING (T.A.L.E.)**

**Authors:** J. Toro y M. Cervera.

Test made to be useful:

- a) To diagnose reading and writing difficulties;
- b) To place teenagers in a defined pedagogical level;
- c) To investigate in the field of teens' learning.

**It consists of 2 subtests:** Reading and Writing.

**The first includes:** reading letters, syllables, words, texts and reading comprehension.

**The second:** copying, dictation and spontaneous writing.

**Application:** Individual from 12 to 15 years old.

### **GENERAL**

- In the administration of any individual test, one should begin by establishing a good relationship with the child, which means that the test situation should not be adversarial for the subject. On the contrary, the interaction between the child and the examiner must be such as to allow the collaboration of the examinee. This will guarantee that the child will demonstrate throughout the test all his or her already acquired repertoire of reading and writing behaviors.
- It should be observed that the material with which the child is going to work and the test situation are practically the same as those he/she encounters in his/her school life.
- Before starting the administration of the test, the examiner must become a source of reinforcement. He must approve, praise, graph those behaviors of the child especially present in the situation that are correct. To do this, the examiner should ask the child to perform some activities other than reading and writing.
- Once the test has started and the appropriate level has been chosen, the child's correct performance or, where appropriate, the approximations to it must be approved and positively evaluated.
- In the examiner there can be no criticism, a simple gesture, a nod of the head, can be punitive for certain types of children. The inconstant student, easily fatigued, with scattered attention, should receive reinforcement as long as his behavior is adequate.

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# **READING AND WRITING**

## **TALE test administration guidelines**

### **Rules for administration of the reading subtest:**

- The reading subtest is divided into different subtests.
- Before starting each subtest, the instructions corresponding to it and only to it will be administered.
- The duration of each subtest will be noted.
- Below each subtest there is a section "Observation", here any incident, disturbance or unforeseen event should be noted.

### **Letter Reading:**

- The subject is given the cards where the capital letters are printed.
- The subject is told: "Read these letters aloud in this order (from left to right)".
- The subject is then shown the cards on which the lowercase letters are printed.
- The subject is told: "Now read these other letters".
- The subject's answer will be recorded if it is wrong.
- The time of each subtest is noted.

### **Syllable Reading:**

- The student is given the poster board on which the series of syllables is printed.
- The student is told "Read this aloud in this order (from top to bottom)".
- The student's answer will be noted, provided it is wrong.
- The time spent on this subtest is recorded.

### **Word Reading:**

- The student is given the poster board on which the series of words is printed
- The student is told: "Read this aloud following this order (top-bottom)".
- The student's answer will be noted, provided it is wrong.
- The time spent on this subtest is recorded.

### **Reading Texts:**

- The text that corresponds to the school level the student is in should be chosen, as long as this occurs in the third trimester. The student is told "Read this aloud to the best of your ability".
- Any errors in the subject's reading should be noted.
- The elapsed time is noted.

**Reading Comprehension:**

- The silent reading text corresponding to the school level the child has attended or is currently attending (third trimester) is chosen.
- Before handing him/her the corresponding cardboard, tell him/her: "Now you are going to read quietly (just for you), pay attention to what you read because later I will ask you some questions about what you have read. Read it just once and when you have finished, tell me once. Just once and look carefully, did you understand it?"
- The time elapsed from the moment the card is handed out until the end of the reading is noted down. Once the silent reading is finished, the questions corresponding to the text read will be asked.

**Writing Subtest** - It is divided into three subtests.

**Copy:**

- The subject is given the "Register of Deeds" poured on the page corresponding to the "copy" section. He/she is told: "Copy all of this on the dotted line after each word, write in your normal handwriting. Always write in lower case, even though it is in capital letters here (not print)."
- You will not use a pen, only a pencil.
- The length of the test will be noted.

**Dictation:**

- The text corresponding to the level the child has already taken or is taking at the time the test is administered (third trimester) will be chosen. The child is told: "Now you will write on this page what I will tell you".
- It should not be dictated word for word but sentences.
- The time elapsed from the beginning of the dictation until the end of the test is noted.

**Spontaneous Writing:**

- The student will be told the following: "You will make an essay. Write here everything that comes to your mind about anything you want".
- If the student hesitates, he/she will write down some topics, you can write about an excursion you have done, about an outing to the countryside, to the beach or about a trip.
- The time spent by the subject in carrying out the test will be noted down.

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