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**CARRERA: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

**INFORME FINAL DEL TRABAJO DE TITULACIÓN, EN LA
MODALIDAD PROYECTOS DE INVESTIGACIÓN**

TEMA:

**STORYTELLING AS A STRATEGY FOR THE STRENGTHENING OF
SPEAKING SKILLS IN NINTH-GRADE STUDENTS AT JACINTO
COLLAHUAZO HIGH SCHOOL**

**TRABAJO DE TITULACIÓN PREVIO A LA OBTENCIÓN DEL TÍTULO DE
LICENCIADA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS MENCIÓN INGLÉS**

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“Education is an act of hope. It is a means of giving the present a future, of giving the future, a memory”

-Pope Francis, *Global Compact on Education*, 2020.

DEDICATION

To my mother for being my refuge and my strength, for being my guide at every stage of my life. For always illuminating my path, for being my home, my certainty and my greatest blessing. Everything I am is because of and for you. I love you.

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ABSTRACT

The development of speaking skills is a significant challenge for both students and teachers of English as a foreign language (EFL) due to several factors such as limited exposure to the language, lack of motivation and grammar-focused methodology. The aim of this study is to determine Storytelling as a strategy to strengthen oral expression in ninth grade students at Jacinto Collahuazo School. The research was of a mixed type and was applied to 136 students. The students were given a survey to measure the margin of acceptance of new strategies such as Storytelling and a diagnostic test of oral ability in which they were placed between an A1 and A2 level. An interview was also conducted with a Year 9 teacher, from which important information about the strengths and challenges of using storytelling in the classroom was obtained. Taking all this into account, a teacher's guide was developed with examples of stories, vocabulary, ideas for activities and tasks in order to propose this strategy as a way of strengthening students' oral expression.

Keywords: storytelling, strategy, speaking, skills, strengthening.

RESUMEN

El desarrollo de la expresión oral es un reto importante tanto para los estudiantes como para los profesores de inglés como lengua extranjera (EFL) debido a diversos factores como la limitada exposición al idioma, la falta de motivación y la metodología centrada en la gramática. El objetivo de este estudio es determinar el Storytelling como estrategia para fortalecer la expresión oral en estudiantes de noveno grado del Colegio Jacinto Collahuazo. La investigación fue de tipo mixto dirigida a 136 estudiantes. A los estudiantes se les aplicó una encuesta para medir el margen de aceptación de nuevas estrategias como el Storytelling y una prueba diagnóstica de habilidad oral en la que se les ubicó entre un nivel A1 y A2. De la misma manera una entrevista fue realizada al docente de noveno grado, de la cual se obtuvo información importante sobre las fortalezas y retos que supone la utilización de Storytelling en el aula. Teniendo en cuenta todo esto, se elaboró una guía para el profesor con ejemplos de cuentos, vocabulario, ideas de actividades y tareas para proponer esta estrategia como forma de fortalecer la expresión oral de los alumnos.

Palabras clave: storytelling, estrategia, speaking, habilidades, fortalecimiento.

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INTRODUCTION

CONTEXT OF THE STUDY

English language plays a crucial role in global communication. It is the official language of organizations such as the United Nations and the European Union. It is also one of the most widely spoken languages worldwide (Srinivas Rao, 2019, p. 66). However, in Ecuador, English proficiency remains low. According to the English Proficiency Index published by EF Education First (2024), Ecuador ranks 82nd out of 116, with a score of 46.57 out of 100, which corresponds to an A1 level on the Common European Framework of Reference for Languages (CEFR). One of the main causes identified for this low performance is the lack of methodological approaches that promote real immersion in the language (EF Education First, 2024). Consequently, it is essential to apply new innovative strategies to strengthen students' speaking skills. For this reason, storytelling is positioned as a favourable strategy to meet this objective, as it encourages students' oral participation while creating an optimal contextual environment for communication and oral expression. By focusing on the development of oral expression through the use of Storytelling, this paper aims to address the different challenges and limitations faced by language teaching in Ecuador.

PROBLEM DESCRIPTION

According to the Ministry of Education (n.d.), English is a compulsory subject in Ecuadorian schools and must be studied from early education through high school. Students are expected to complete a structured English curriculum during their academic formation. Despite this mandate, English continues to be perceived as a difficult subject, particularly in the development of the four main language skills: listening, reading, writing, and especially speaking. Furthermore, students of English as a Foreign or Second Language consider speaking as the most difficult skill to be developed (Kamaruddin et al., 2025). Additionally, Sahid, et al. (2024) state that EFL learners often lack opportunities to use the language outside the classroom. Most communication in English depends on the teacher, and students are rarely encouraged to engage in active speaking. Additionally, students frequently lack motivation, confidence, and develop negative attitudes toward using the foreign language.

Sakinah (2019), says that students face several problems due to the lack of meaningful contexts in the classroom, since in addition to knowledge in grammar and vocabulary it is necessary that the student knows how to connect their ideas spontaneously,

clearly and fluently. Yusuf and Zuraini (2016) identify the following items as obstacles to teaching speaking in EFL classrooms:

- **Student inhibition:** Learners often feel anxious or afraid of being judged by peers or making mistakes when speaking in public.
- **Lack of ideas:** Some students hesitate to participate due to unfamiliarity with the topic or fear of saying something incorrect.
- **Low participation:** Classroom dynamics may favor more dominant students, discouraging reserved learners from contributing.
- **Use of mother tongue:** Students tend to rely on their native language to complete tasks, avoiding English out of fear or insecurity.
- **Limited vocabulary:** A poor lexical repertoire hinders effective communication.
- **Grammar-focused instruction:** Traditional methodologies tend to prioritize grammar over oral communication, reducing opportunities for speaking practice.

These factors contrast with the communicative approach promoted by Ecuador's National Curriculum, which encourages language use as a means of interaction rather than memorization (Ministry of Education, n.d.). The curriculum, aligned with the Common European Framework of Reference for Languages (CEFR), aims for students to reach A2 proficiency by the end of ninth grade and B1 by the end of high school. However, these targets are not always achieved, particularly in terms of speaking proficiency.

According to Ledesma, 2023, in many classrooms in Ecuador, traditional methods such as translation, memorization, and grammar-focused teaching still prevail, leading to low student motivation and poor communicative performance (p. 4). This issue is reflected at Jacinto Collahuazo High School, located in Otavalo, where the need to strengthen students' oral expression is evident. In fact, a recent study conducted by Guevara, et al. (2024) found that most students in the country do not reach the expected English level at the end of their instruction. Therefore, it is necessary to explore alternative strategies that facilitate meaningful and effective language use. And the use of Storytelling as an engaging strategy that encourages participation in the classroom is an approach that is suitable to meet all these challenges. Consequently, this research work intends to explore storytelling as a strategy to strengthen Speaking in EFL students. In order to guide this research, the following questions are proposed:

- To what extent can storytelling influence the improvement of students' speaking skills?
- Can storytelling-based activities effectively develop speaking skills?
- How can a teacher's manual with storytelling activities support the development of speaking skills in EFL learners

JUSTIFICATION

The ability to speak English fluently and accurately is a fundamental skill for personal advancement in the global era. For this reason, it is viewed as the most important skill to be prioritized in the foreign language instruction context (Kamaruddin et al. 2025). Moreover, it is believed that knowing a language means being able to speak that language, that is why an innovative strategy like storytelling could offer students the possibility to transmit their ideas and feelings in a context. In the past, storytelling played an important role in societies as a major public event or phenomenon. It preserved collective memory and transmitted information to the young. With the advent of the printing press in 1440, storytelling experienced a significant transformation (Lilomaiaava-Doktor, 2020). Nevertheless, it continues to be a useful strategy to transmit knowledge in context and in a simplified form. In addition, storytelling represents the most fundamental and universal aspect of human existence, transcending temporal and cultural boundaries. As Del Negro (2020) notes:

Storytelling is the face-to-face transmission of oral narrative, in real time, without text or additional media. Though its purpose and formats change from century to century and from culture to culture, storytelling fulfills critical social and individual needs: human beings have an innate need to communicate their feelings and experiences through story (p. 3).

The same author states that we tell each other stories because stories connect us across national and global tragedies, even when we experience them differently. Stories affirm our understanding of each other (p. 3). In addition, (Del Negro, 2020) points out that stories allow listeners to shape their perception of reality and behavior; the act of creating and telling stories is what makes human beings human. The capacity of stories to facilitate comprehension of disparate realities and foster empathy, connection, and emotional resonance with others is a crucial aspect of their function. In this regard, stories serve as potent emotional and cognitive reservoirs, transcending the limitations of time and space, both in periods of prosperity and collective adversity.

A further fundamental aspect is that stories facilitate connections and the transmission of information to children in a simple and accessible format. The structure and accessible format of stories make them excellent tools for introducing concepts in a simplified and engaging way to developing young minds. By means of engaging characters and compelling narratives, children are immersed in fictional universes that reflect and explain their own social and cultural reality (Storr, W.2019). Through stories, children can learn about the language, culture, and society in which they develop their understanding about the world. In addition, “Stories introduce the children to heroes, give them an understanding of the flow of language, expose the listeners to their history, and teach the concepts important to that culture” (Malo & Bullard, 2000.p,1). Moreover, the same authors highlight that stories serve as a foundational element in the process of children's socialization

and education, functioning as potent vehicles for the transfer of knowledge, cultural norms, and values.

Furthermore, stories facilitate the cultivation of curiosity in both the narrator and the audience. While the former serves as a conduit of information and knowledge, the narrative also acts as a trigger in the exploration of these ideas and the knowledge transmitted, thus fostering curiosity. This curiosity prompts those involved to examine the finer details of the story, which in turn facilitates a more comprehensive and profound understanding of the information presented (Zarifsanaiey, N. et al., 2022). Moreover, Gunawardena and Brown, (2021) state that:

Learning is promoted when students are curious to examine a scenario or a problem (this drives effective communication or inter-relational capacity). Igniting students' curiosity contributes to transforming learners into a different mode of thinking by creating an openness to discover new perspectives and viewpoints. Curiosity allows students to utilize their metacognitive abilities to wonder and think deeply about the situation provided and identify key values (p.47).

In general, stories have the capacity to transmit information and knowledge to subsequent generations, thereby fostering creativity, the development of an understanding of the world, and the acquisition of knowledge about it. According to Rakhima (2024) Storytelling encourages dialogue, discussion and the strengthening of oral skills due to storytelling:

- Provide the ability to adjust their oral expression to the situation and the audience.
- Improves the ability to structure ideas in a coherent way.
- Develop skills in communicating and expressing feelings or opinions.
- Integrates listening, speaking, and potentially reading and writing.
- Enables students to engage in the development of multiple language skills.
- The ability to express oneself fluently is enhanced.
- Serves to facilitate the acquisition of language skills, rendering them increasingly automatic.
- Familiarize students with the stories; they tend to become more confident in their speaking abilities.
- Pronunciation refinement:
 - Helps learners to become acquainted with accurate pronunciation.
 - Improves their articulation and intonation.
 - Helps to improve natural pronunciation.

The incorporation of storytelling among 9th grade students at Jacinto Collahuazo High school can improve their speaking skills and facilitate effective communication. This method can also increase students' interest in sharing their feelings, ideas and perception through oral activities. Storytelling permits students to explore language use. Students

manipulate and incorporate new vocabulary into their speaking, leading to better internalization and vocabulary expansion. The introduction of storytelling in ninth grade at Jacinto Collahuazo School is intended to encourage student experimentation with language through the telling of their own stories. In addition, the project aims to create working strategies that can be used as a working guide for teachers in the city of Otavalo and the country in general, adapting these activities to their environment and the needs of the students and the Ecuadorian curriculum. By doing so, it is possible to promote the creativity, diversity and autonomy of the students.

The direct beneficiaries of this research, which focuses on the application of storytelling to improve speaking skills of ninth-grade students at the Jacinto Collahuazo school, are the students of that academic year as well as the English teachers of the educational institution. They will benefit from the implementation of a didactic strategy enabling them to develop oral communication abilities, expression skills, creativity, oral intellectual production, propagation of ideas, and linguistic enrichment. Moreover, the indirect beneficiaries who are the various social actors of the educational institution, including teachers of other subjects, students of different levels, authorities, and researchers with a related interest in the research topic, will benefit indirectly. The research will provide them with knowledge, didactic strategies, and activities that can be adapted to their context and applied to language teaching and learning. Additionally, this research may benefit other fields, such as literature, where applied strategies can be effectively useful.

IMPACTS

This research has both academic and social significance. Academically, it contributes to existing and future knowledge and investigations since this work contributes to the didactics of English as a Foreign Language since it provides a teacher's guide based on the use of an innovative and contextualized strategy such as storytelling. This guide will provide tools and techniques that can be used in the classroom in order to strengthen students' speaking skills. Socially, it raises awareness about a specific problem and offers a potential solution.

OBJECTIVES

General objective

- Determine the impact of storytelling as a strategy for strengthening speaking skills in ninth grade students at Jacinto Collahuazo high school.

Specific objectives

- Describe the storytelling strategies that can be applied for the strengthening of speaking skills in ninth-grade students at Jacinto Collahuazo High School.
- Analyze the speaking level of the ninth-grade students of the Jacinto Collahuazo high school for the design and adaptation of storytelling activities.
- Design a teacher guide with storytelling techniques centered on the refinement of speaking skills.

CHAPTER I: THEORETICAL FRAMEWORK

1.1. Definition and importance of speaking skills

Speaking is an essential component of communicative competence in foreign language learning. According to Chaney (1998, as cited in Firharmawan & Elfira, 2023), describes speaking as “the process of making and sharing meaning through the use of verbal and non-verbal symbols in various contexts” (p.104). Similarly, Brown (1994) and Burns & Joyce (1997, as cited in Leong & Ahmadi, 2017), emphasize that “speaking is an interactive process of making meaning, involving the production, reception, and processing of information” (p.35). As well as Bygate (1987, as cited in Leong & Ahmadi, 2017), further defines speaking as “the production of auditory signals to elicit verbal responses” (p.35).

"The core language function is to communicate meaningfully, with speaking being the primary means to convey all kinds of information" (Guevara-Betancourt & Flores Albuja, 2020, p. 3). That is why “one of the most desirable results of foreign language instruction is to enable learners to communicate orally in the target language”. Moreover, speaking skills are central to the success of a foreign language acquisition, as they play a vital role in language learning since one of the most important objectives of language teaching is to give learners the ability to use in an accurate and effective way the target language (Davies & Pearse, 2000, as cited in Ratnaningsih et al., 2019). However, learners of English as a foreign language often struggle to develop this skill, largely due to limited exposure. As Gürbüz and Cabaroğlu explain:

Students residing in a country where English is not the dominant language lack sufficient exposure to spoken English in daily life. In classrooms where students share the same first language and English is rarely used outside academic settings, learners and teachers face additional challenges (para. 4).

In addition to academic relevance, speaking skills hold substantial importance in social communication. They allow students to interact meaningfully in English, fostering their ability to express ideas, emotions, and opinions in diverse contexts. In concordance with Srinivas Rao (2019) “English is said to be the first global lingua franca, and it is the most widely used language in the world in international trade, diplomacy, mass entertainment, international telecommunications and scientific publications as well as publishing newspapers and books” (p.66).

Furthermore, Leong & Ahmadi (2017), note that speaking is foundational for human communication, as individuals are inherently programmed to speak before learning to read or write. They argue that effective communication requires a combination of components, including pronunciation, grammar, vocabulary, fluency, and comprehension. Consequently, fostering speaking skills is crucial for students’ overall language competence and their ability to convey thoughts in both academic and social settings.

1.2. Components of speaking skills

Fluency: “Fluency is defined as the ability to articulate ideas smoothly and coherently, utilizing all available linguistic resources with spontaneity and ease, is recognized as a cornerstone of effective communication” (Wang et al 2024, p.1). This natural use of language is achieved when oral activities prioritize meaning and negotiation while minimizing overcorrection. Moreover, a good exercise to strength fluency is reading stories aloud (Derakhshan et al. 2016). Therefore, storytelling emerges as a powerful tool for developing fluency, as it encourages consistent practice and natural language use.

Accuracy: Accuracy involves the correct use of grammar, vocabulary, and pronunciation in communication (Wang et al. 2024) as well as Derakhshan et al. (2016) emphasize that accuracy complements fluency, as both are crucial for effective communication. This component ensures that speakers are understood clearly, not only in English but in any language. Therefore, accuracy must be consistently developed to achieve meaningful interactions.

Pronunciation and intonation: Pronunciation and intonation play central roles in conveying meaning effectively. Shukla, A. (2016), describe pronunciation as “the manner in which speech sounds, especially connected sequences are articulated by individual speakers or by speakers generally” (p.1). On the other hand, intonation affects how a message is understood, as it signals the speaker's intent, such as whether an utterance is an explanation, apology, or challenge (Prieto & Borrás, 2018). Effective pronunciation and intonation contribute significantly to the listener's comprehension and the speaker's ability to convey nuanced meanings.

Coherence and cohesion: Coherence and cohesion involve structuring ideas logically to create clear and meaningful communication. Tsunemoto and Trofimovich (2024) highlights the importance of these elements in organizing speech so that listeners can easily follow the speaker's thoughts. Effective storytelling, for example, naturally encourages the development of these skills by requiring speakers to connect ideas in a sequential and logical manner.

1.3. Challenges in developing speaking skills in Ecuador

Ecuadorian students face significant challenges in developing speaking skills and there are the following:

Insufficient exposure: Limited exposure to spoken English significantly hinders the development of speaking skills. Gürbüz and Cabaroğlu (2021), point out that students in non-English-speaking countries often lack opportunities to practice spoken English outside

the classroom. This lack of exposure restricts their ability to interact in meaningful contexts, making it difficult to acquire fluency and confidence in the language.

Low of motivation: Low of motivation to speak in English is a very common challenging factor in developing speaking skills, it is due to different factors such as their confidence and level of preparation as Supramaniam et al. (2022), express “Students' lack of motivation to speak English is a major factor influencing their speaking performance, with lack of confidence, time for preparation, and lack of time being the most common reasons” (p.81). Therefore, teachers play a fundamental role in addressing this issue by creating an encouraging atmosphere.

Grammar-focused instruction: According to Naghiyeva (2024), grammar focused instruction supports grammatical structures and rules acquisition. However, it does not give the relevance it should strength of language skills such as Speaking. While knowing grammar is useful it alone does not prepare the student to use the language in real and spontaneous contexts such as conversations or interviews.

Cultural barriers: Cultural barriers also play a significant role in speaking development since the way in which a language is learned and the context in which it is used differs from the foreign language being learned. “The way of students gaining their speaking skill through learning, the exposure to English, the differences in grammar and phonology, anxiety, and motivation are some of barriers that foreign learners face in speaking English” (Amiruddin, A. 2022 p.1).

1.4. Overview: storytelling as a pedagogical strategy

1.4.1 Definition of storytelling in education

“Storytelling is an ancient art of telling stories that has been passed down from generation” (Choo et al. 2020, p. 1). In the words of Ravindranath, S., & Menachery, T. (2019), “Storytelling has been indeed practiced by every culture with the intention of preserving history, teach law, give moral training by explaining the exemplary deeds” (p.2). Currently this strategy is used with the same intention, to transmit knowledge, values, in a simplified, striking and contextual way to students, making learning meaningful thanks to the connection it creates between emotions, ideas and personal experiences. In addition, Vinnikova, O. (2022) states that:

Storytelling is a universal technique suitable for any level and age of students, it develops critical thinking, improves teamwork skills, motivates students, helps improve intercultural communication skills, and also allows the teacher to explain complex material in an interesting and accessible way (p. 5).

Based on that storytelling offers a huge range of positive benefits to education, creating a comfortable and natural atmosphere facilitating the acquisition of the language. It is a useful strategy that allows the natural use of the language and gives teachers the opportunity to create engaging lessons. Moreover, “it is very effective in helping teachers in guiding pupils to increase their speaking skills, as well as to increase pupils’ desire of learning English as a foreign language” (Murad et al, 2024. p. 3).

1.4.2 Benefits of storytelling in the EFL classroom

Storytelling is a powerful strategy that brings to EFL classrooms a wide range of benefits, some of them are:

1. **Cognitive benefits:** Storytelling brings with it multiple cognitive benefits, since according to Asnas (2024, as cited in Sultan & Fatima,2025) “Storytelling helps to direct focus, manage cognitive load, and facilitate memory retention” (p.30). This is the result of the narrative structure’s capability to organize and transmit information in a memorable way. In words of the same author “Storytelling present information in a format that becomes more meaningful and memorable, as the brain is wired to recall stories more readily than isolated facts or data points (p.30).

2. **Emotional engagement:** Storytelling reduces anxiety and increases motivation, fostering a supportive and inclusive classroom environment. This emotional connection enhances students’ participation and retention of language skills (Belda & Goddard, 2024). Moreover Naeem (2024), says “Stories can evoke a wide range of emotions, helping students understand and manage their own feelings” (para. 4). This is a fact that allows students to foster their emotional intelligence and recognize their own responses to different emotional stimuli. The same author also expresses “Through storytelling, they can explore themes like friendship, conflict, and perseverance, which can provide them with valuable life lessons and emotional resilience” (para.4).

3. **Social and cultural relevance:** “Storytelling not only improves language skills but also fosters intercultural awareness, social connection, and empathy, making it a powerful tool for culturally responsive teaching.” (Isbell et al., 2020, p. 44). Integrating culturally relevant stories helps connect language learning to students' backgrounds, promoting a sense of identity and belonging. For example, by telling stories about different problems around the world like war or immigration, they can foster their sense of understanding and empathy.

For these reasons, storytelling serves as an effective strategy for developing critical speaking skills in a holistic manner.

1.4.3. Types of storytelling techniques

Storytelling encompasses a variety of approaches, each catering to different classroom needs:

Traditional storytelling:

According to Wang, S., Zhan, H. (2010) “Prior to the advent of the writing systems, storytelling was the only tool available by which individuals within their communities could pass down their beliefs, traditions, and historical culture to future generations” Moreover, (p.12). Kovach (2021), highlights that “traditional storytelling fosters collaboration, spirituality, and cultural preservation, offering students a holistic learning experience” (p.3). Storytelling was one of the most effective ways of transmitting information and educating people “As the oldest form of education, storytelling contributes uniquely to children’s language and literacy development in speech and written composition, as well as language development in both reading and listening” (Trawick-Smith, 2003 as cited in Wang, S., Zhan, H., 2010, p.12)

Digital storytelling:

According to Smeda. et al. (2024), “Digital storytelling is a powerful tool to integrate instructional messages with learning activities to create more engaging and exciting learning environments” (p.1). And as Robin (2006) explains, digital storytelling integrates multimedia elements, such as audio and video, with traditional narratives. The inclusion of these digital elements helps to catch the attention of the students and to transmit the message in the desired way.

Collaborative storytelling:

“Collaborative storytelling promotes negotiation, collaboration, and shared understanding among participants, resulting in more cohesive storylines” (p. 19) Engaging students in group storytelling activities fosters teamwork and active participation. Collaborative storytelling not only allows students to practice speaking but also helps them negotiate roles and stances during narrative creation (Cleland & Fonseca, 2022).

1.5. Theoretical foundations supporting storytelling in language Learning

1.5.1. Constructivist theory of learning

The constructivist theory posits that learning is an active process where knowledge is constructed through the interaction of prior knowledge and new experiences. It emphasizes that learning is context-dependent and influenced by the learner's willingness to engage knowledge. As stated by Ausubel, (1968) "The most important factor influencing learning is what the learner already knows" (p.6). Storytelling aligns with this theory by providing students with opportunities to reflect, discuss, and create their own narratives, which enhances their communication, sequencing, and grammatical skills (Stein, 1982). Moreover, storytelling makes learning meaningful by connecting abstract language concepts to real-world experiences. For example, when listening to or reading a story, the events and plot of the story are related to previous experiences and feelings, and the union of these two results in a learning process that is meaningful to the student.

1.5.2. Sociocultural theory by Lev Vygotsky

Vygotsky's sociocultural perspective states that learning occurs through social interaction. "What the child can do in cooperation today he can do alone tomorrow. Therefore, the only good kind of instruction is that which marches ahead of development and leads it; it must be aimed not much at the ripe as at the ripening functions" (Vygotsky, 1978, p. 188).

This is reflected in the concept of the Zone of Proximal Development., "The zone of proximal development defines those functions that have not yet matured but are in the process of maturation, functions that will mature tomorrow but are currently in an embryonic state..." (Vygotsky, 1978, p. 86). This is basically the representation of the space where learning occurs, what the child can do and what he or she will achieve if given the right support and instruction.

Internalization is a fundamental element of this learning mechanism as skills and knowledge are developed through social internalization and internalized as individual capabilities. "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first between people (interpsychological), and then inside the child (intrapsychological)" (Vygotsky, 1978, p. 57). Additionally, complementing this theory Van Compernelle (2019), suggests that storytelling, as a shared activity, enhances cognitive and communicative development. Since storytelling activities, when shared, are of a social nature, a key element for meaningful learning to occur in students.

1.5.3. The affective filter hypothesis by Stephen Krashen

The active filter is a crucial element in the theory of second language learning developed by Stephen Krashen, acting as its name suggests, a filter or sieve in the subconscious that chooses which linguistic information is processed and internalized. In words of Dulay, Burt, & Krashen, (1982)

“The Affective Filter is that part of the internal processing system that subconsciously screens incoming language based on ... the learner’s motives, needs, attitudes, and emotional states. If the affective filter is high ... input is prevented from passing through and hence there is no acquisition.” (p. 46)

In other words, “When the level of the affective filter is high, the acquisition is prevented. When the affective filter is low, it is possible to comprehend the input.” (Krashen, 1981, as cited in Humanising Language Teaching Magazine, 2017)

This theory suggests that if the emotional conditions are not appropriate, the student will not internalize the content even if he/she understood it, as (Krashen, 1985, as cited in Tomlin, RhinoSpike script) said: “In fact, my hypothesis is for language acquisition to really succeed, anxiety should be zero. ... If the student isn’t motivated, if self-esteem is low, if anxiety is high... He may understand the input, but it won’t penetrate”

1.5.4. The natural approach by Terrell and Krashen

The natural approach developed by Tracy Terrell and Stephen Krashen in 1983 states that comprehension of the target language comes before propulsion, in other words it emphasizes the learner's exposure to the language. According to Terrell and Krashen (1988) “Acquisition requires meaningful interaction in the target language – natural communication – in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding.” (p.75) The same author also expressed: The emphasis in the Natural Approach is on exposure, or input, rather than practice; and on informal and natural communication, rather than on formal grammar" (p.76). This highlights the importance of creating environments with low stress levels since it is in these environments that students learn best.

1.5.5. Theory of multiple intelligences by Howard Gardner

Gardner's theory of multiple intelligence identifies Linguistic, Logical-Mathematical, Spatial, Bodily-Kinesthetic, Musical, Interpersonal, Intrapersonal, and Naturalist Intelligences as key factors in learning (Checkley, 1997, as cited in Hashemian et al. 2015). Storytelling engages these intelligences by encouraging students to analyze narratives critically, share socio-cultural experiences, and reflect on their understanding of language and context (Gunawardena & Brown, 2021). For example, linguistic intelligence is developed through vocabulary enrichment and sentence construction, while interpersonal intelligence is fostered during collaborative storytelling. Intrapersonal intelligence, on the other hand, is nurtured as students reflect on the personal significance of stories, allowing them to connect language learning with their individual experiences.

During years people have been looking for the most accurate definition for intelligence Checkley (1997), Quoting Gardner says, intelligence involves a person's ability to solve a problem or do something considered valuable in one or more cultures. People have demonstrated to be skilled at different things in academic or other aspects in concordance with this. Gardner mentioned that linguistic intelligence appears to be the one most widely shared by humans across the world because without linguistic skills in semantics, phonology, syntax, and pragmatics, people would have difficulty functioning with efficacy in the world. In contrast, the abilities of gymnasts, mathematicians, musicians, and visual artists are often perceived as remote and even mysterious by the average person (Gardner, 2011, as cited in Morgan, 2021). In agreement with this Garder provides a wide view of how students learn and communicate, the following table poses the different intelligence proposed by him and their main features.

Table 1:

Multiple intellicences

INTELLIGENCE	DESCRIPTION
Linguistic	People with strong linguistic skills can use their native language, and sometimes other languages, to understand people and express their thoughts. Examples of professionals with above average intelligence levels in this area include writers and orators.
Logical-matheatical	Scientists are examples of people strong in the logical-mathematical intelligence because they can manipulate numbers the way mathematicians do. They tend to have above average logical-mathematical skills, also because of their knowledge of causal systems.
Spatial	Spatial intelligence involves the skills people have to represent the spatial world. Spatially intelligent people tend to

	become painters, sculptors, and architects. Spatial intelligence is used more often in certain sciences like anatomy and topology.
Bodily-kinesthetic	This intelligence relates to the ability to use whole or certain body parts to create something, solve a problem, or display skills involving bodily movement. Examples of professionals strong in this intelligence include athletes and dancers.
Musical	People with enhanced musical intelligence have a heightened ability to hear, recognize, and remember patterns. They think in music and cannot get it out of their minds. In "Frames of Mind", Gardner indicated that musical intelligence emerges earlier than other intelligences.
Interpersonal	The interpersonal intelligence involves one's ability to understand others. People strong in this intelligence can detect other people's moods, intentions, and desires. This intelligence is especially important for individuals who deal frequently with people like teachers, clinicians, and salespeople.
Intrapersonal	An enhanced understanding of oneself is a characteristic of someone strong in intrapersonal intelligence. Developed intrapersonal intelligence enables people to anticipate how they would react to experiences and how to choose the experiences that can be beneficial. It also helps people be aware of the difficulties they might encounter.
Naturalistic	Naturalist intelligence was added to the original seven. It relates to an individual's ability to differentiate among living things. People strong in this intelligence are good at classifying plants, animals, and minerals, and as well as rocks and grass.

Description of the table

Note: This table provides a brief definition of each of the eight intelligences.

The table (Checkley, 1997, as cited in Morgan, 2021) presents Howard Gardner's multiple intelligences theory in a conversational format.

1.6. Linking storytelling with speaking skill development

1.6.1. Storytelling as a communicative approach

Palmer, Harshbarger & Koch (2001) say "Storytelling is a rich interactive process that facilitates imagination, creative thinking, language abilities, and cooperative learning" (p.201). Storytelling creates a natural context for practicing language in meaningful ways,

emphasizing communication over rote memorization. argues that stories resonate deeply with listeners because they address universal challenges and provide relatable solutions. For instance, students can discuss moral dilemmas presented in folktales or analyze characters' motivations, fostering critical thinking and dialogue. Additionally, storytelling aligns with communicative language teaching by encouraging learners to express their ideas, ask questions, and engage with their peers in interactive scenarios. According to Al-Amri (2020) "Digital storytelling activity improves students' phonology, grammar, and lexicon, and creates ample opportunities for communication inside the classroom"(p. 274) By focusing on real-life communication rather than isolated grammar drills, storytelling provides a foundation for authentic language use.

1.6.2. Role of storytelling in improving fluency

Through repetitive storytelling, students develop fluency by practicing language in familiar and structured ways. Kang (2020), highlights that storytelling allows learners to "live and feel" the narratives, promoting natural speech production.

In recent research conducted by Fu, Yang, & Yeh, (2021), on the effects of digital storytelling on language fluency the results indicated that "Learners made significant progress in speaking competence as regards fluency and language use... topic familiarity and scaffolding embedded within Storytelling were the two major methods in which the app... supported learners in improving speaking competence and learning engagement." (p.679) In this sense, the inclusion of familiar repetitive phrases and words within the stories allows students to internalize them and know when to use them.

1.6.3. Storytelling's impact on pronunciation and intonation

Stories offer students the opportunity to practice and refine the language in an attractive and simple way. Inaya, Amalia, & Septiana, (2024) emphasize that teachers can use storytelling to model varied intonation, stress patterns, and rhythm, making language learning more engaging and effective. For instance, reading aloud or acting out dialogues from stories can help students internalize natural speech patterns.

Moreover, storytelling allows learners to experiment with pronunciation in a supportive environment. Role-playing characters from a story, for example, give students the opportunity to mimic native-like intonation, enhancing both their confidence and communicative abilities supporting. Supporting the previous idea (Storr, 2020). The human brain can create scenarios and worlds different from the real one, expanding the human experience by generating neural connections. In this way it is possible to create neural connections through imagination. Additionally, the same author highlighted the possibility

of creating practical situations in which the learner simulates and internalizes conversational structures arises.

1.6.4. Vocabulary enrichment through storytelling

Storytelling promotes learners' incidental vocabulary learning by engaging them in real-life meaning-based language use and their intentional vocabulary learning by drawing their attention to word forms (Webb et al., 2023). Therefore, retelling and creating stories also reinforce vocabulary acquisition. By using new words in context, learners internalize their meanings and develop confidence in their usage. According to Malo & Bullard, (2000) cultural stories are a powerful weapon in language teaching, since they expose listeners to a wide range of vocabulary and concepts in a simplified and engaging way. Additionally, learning a language using traditional local stories fosters listeners' environmental and cultural awareness.

1.6.5. Developing coherence and cohesion through storytelling

Storytelling naturally promotes logical structuring of ideas, helping students improve coherence and cohesion in their speech. Teaching narrative structures equips students with tools to organize their thoughts systematically. For example, the classic "beginning, middle, and end" framework encourages learners to present ideas in a sequence that is easy to follow. In concordance with Khoiriyah & Safitri, (2022), storytelling fosters coherence by guiding students to organize their ideas in a narrative structure and enhances cohesion through repeated practice with cohesive devices such as conjunctions and references (p.67). When a student tells a story, he has the opportunity to learn how to convey his ideas in a way that connects them with transitional words or phrases, sequence and logical arguments.

1.7. Relevance of storytelling in the Ecuadorian Educational Context

1.7.1. The role of storytelling in addressing local challenges

Ecuadorian students face persistent challenges in developing speaking skills, including insufficient exposure to the target language and a reliance on grammar-focused instruction. As highlighted in Chapter 1, traditional teaching methods often prioritize grammatical accuracy at the expense of meaningful communication. The use of traditional approaches entails several limitations for learners to use the language spontaneously and

fluently, as it does not provide learners with meaningful communicative learning (Raffone et al. 2019). Storytelling, on the other hand, provides learners with engaging and immersive contextual environments in order to facilitate their language use.

Furthermore, storytelling transforms the classroom into an interactive space where learners actively engage with the material, enhancing both comprehension and language retention (Belda & Goddard, 2024). Raffone et al. (2019), says that storytelling has the ability to fill and solve gaps generated by the use of traditional grammatical teaching methods, because it places language learning within entertaining activities with the use of engaging narratives that foster a strong and deep connection with the target language, resulting in improved comprehension and retention.

1.7.2. Addressing factors limiting speaking skills development

There are several factors that limit the comprehensive development of oral expression skills; however, Storytelling provides elements that counteract these factors and allows a better development of these skills. For instance, “Storytelling provides a low-stress environment that encourages students to speak freely. It reduces anxiety by allowing learners to focus on the story rather than fearing judgment for mistakes, leading to increased self-confidence and greater willingness to speak” (Chung, 2022, p. 59) Moreover, “By engaging in storytelling, students are exposed to new vocabulary in context, which aids retention and encourages the use of a wider range of grammatical structures. This leads to improved fluency and coherence in their speech” (Chowdhury & Rahman, 2021, p. 3). In the same way “Storytelling helps to actively engage students in the language learning process, creating a meaningful connection to the content. It motivates students to participate by giving them a clear, creative, and enjoyable context in which they can practice speaking” (Wang & Liu, 2023, p. 214). Finally, “Storytelling encourages students to organize their thoughts logically, as they need to create a cohesive narrative. This helps in developing their ability to use linking words, maintain the flow of conversation, and improve overall coherence in speaking” (Kasim & Izzati, 2022, p. 97). Making storytelling a comprehensive and highly conducive strategy for reinforcing speaking skills.

1.8. Previous research on storytelling and speaking skills

1.8.1. Empirical evidence supporting storytelling as an effective pedagogical strategy

According to Bala, (2015), “Storytelling is an effective pedagogical strategy that enhances students' speaking abilities by providing a meaningful context for language use” (p. 1). Storytelling captures the attention of the students in an attractive way and by using simple, everyday expressions, it makes it easier for the student to remember them and to know how and when to use them. “Storytelling helps children remember, understand and use the vocabulary of a certain topic and a specific grammatical structure, which are compatible with the vocabulary and the structure in a given story.” (Hà & Bellot, 2020, p. 169)

1.8.2. Impact of storytelling on student engagement and motivation

According to Gonzalez, (2010, as cited in Juraid & Ibrahim, 2016), “Storytelling has been shown to increase students’ motivation and participation in language learning, leading to improved speaking skills.” (p. 128). Moreover, Yan and Zhao (2019) Point out that Storytelling facilitates interaction with peers and the use of language in context. This gradually reduces anxiety, making students feel confident and secure when speaking English.

Likewise, as Nguyen and Vo (2024) note, "stories provide meaningful and relatable contexts for language use," making storytelling exercises an effective pedagogical tool for language learning and development. Additionally, this narrative approach gives students the chance to immerse themselves in language use through role-playing and other conceptual scenarios designed for authentic language practice.

In addition, this strategy allows learners to interact with their peers as well as provide feedback to each other, reinforcing their confidence and competence in language use. The effectiveness of these practices is evident in that learners can understand new vocabulary, grammar, and expressions within the context of the narrative, which facilitates their recall and application in real-life situations (Jubhari et al., 2022) by having the opportunity to practice the language in meaningful and immersive contexts, learners can not only develop language skills but also acquire the ability to structure coherent narratives and adapt the language to different every day and not only academic contexts. Likewise, peer feedback allows them to leave behind the fear of making mistakes and learning from them.

1.8.3. Comparative analysis of storytelling and traditional approaches

Storytelling provides young learners with language exposure and context the natural environment to acquire language.”(Hà & Bellot, 2020, p. 172) Also Tahriri et al. (2021) state in their study to test Speaking instruction using Storytelling and traditional instruction that students who received instruction based on storytelling performed better than their counterparts and demonstrated greater fluency, better pronunciation, better command of the language in more realistic situations, and increased confidence while the other group was hesitant and lacked fluency.

1.9. Challenges in implementing storytelling in Ecuador

1.9.1. Classroom management challenges

Implementing storytelling in classrooms with large student numbers, such as those at Jacinto Collahuazo High School, poses significant challenges. The Effect of Large Classes on English Teaching and Learning in Saudi Secondary Schools. (2013). says that classrooms with large numbers of students face different problems such as the decrease of opportunities for active participation within a class as well as hindering certain collaborative dynamics, as students tend to isolate themselves, Additionally, managing storytelling activities in such settings can be difficult, as ensuring equal participation among students requires strategic planning.

One potential solution is to divide students into smaller groups, assigning specific roles such as narrator, character, or illustrator. This approach fosters collaboration while making the storytelling process more manageable. As Strickland (2018) suggests, the effectiveness of storytelling also depends on the teacher’s ability to create a motivating and engaging atmosphere, regardless of class size. Nevertheless, it is vital that teachers look for strategies to facilitate work in large classrooms. One powerful strategy that could be applied would be the formation of groups for collaborative work. Bearing in mind that “Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other’s learning” (Johnson et al., p.5). It is essential to find the most suitable way to ensure that all members of the group achieve the proposed objectives, for instance assign roles, establish rules and provide clear instructions. “Students also tend to feel more comfortable contributing to full class discussions after having connected with peers in smaller group settings” (Webb, cited in “Collaborative group work: university students’ perceptions...,” 2022).

1.9.2. Teacher preparedness and training needs

The successful implementation of storytelling requires teachers to be well-trained in designing and facilitating narrative-based activities. However, many educators in Ecuador lack the necessary training to integrate storytelling effectively into their teaching practices. According to Khaerana and Nurdin (2018), teachers must not only understand the mechanics of storytelling but also be able to adapt stories to meet their students' linguistic and cultural needs.

Professional development programs focusing on storytelling strategies, such as using digital storytelling tools or developing lesson plans around narratives, can help teachers overcome these challenges (Firharmawan & Elfira, 2023). Providing examples of storytelling techniques and hands-on workshops could further empower educators to use this method effectively. Steve Jobs once said, "The most powerful person in the world is the storyteller." Consequently, a teacher who is a storyteller is undefeatable. However, to be a good storyteller requires preparation and instruction about techniques and perspective to transmit information through an appealing story. Courses are offered online, for example eCornell's Strategic Storytelling certificate, Georgetown's Social Impact Storytelling program, and workshops from Storytellers for Change, all designed to enhance storytelling skills for various professional contexts. Additionally, these courses offer their assistants the opportunity to develop their narrative skills.

1.9.3. Technological barriers and alternatives

In agreement with Learn Smartly, (2022), "Technical barriers may arise due to a lack of access to required technology or inadequate technological skills among students and teachers... Insufficient access to technology can hinder the effective implementation of digital storytelling methods." (para. 2 & 4) Limited access to technology in many Ecuadorian schools poses additional challenges to implementing storytelling, particularly in its digital form. Digital storytelling integrates multimedia elements, enhancing the learning experience. However, in classrooms with minimal technological resources, alternative low-tech storytelling methods must be employed.

Teachers can utilize printed storyboards, handmade props, or even student-drawn illustrations to bring stories to life. These approaches ensure inclusivity while maintaining the interactive and engaging nature of storytelling. Moreover, "Teachers used pictures they had searched for using Google and then printed them, or they showed the pictures as slides... They use simple digital technology to contextualize stories. Speakers, LCD Projectors, and microphones were often used during storytelling activities." (Rahiem, M. D. H., 2021, para. 2–3) By utilizing creative and resourceful strategies, educators can overcome technological limitations and make storytelling accessible to all

learners. In this sense, using whatever is available becomes a powerful weapon. A story told with different intonations and mimics can easily capture the attention of learners, without the use of technology. Creating props to support the story using recycled material can be a great help in conveying the information better, encouraging students' creativity and awakening in them a sense of environmental preservation.

CHAPTER II: METHODOLOGY

This study was conducted at 'Jacinto Collahuazo' High School, located at Atahualpa Avenue and Jacinto Collahuazo Street in Otavalo, province of Imbabura. It was founded on February 13, 1969. The institution belongs to district 10D02, zone 1; furthermore, it is a high school with two shifts, morning and afternoon, which offers regular education to approximately 3,000 students at three levels: early education, basic education, and high school.

2.1. Type of research

This research was a mixed-method design, combining both qualitative and quantitative approaches. This methodological approach involves collecting and analyzing numerical and narrative data to better understand the study (Bergman et al., 2020). The quantitative research model focuses on collecting, analyzing, and interpreting numerical data. “Quantitative research is the process of collecting and analyzing numerical data” (Bhandari, 2020, para.1). While qualitative research focuses on literature data collecting narrative information Qualitative research aims to collect primary, first- hand, textual data and analyze it using specific interpretive methods. It is a useful method in studying a phenomenon with limited accessible information as its nature is exploratory (Cherry, K. 2019). In addition, the research approaches are descriptive and phenomenological because the topic seeks to describe storytelling activities that can be used to develop speaking skills and phenomenology because it seeks to understand what the issues are in developing speaking skills in students by exploring the experiences and perspectives of individuals.

2.2. Research methods

2.2. Inductive method

Inductive reasoning is a method that begins with specific observations and uses them to form general theories. This process involves identifying patterns and making generalizations based on a limited set of data (Streefkerk, 2020), inductive research approach. In this research an inductive approach is evident in the description of the problem since from a question the context is presented and it is also evident in the methodology section due to in this part the methods, techniques and instruments are presented in a single way and then they are presented as a unique and useful way to develop the research.

2.2.2 Deductive method

Deductive reasoning is a method of reasoning that starts with general premises and uses them to arrive at specific conclusions. This method is based on the use of logic and the application of rules and precepts to given facts or statements. (Streefkerk, 2020) It is evident in the justification since in it stating analyzing a general context is possible to know the participants situation.

2.3. Research Techniques and Instruments

The development of this research will be supported by essential data collection instruments such as interview, survey, observation and test. On the one hand, the interview was applied to the English teachers at “Jacinto Collahuazo”. On the other hand, the survey and test will be applied to the students of ninth grade at Jacinto Collahuazo high school

2.3.1. Interview

This technique was used to collect qualitative information from this research. Dunwoodie et.al. (2023) states that Interviews provide an opportunity for participants to share their feelings, prejudices, opinions, desires, and attitudes towards different phenomena they experience in the workplace or other organizational contexts. This interview was applied to the English teacher of ninth grade. The purpose of the interview with the teacher was to gather information about attitudes, views and experiences with the use of storytelling in the classroom, as well as the benefits and challenges involved in the application of this strategy.

2.3.2 Survey

In agreement with Fowler, (2013) “A survey is a method of gathering information from a sample of individuals. The purpose of a survey is to produce statistics, that is, quantitative or numerical descriptions about some aspects of the study population” (p. 1). As well as Lee, (2025) says “Survey research is defined as a research methodology that involves collecting data through self-report measures to gather information about a particular topic or issue” (para. 3). Additionally, “Survey research aims to provide a comprehensive, representative summary of specific characteristics, beliefs, attitudes, opinions, or behavior patterns of a population.” (Stoica, 2021, p. 1). Based on that a survey was conducted to gather information about the perspectives of students for Storytelling Strategy.

2.3.3 Test

According to Brookhart, S., & Nitko, A. (2019) Most of the tests used in education are intended to indicate how well this job has been done, through the joint efforts of students and teachers. A test is a tool that allows measuring, based on standard knowledge. The test will be applied to the students at “Jacinto Collahuazo” high school of parallels A, B, C, D, and E., aiming to measure the students' level of oral proficiency.

2.4. Population

This study was conducted with ninth-grade students from Jacinto School. The population of this research study was two hundred and nine, ninth-grade students who are the entire population of the ninth grade. They are divided into six parallels: A, B, C, D, E and F Parallel.

Table 2:

Population

	Grade	Population	Total
Ninth graders at Jacinto Collahuazo High School	Ninth “A”	33	209
	Ninth “B”	34	
	Ninth “C”	36	
	Ninth “D”	35	
	Ninth “E”	36	
	Ninth “F”	35	
Teachers of ninth grade at Jacinto Collahuazo High School	1	1	1

Source: Researcher elaboration

2.5. Sample

The population exceeded 100 participants with a total of 209 students. Therefore, a sample was taken.

2.6. Probabilistic sampling

Probability sampling is a scientific method used to select a representative sample from a larger population through random selection (Fontenot, 2024, para. 1). Hsia, (2014) also states that probability sampling is a process used to select a sample from a defined population with the characteristic that every element of the population has a known,

nonzero probability of being included in the sample (para. 1). To ensure accuracy as well as the reliability of the research, it was essential to apply probability sampling techniques. To calculate the sample size of a population of 209 people, we need the following parameters:

- Confidence level: 95%
- Margin of error (e): 5%
- Expected proportion (p): 0.5

Formula for finite populations:

$$n = \frac{N * z^2 + p^2}{(N - 1) * e^2 + z^2 * p^2}$$

Where:

- $N = 209$ (population size)
- $Z = 1.96$ (Z-value for 95% confidence level)
- $p = 0.5$
- $q = 1 - p = 0.5$
- $e = 0.05$ (margin of error)

Substituting the values:

$$n = \frac{209 * 1.96^2 + 0.5^2}{(209 - 1) * 0.05^2 + 1.96^2 * 0.5^2}$$

Giving a sample of 136 students who were selected from the entire population with a systematic process that ensured that all individuals in the population had an equal chance of being selected. Next, a systematic method was used, and the interval was calculated and obtained 2 and every second student in order of list was selected to administer the instrument in order to collect important data for the research.

$$- 209 \div 136 \approx 1.53 \rightarrow (k = 2).$$

In addition, this study considered the English teacher who was in charge of the ninth grade at the institution.

2.5. Procedure and data analysis

This research was conducted through a preliminary observation of ninth-grade students' oral participation in English classes at Jacinto Collahuazo High School during the preprofessional service process. Based on this initial perception, some research questions were formulated to obtain accurate answers. Also, quantitative and qualitative data were gathered. In addition, three primary research tools were created in order to collect the required data: a speaking diagnostic test to assess students' oral performance, a questionnaire with closed-ended questions for the students, and an open structured interview for the English teacher. Before being used, these tools were approved by professionals in the field of teaching English. With prior permission from the school administration, the instruments were applied during regular class hours. The students were given the questionnaire and speaking exam, and the English teacher was interviewed one-on-one. Finally, the results were put on an Excel document where they were tabulated and displayed in bar graphs.

CHAPTER III: ANALYSIS AND RESULTS

This chapter presents a comprehensive analysis and interpretation of the data collected through three key instruments: a semi-structured interview with the English teacher, a student survey, and a diagnostic speaking test. The triangulation of these qualitative and quantitative tools provided a multifaceted view of students' current speaking abilities, their affective and cognitive responses to oral communication in English, and their perceptions of storytelling as a classroom strategy.

3.1. Qualitative Interpretation

3.1.1. Teachers' Interview Analysis

An interview comprising seven open-ended questions was conducted with the English teacher of ninth-grade students at Jacinto Collahuazo High School. The objective was to explore the teacher's perceptions of students' speaking performance, their attitudes toward oral activities, and the pedagogical viability of using storytelling as a classroom strategy.

QUESTION 1: Can you tell me a little about your experience as an English teacher?

Teacher: My experience as an English teacher? First of all, I love teaching English. So, I have been teaching English for 11 years. All those 11 years have been here in this school.

The teacher demonstrates a deep vocation for teaching and a strong commitment to his profession. In addition, stability at school is an indicator that the teacher has a deep understanding of the context of his students. This contextual understanding goes beyond the academic and encompasses students' social and cultural backgrounds, which allows for creating and adapting various activities to be engaging and meaningful for students. The combination of these two elements, vocation and contextual understanding, is a powerful weapon in fostering an environment in which students can express themselves orally and reach their full potential.

QUESTION 2: What do you enjoy most about teaching English?

Teacher: I enjoy many things, but I think the most important thing is that when the students start learning some English, I don't know, it's very joyful for me. I feel very, very, very happy when I see my students learning something.

The teacher values the achievements and progress of his students. One of his main motivations is the progress of his students, which is why he would be open to new strategies that benefit the development and learning of his students, such as Storytelling. The teacher's commitment to his profession is evident, since in this response he states that his greatest satisfaction does not come from external recognition or benefits, but from the signs of progress that he sees in each of his students.

QUESTION 3: What types of activities do you currently use in your English classes to develop students' speaking skills?

Teacher: Right now, nowadays, I'm using games. I try to make them play games. So, I think when I play a game, when they play games, all the activities are only in English. So, it's very important for them to practice their English.

The teacher employs gamification as a strategy for students to use the language orally, allowing a conceptual use of the language with a playful and communicative approach in a low-stress environment. The current use of a gamification approach shows its methodological flexibility and openness to new teaching strategies.

QUESTION 4: How would you describe your students' motivation and participation when they are asked to speak in English?

Teacher: Hmmm, they feel afraid because they think they don't know anything about English, but they know something. They have to practice, but I don't know if they feel very scared of speaking English. Again, when they play games, they feel motivated by the games, and they try to speak a little English.

This response reflects a duality in the students' attitude towards speaking activities. Since there is a clear anxiety at the moment of speaking that may be caused by the fear of making a mistake, lack of vocabulary or lack of confidence. On the other hand, the teacher mentions that when gamification is used in speaking activities, students are more willing to participate, which suggests that playful or creative activities decrease students' anxiety.

QUESTION 5: Have you heard of storytelling as a strategy in language teaching before? What do you know about it?

Teacher: Storytelling? Yes, I have heard about that, but I don't practice in my classes because when they do, or when a student does storytelling, they have to create their story,

they have to talk, they have to write. As their English level is slow, it's going to be hard for them, at least for ninth-grade students. So, I don't use that.

The teacher demonstrates prior knowledge of the Storytelling strategy; however, he states that he does not use it in the classroom because he considers that storytelling requires a higher level of linguistic competence. This suggests that there are several barriers that could limit the implementation of storytelling as a strategy in the classroom.

QUESTION 6: Do you believe that storytelling, understood as an activity in which students create and tell their own stories in English, can help improve speaking skills? Why or why not?

Teacher: Yes, that can help students but that can help with the students that have maybe a higher English level. Because, as you say, they have to create. Always creating something is very hard. Even in Spanish.

The teacher recognizes the potential of this strategy but emphasizes the level of complexity it would entail for students, stressing the need to implement this strategy in a gradual and guided way with simple and easy to understand structures.

QUESTION 7: What challenges do you anticipate in applying storytelling as a classroom strategy?

Teacher: I don't know. Maybe they feel shy. They feel shy to practice their English. They feel shy to make mistakes.

The teacher recognizes that one of the main challenges would be the fear of making a mistake or making a fool of oneself in front of peers. Elements previously identified as barriers to speaking English; therefore, it is necessary to work on creating empathetic environments.

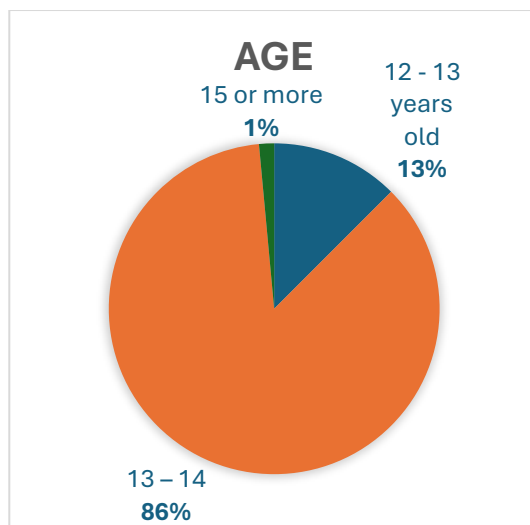
3.2. Quantitative Interpretation

3.2.1. Students' Survey Analysis

Age and gender

Figure 1:

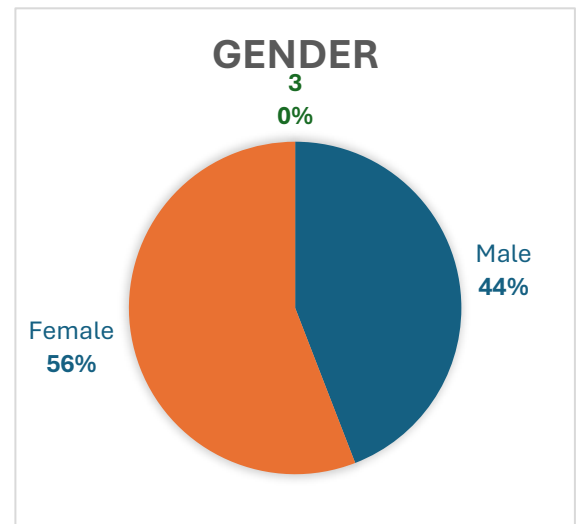
Age



Source: Researcher elaboration

Figure 2:

Gender



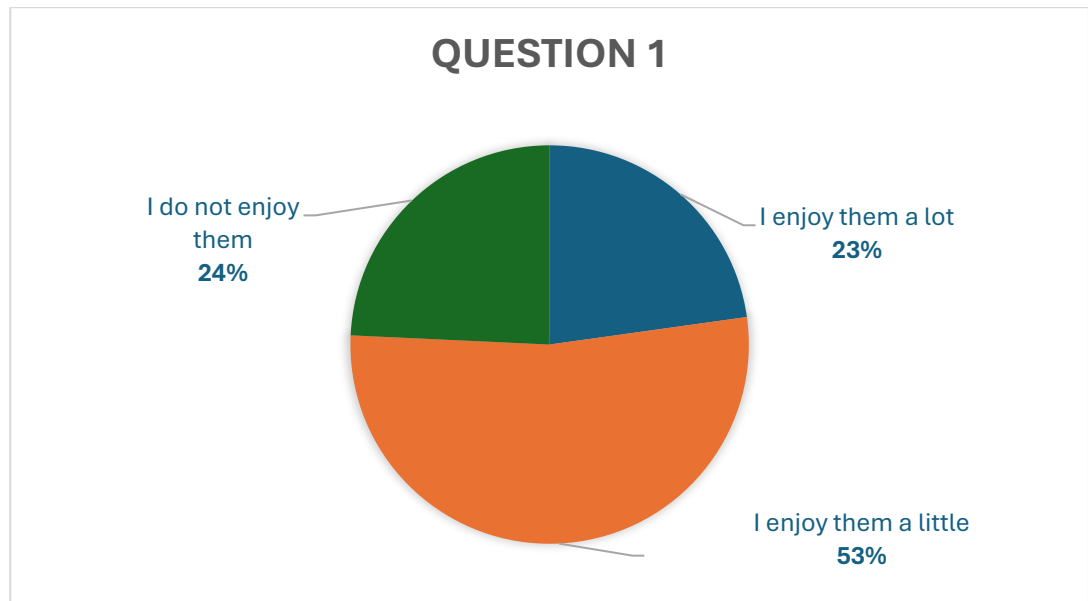
Source: Researcher elaboration

Figure 1 and 2 concerning the age and gender of 136 ninth-grade students shows that 86% are between 12 and 13 years old, which is in line with the age established for ninth grade. 13% are between 12 and 13 years old, while only 1% are 15 years old or older, which may be due to repetition or interruption of education and the gender pie chart depicts that most of the students are women, with 56%, while just 44% are men. . In conclusion, ninth grades classes are quite homogeneous.

1. In your English classes, how much do you enjoy speaking activities like dialogues, roleplays, or short presentations?

Figure 3:

Level of enjoyment of speaking activities



Source: Researcher elaboration

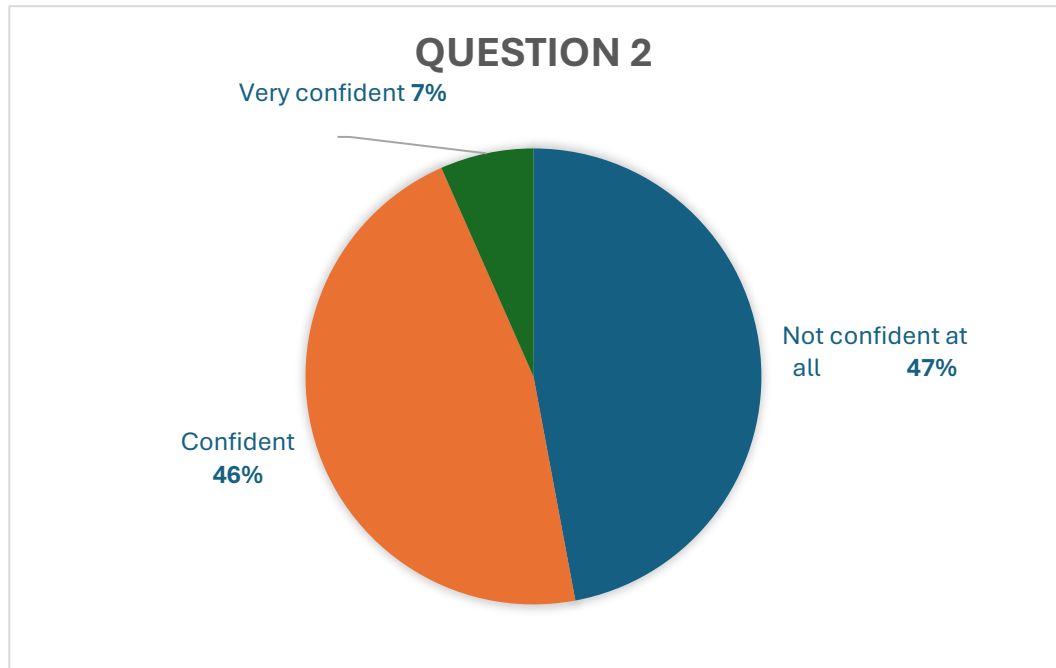
Figure 3 regarding the level of enjoyment of speaking activities in class shows that a significant group of the population reports some enjoyment of such activities. 23% claim that they enjoy speaking activities very much, while another small group says that they do not feel motivated or enjoy speaking activities, although the majority enjoy activities where they must speak. Attention should be paid to the small percentage who do not.

Although in general the majority of the students say that they enjoy activities that involve the oral use of the language, attention should be paid to the minority group that evidenced their lack of enjoyment in this type of activities.

2. How confident do you feel when you speak English in front of your classmates?

Figure 4:

Confidence



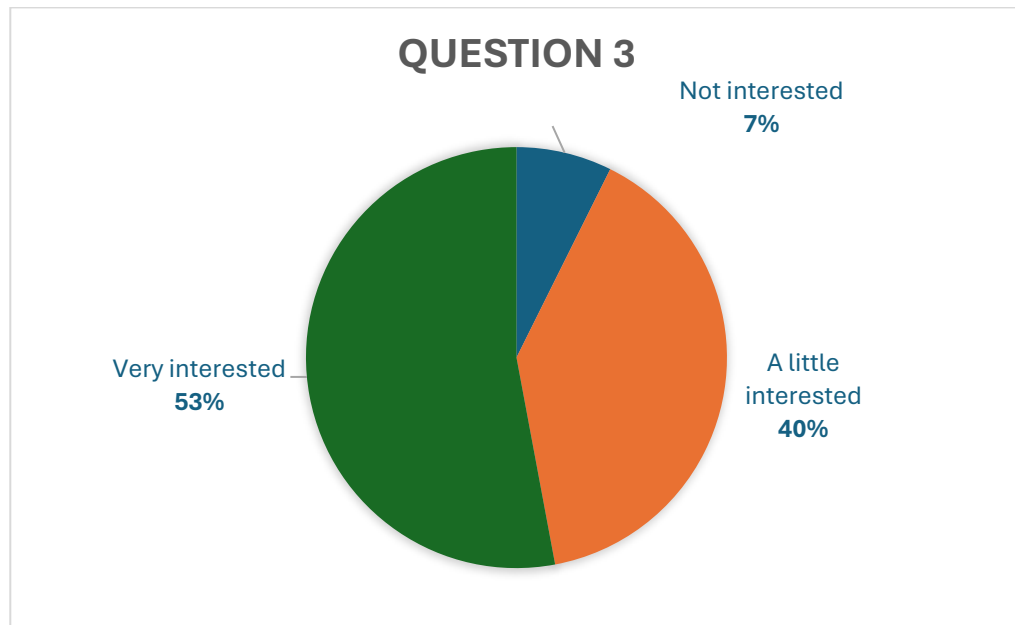
Source: Researcher elaboration

Figure 4 demonstrates that the majority of students do not feel confident to speak English in front of their peers, which is evidence that there is an emotional and psychological barrier that limits their class participation. A similar percentage of learners express feeling slightly confident, which shows that despite fear or nervousness, they dare to participate, while only a small number of learners feel totally confident. The fact that only a small proportion of students feel totally confident in speaking English is discouraging and worrisome, as it highlights the urgent need to create an environment in which students feel confident in expressing their ideas orally.

3. How interested are you in improving your English speaking through creative activities?

Figure 5:

Interest in improving English through creative activities



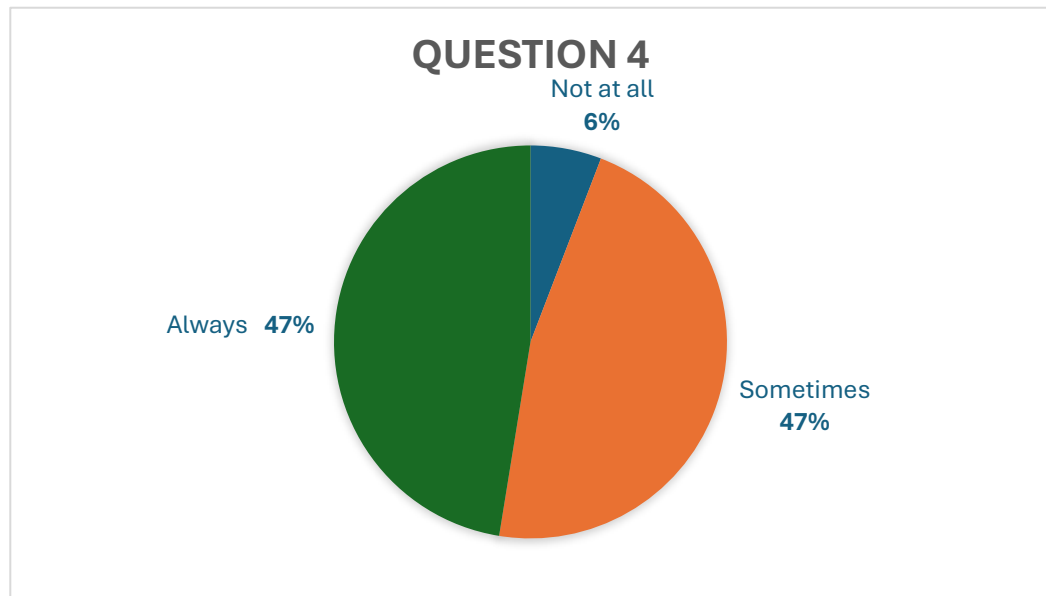
Source: Researcher elaboration

Figure 5 concerning learners' interest in improving their English through creative activities shows that the majority of learners are very interested in improving their English, indicating their openness to different methods with a participatory approach. A similar number of learners claim to have some interest, indicating that, although there is not a high level of motivation, they are open to activities that they find enjoyable and accessible. However, a small number of students say that they have no interest in improving their English, indicating that rejection of the language is very low.

4. Do you feel more motivated to speak in English when the activity is fun or creative?

Figure 6:

Motivation to speak in English when an activity is creative



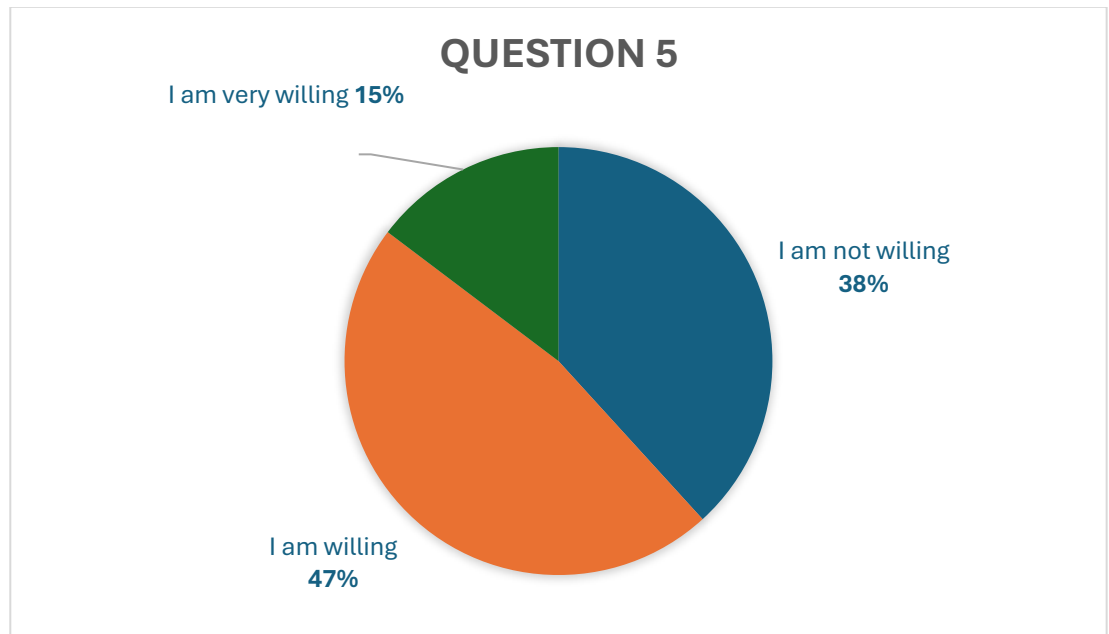
Source: Researcher elaboration

Figure 6 shows that almost all learners feel encouraged or highly motivated to speak English when activities are creative and fun, which shows that playful and dynamic activities encourage learners' participation, while only a small number of learners do not feel motivated at all to participate in these types of activities, indicating that the rejection of creative activities is minimal. According to the responses obtained, the use of creative activities seems to decrease the levels of anxiety and stress in the classroom, which generates an environment conducive to the development of speaking skills. While a minimal number of students show rejection to such activities, which highlights the need to present storytelling in a way that is attractive and motivating for them.

5. How willing are you to participate in an activity where you create your own story in English?

Figure 7:

Willingness to create its own story



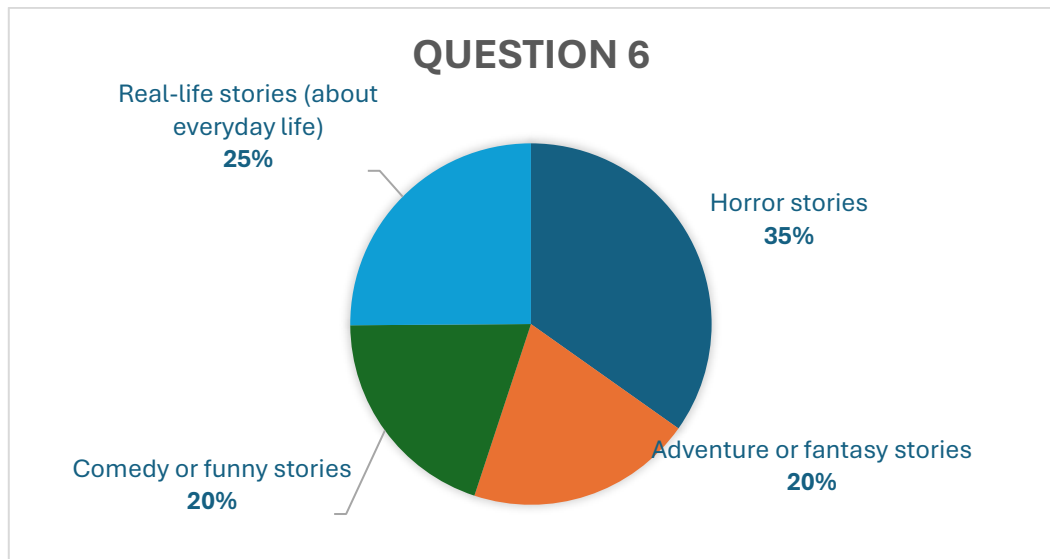
Source: Researcher elaboration

Figure 7 illustrates the willingness of students to create their own stories; most of them are willing to do so, which shows their openness towards storytelling and its potential as a pedagogical strategy. At the same time, a large number of learners are not willing to actively participate in this kind of activity, which might suggest a fear of creating something of their own or a fear of doing it badly. On the other hand, a smaller group shows more enthusiasm for storytelling, which could be used to turn them into leaders and motivators.

6. What kind of stories would you like to tell in English?

Figure 8:

Kind of stories



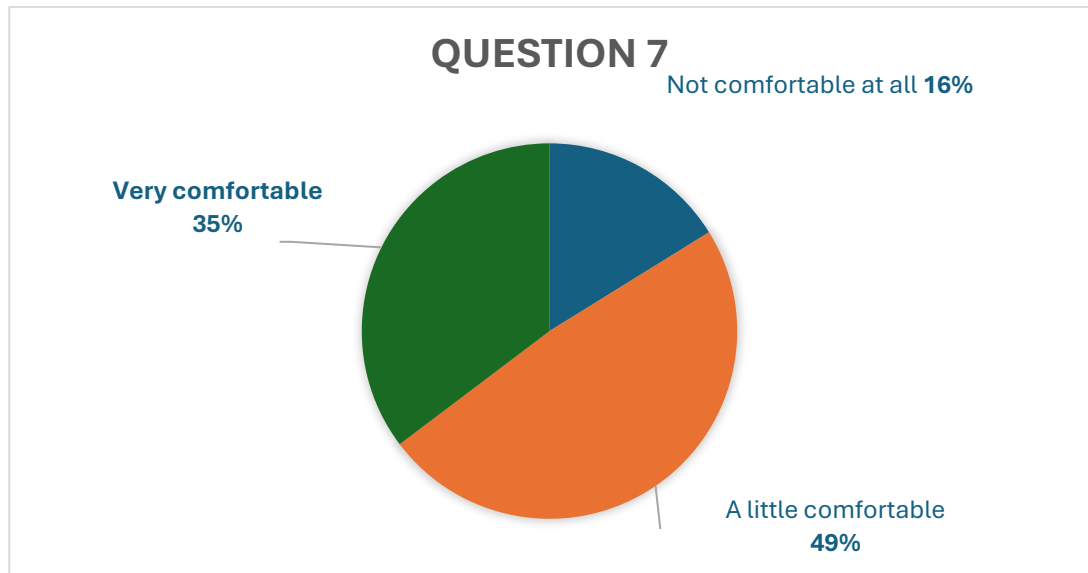
Source: Researcher elaboration

Picture 8 shows that horror stories are the most preferred stories for participants to tell in English, suggesting a strong interest in intense and exciting narratives. In second place are real-life stories, indicating that many also value sharing every day and personal experiences. Adventure or fantasy stories are somewhere in between, reflecting a taste for the imaginative. Finally, although only marginally, humorous or funny stories are the least popular, which may be due to the difficulty of conveying humor in another language or a lower priority for this type of expression.

7. Would you feel more comfortable creating a story if the teacher gives you guidance and support?

Figure 9:

Support of teachers



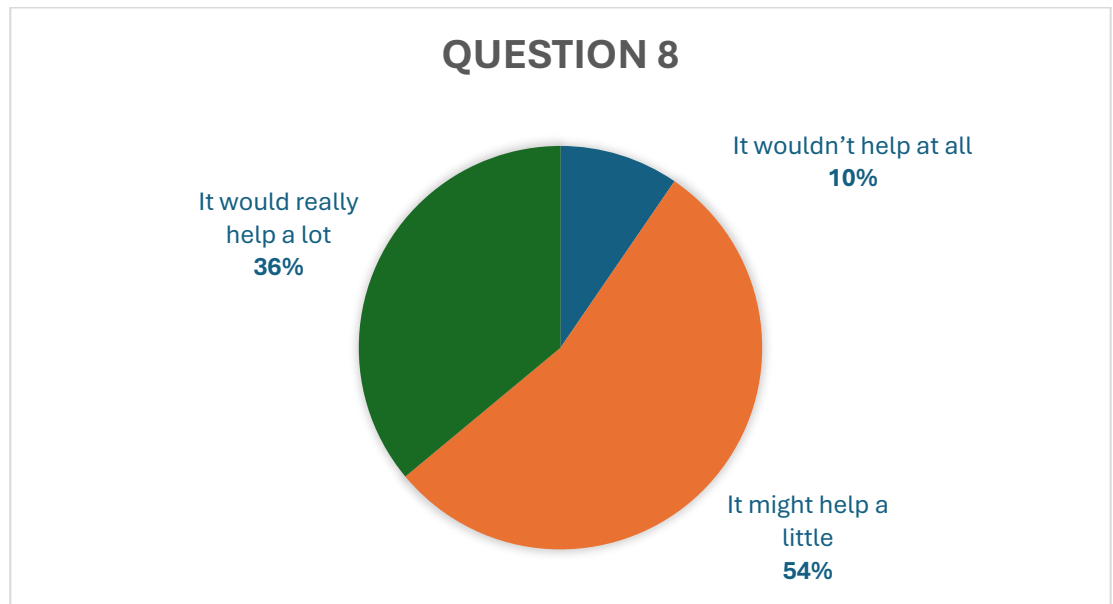
Source: Researcher elaboration

The majority of students express that they would feel more comfortable creating a story if they received guidance and coaching from the teacher. This suggests that the fear or insecurity that many feel when speaking in English could be significantly reduced with proper guidance. Only a small group indicated that they would not feel comfortable at all, which could be linked to a deeper lack of confidence or previous negative experiences. In general, it is evident that the role of the teacher as an empathetic guidance and orientation figure as well as that of learning structurer is crucial in the creation of an environment conducive to student participation.

8. Do you think creating and telling your own story in English would help you improve your speaking skill?

Figure 10:

Perception of the impact of storytelling on the improvement of speaking in English



Source: Researcher elaboration

A large number of students feel that producing and telling their own stories in English can help them to improve their speaking, although most of them perceive it as only partially useful. This indicates that they recognize the value of the activity but may still have doubts about their ability to carry it out successfully. A small number believe that it would be of no use, which may reflect a disconnection with their oral learning process or low motivation. In general terms, this figure shows that despite the positive attitude towards Storytelling, there are barriers that must be addressed through a progressive and unforced implementation of this technique, as well as the accompaniment and guidance of the teacher.

3.3. Speaking diagnostic test

In order to identify the level of English proficiency of the ninth-grade students, a diagnostic test was applied to evaluate different aspects of this skill such as pronunciation, fluency, vocabulary, interaction and grammar. The test consisted of two parts, the first with personal questions and the second, the description of images.

Table 3:

Speaking diagnostic test results

Score	Estimated Level	Percentage of Students	Interpretation
1–5 points	(A1-)	16%	They present serious difficulties in expressing themselves orally interacting with others, their vocabulary is very limited, they mispronounce words, use long pauses and have difficulty in making themselves understood.
6–10 points	(A1)	39%	Limited use of language, with basic interaction and repeated words, short sentences and little fluency.
11–15 points	(A2)	32%	They make use of complete and easy to understand sentences, although with some errors, and make use of a slightly larger vocabulary and they interact with their peers.
16–20 points	(A2+)	13%	They express themselves fluently, with varied vocabulary, make use of various grammatical topics and make themselves understood with ease interacting with others.

Source: Researcher elaboration

The majority of the students obtained a level of English between A1- A2, which indicates that the students have a limited but functional level of English, with frequent errors. There is a clear need to reinforce the development of oral skills through creative and meaningful activities such as Storytelling. In general, the results show that most of the students have difficulties in communicating orally, due to the fact that many of them have limited vocabulary, poor pronunciation, problems in structuring complete and fluent sentences and interaction with others. Only a small group has demonstrated a good

performance reaching a higher level. They are able to express themselves in an understandable and orderly manner. This suggests the need for an environment in which students feel confident in speaking while strengthening their vocabulary, grammar and fluency.

3.4. Discussion of the results.

The present discussion shows the results obtained from an analysis of the quantitative and qualitative results achieved through the application instruments, that are, the questionnaire applied to the students of ninth grade students at Jacin Collahuazo High School and the survey applied to their English teacher. The collected data allowed to analyze the problem and establish significant points considered for developing a proposal that helps improve English speaking skills.

The interview with the teacher allowed us to know the perception of the same one towards the narrowing of the storytelling and the possible challenges that could be evidenced in the application of the storytelling strategy. The teacher expressed that he considers that the Storytelling demands a more advanced level of English in the students since they must create and count histories from his level and capacities. Also, in the interview his vocation and understanding of the context of each of the students was evidenced, a fact that allows him to adapt and create striking and meaningful ideas for each of his students.

In the same way, the results of the survey of 136 students showed their perception and connection to storytelling as a strategy for strengthening speaking skills, in general the responses show a positive outlook for the implementation of this strategy since the majority indicated that they enjoy creative activities that allow their oral participation, while another minority group shows rejection of this strategy, which suggests the implementation of techniques that make storytelling a striking strategy for them. The students also stated that a significant group feels confident and secure when speaking in English, which highlights the need to continue fostering and creating environments in which students feel confident and motivated to speak.

The results of the diagnostic test revealed that the students have a basic level between A1 and A2, which evidences the problems that the students face in developing the speaking skill, since most of them present limitations in aspects that are indicators of a high level of mastery of the skill of speaking in English, such as fluency, vocabulary, pronunciation, use of grammar and interaction with their peers. These findings reinforce the need to seek strategies for strengthening and improving this skill.

In essence, it is imperative to identify methodologies that facilitate the acquisition of both English language proficiency and emotional well-being. The utilization of storytelling, when executed in an effective manner, can serve as an efficacious medium for enhancing

students' communication skills and fostering their enthusiasm for English language acquisition at Jacinto Collahuazo High School

IV PROPOSAL

4.1. Relevance

This proposal is of great pedagogical relevance as it responds to a real need identified in classrooms, the difficulty of students and teachers strengthening oral expression skills. Through the implementation of new strategies, such as storytelling, the aim is to create a meaningful learning space, where oral production is the objective and the result. It is also intended to create spaces for healthy sharing, and to promote creativity, confidence and critical thinking, and fundamental skills in today's world.

4.2. Problem Statement

In the Ecuadorian educational context, the development and strengthening of oral proficiency represents a great challenge for both students and teachers. Islam et al. (2024) state that this is due to the lack of opportunities to use the language in real contexts, insecurity, fear of error, and limited vocabulary. In most cases, the classroom is the only place where the learner is in contact with the language, which limits the options for genuine and authentic communication. Given this situation, briefly described and extensively detailed in previous chapters, it is crucial to devise innovative and creative learner-centered strategies to promote the use of the English language in an authentic way. Therefore, Storytelling emerges as the best strategy to reinforce language skills while fostering creativity, empathy, and teamwork. This proposal arises from the need to offer teachers a clear, structured guide with creative activities to strengthen oral expression in ninth-grade students.

4.3. Objectives

General Objective

- To design a teacher guide based on storytelling as a strategy to strengthen speaking skills in ninth grade students.

Specific Objectives

- To develop three thematic units containing stories adapted to the level of the students based on the national education curriculum.
- To collect activities to encourage students' oral participation.
- To propose strategies for teachers to facilitate dynamic and student-centered lessons.

4.4. Theoretical foundations

Hou, D. (2024) states “The origins of storytelling can be traced back to ancient civilizations, where oral narratives were used to pass down histories, myths, and legends from one generation to the next” (p.5). Thus, storytelling has been considered since ancient times as one of the best alternatives for the transmission of knowledge and culture. In the educational field, this strategy has been evolving and adapting to the needs and demands of teachers and students, facilitating teaching and learning. Since in words of Hidayat, S., & Rifiyanti, H. (2024) “Storytelling and retelling activities effectively improve students' English comprehension and proficiency, while also fostering creativity, cultural understanding, and critical thinking” (p. 65)

Moreover, according to Ellis and Brewster (2014), “stories provide an ideal introduction to the foreign language as they are motivating, rich in language, and offer children a familiar context” (p. 1) The stories contain natural, everyday speech structures and facilitate language acquisition in a spontaneous and contextualized way, without relying on grammar learning.

Based on a communicative approach, storytelling encourages the meaningful and functional use of language because, as Buşu, A. (2023), states “The Communicative Approach emphasizes developing students' competence to communicate in the target language through real-life situations, rather than focusing on grammar and vocabulary acquisition”. As well as Cameron (2001), highlights “telling and listening to stories help young learners develop their oral skills because the narrative structure supports comprehension and provides opportunities for prediction and personal response” (p. 165). This is why the narrative structure of the stories allows students to relate and identify with the characters and express themselves through them.

Krashen (1982) also argues that storytelling provides comprehensible input because language is acquired through understanding messages and comprehensible inputs. The fact that the stories are adapted to the level of the learners and have visual or gestural support allows for comprehension by the learners and reduced anxiety levels in the classroom, creating an environment conducive to learner participation.

In addition, Storytelling generates meaningful learning in students, which according to Ausubel, (2002) occurs when new information is substantially related to what the student already knew before. Stories make it possible to connect new language-related content with the students' previous experiences, emotions and feelings, which allows for the internalization of the content.

In Ecuador, the Ministry of Education, (n.d.) promotes the integral development of the four language skills, highlighting the use of English in meaningful contexts oriented in a communicative approach. This guide follows up the Ministry of Education by offering teachers tools to strengthen oral expression through ludic activities.

4.5. Structure of the guide.

The guide is structured into three thematic units in accordance with the themes set out by the Ministry of Education. Each unit has a main theme, two stories and pre-, during, and post-storytelling activities, tasks and worksheets for the students.

Each unit has:

- Introduction
- General and specific objectives
- Two stories
- Activities for before, during and after the Storytelling
- Guided reading with reflective pauses
- Student worksheets
- Evaluation rubric

The present proposal is a teacher's guide, with activities focused on improving oral expression through the use of narration. The guide has two formats, physical and digital, the physical one is attached below, while the digital one can be found at this link:

4.6. Digital format:

<https://fonsecakarla484.wixstudio.com/my-site-3>



4.7. Physical Formt:

2025

LET'S TELL IT!

A storytelling-based speaking guide for 9th
grade EFL teachers.



Karla Sánchez Fonseca

INTRODUCTION

Storytelling is a powerful pedagogical strategy that enhances oral production in language classrooms. It allows learners to speak more fluently and confidently while expressing ideas in creative and meaningful ways. By telling stories, students engage emotionally, use real-life vocabulary, and practice grammar structures naturally.



This guide offers practical strategies, storytelling techniques, sample activities, and digital tools that educators can use to foster speaking skills through storytelling. Designed for flexible use across educational settings, this guide aims to support teachers in integrating storytelling into their lesson plans.

**DID YOU KNOW WE ALSO HAVE A
DIGITAL VERSION OF THIS
GUIDE?**

**[HTTPS://FONSECAKARLA484.WIX
STUDIO.COM/MY-SITE-3](https://fonsecaakarla484.wixstudio.com/my-site-3)**

OBJECTIVES

GENERAL OBJECTIVE:

Provide teachers with a structured storytelling framework divided into three units, each containing engaging activities to strengthen students' speaking skills.

SPECIFIC OBJECTIVES:

- Enhance student-centered learning through creative storytelling tasks that encourage oral interaction, vocabulary expansion, and meaningful language use.
- Guide teachers in selecting, applying, and evaluating storytelling strategies that promote meaningful and interactive spoken communication.

WHY USE STORYTELLING TO TEACH SPEAKING?

Storytelling in the language classroom:

- Develops fluency and coherence in speaking
- Builds motivation and self-confidence
- Encourages vocabulary expansion and grammar in context
- Stimulates critical thinking and creativity
- Promotes emotional and cultural expression
- Creates a safe and engaging environment for communication

ELEMENTS OF A STORY

Characters:

The individuals or beings in the story. They can be real or fictional and help students connect emotionally or develop empathy.

Conflict:

The problem or challenge the characters face. This element adds interest and encourages students to use more complex structures to explain causes, consequences, and possible solutions.

Setting:

The time and place where the story occurs. It provides a meaningful context for using time expressions, prepositions, and descriptive language.

Resolution:

The ending or solution to the conflict. It helps conclude the story logically and provides practice with appropriate verb tenses.

BASIC ORAL STORYTELLING TECHNIQUES

To effectively use storytelling in speaking activities, teachers can apply the following techniques:

1. Use of voice and intonation: Varying pitch and rhythm to emphasize emotions or important moments.
2. Gestures and facial expressions: To support comprehension and make the story more engaging.
3. Repetition and pause: To highlight key vocabulary or moments and give students processing time.
4. Visual support: Using pictures, props, or flashcards to aid understanding and memory.



The first three techniques are used in the During storytelling section because at the moment of telling the story the person who is doing it must make use of them. While the last one is present in the pre storytelling in the section of prediction, where a picture to predict the content is used



ADAPTING STORYTELLING TO STUDENTS' LEVELS

Effective storytelling must consider the learners' language proficiency. For ninth-grade EFL students (A2–B1 level), stories should:

1. Use clear, level-appropriate vocabulary.
2. Include repetitive structures to support comprehension.
3. Allow student participation through predictions, role-play, and retelling.
4. Gradually increase linguistic complexity, moving from simple descriptions to expressing opinions or hypothetical outcomes.
5. By adjusting the content and scaffolding the language, storytelling can become a powerful and inclusive tool to strengthen speaking skills in diverse EFL classrooms.

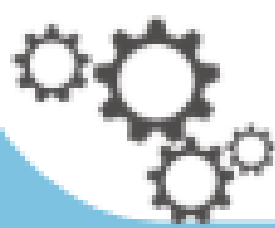


HOW DOES IT WORK?

This teaching guide is divided into three units, each one corresponding to a module from the official English curriculum established by the Ecuadorian Ministry of Education for ninth-grade students.

Each unit includes two sample stories designed to strengthen students' speaking skills through meaningful and creative storytelling. The units also provide pedagogical activities, speaking tasks, and practical resources that support the teacher in applying storytelling techniques effectively in the classroom.

The content is aligned with the communicative objectives, vocabulary, and grammar structures presented in the national curriculum, offering a coherent and engaging approach to oral language development.



OUR UNITS

Here, you will explore three dynamic and practical units created to enhance students' speaking abilities through creative, meaningful, and interactive storytelling activities. Each unit offers well-defined objectives, structured tasks, and adaptable digital resources to support diverse teaching environments in person, hybrid, or fully online.



The background is a light gray grid with a teal border featuring a white polka-dot pattern. Four cartoon children are positioned around the central text: a girl with dark hair and red cheeks in the top left, a girl with blonde hair in the top right, a girl with red hair in the bottom left, and a boy with glasses in the bottom right. Various school supplies are scattered around: a ruler and three teal bars on the left; a speech bubble with three exclamation marks, a yellow heart, a paper clip, and a globe on the right; and a yellow marker, a pencil, and a red book at the bottom. A red starburst is at the bottom center.

UNIT 1

LIVING OUR FREE TIME

INTRODUCTION

Free time represents an essential space for the personal and social development of adolescents. The unit's objective is to explore how young people experience it through the medium of stories that integrate music, hobbies, sport and friendship. The ability to narrate stories will serve as the primary medium through which students can articulate their thoughts with assurance and originality.

Main Grammar: Present Simple, Present Continuous, Gerunds, Strong Adjectives/Adverbs

Vocabulary: Free time activities, music, emotions, routines, performance

Speaking Focus: Expressing daily life, emotions, and creative ideas through storytelling



OBJECTIVES

General objective:

Develop students' speaking skills through storytelling related to leisure activities, thereby strengthening fluency, pronunciation, and the use of contextual vocabulary.

Specific objectives:

1. Stimulate oral production through storytelling reflecting everyday leisure-time situations.
2. Apply the grammatical structures of the present simple and continuous, gerunds, and strong adjectives and adverbs in authentic communicative contexts.



LESSON 1

Objective: At the end of the lesson students will be able to tell a short story about a lost item by using the target vocabulary and simple present structures.

PRE - STORYTELLING

ACTIVATE SCHEMA

Discussion:

The teacher divides the class into groups of 2 or 3 to discuss the following questions.

- What do you usually do after school?
- Do you always listen to music?

Students then share their perceptions with the whole class.

Prediction:

The teacher shows the title of the story and a related picture for the students to try to infer what the story is about.

SUPPORT LANGUAGE:

The teacher shows the pictures to the students to try to guess the word they represent (the teacher can use the digital material or flashcards in the resources section).

Matching game:

Students do a matching activity with the vocabulary and pictures.

DURING - STORYTELLING

STORYTELLING

The teacher reads the story aloud using different voices and gestures. The teacher pauses to ask students the following questions to check for comprehension and encourage participation.

- Where is Andrés looking?
- Why is he angry?
- Who do you think took the headphones?

Retelling:

Students work in teams to create a timeline of the events in the story in order to retell it to the class.

POST - STORYTELLING

CREATING AND TELLING

Students complete the worksheet (attached in the resources section) with words and main ideas as a guide to tell their story in front of the class. (They can do this in groups or individually).

EVALUATION

Teacher evaluates students' oral performance in telling their story based on the rubric attached in the resources section.



RESOURCES



VOCABULARY



Panic



Look for



Mirror



Late



Relaxed



Laugh

STORY 1:

THE NIGHT OF THE LOST HEADPHONES.

Andrés loves music. He listens to music every day after school, and he always uses his favorite black headphones. On Friday morning, he is very excited because his school has a music festival, and his favorite band is playing. He is getting ready, but he can't find his headphones. He looks in his bag, under the bed, in the kitchen, but they are not there. He is panicking. He asks his mom, "Have you seen my headphones?" His mom says, "No, maybe they are at school." Andrés doesn't believe her.

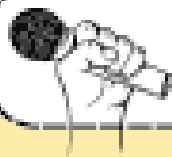
He thinks his little brother is playing with them. "You took them!" he says. "I didn't!" says Nico. Now Andrés is searching everywhere. He is opening drawers, looking in the bathroom, even in the fridge. He is late, and he is very angry. Suddenly, he looks in the mirror... and he sees the headphones around his neck. He laughs and says, "Really? I had them the whole time!" Now he is ready, he takes his bag, and he goes to the music festival happy and relaxed.



WORKSHEET 1:

my LOST ITEM STORY

Use key ideas to complete each question. Your answers will help you organize and tell your story later.



Title of your story: _____

Who is the main character? (Name, age, personality)

What important object does the character lose?



When and where does it happen?

🕒 Time:

📍 Place:

What does the character do to find the object? (List 3–4 actions)

How do they feel? Use 2-3 strong adjectives or adverbs



What happens in the end? (Happy or funny ending?)

Draw one scene from your story

A large, empty rectangular box with a dashed border, intended for drawing a scene from the story.

Present it orally to the class.



EVALUATION RUBRIC

Criteria	Excellent (3 pts)	Good (2 pts)	Needs Improvement (1 pt)
Fluency and Coherence	Speaks fluently without hesitation; ideas are clearly connected.	Speaks with some hesitation; ideas are mostly connected but not always clear.	Frequently hesitates or struggles to connect ideas.
Pronunciation	Clear pronunciation; easy to understand with correct stress and intonation.	Mostly clear pronunciation; some minor mispronunciations.	Difficult to understand due to mispronunciations or poor intonation.
Grammar Usage	Uses correct grammar consistently (present simple, present continuous, gerunds, etc.).	Makes occasional grammar mistakes, but it does not hinder understanding.	Frequent grammar errors that make understanding difficult.
Vocabulary	Uses a variety of relevant and appropriate vocabulary for the story.	Uses some relevant vocabulary, but lacks variety.	Limited or inappropriate vocabulary for the topic.
Engagement and Expression	Demonstrates enthusiasm, expression, and good body language while speaking.	Shows some expression and engagement, but not consistently.	Lacks enthusiasm and body language; speaking seems flat or disengaged.

LESSON 2

Objective: At the end of the lesson students will be able to tell a short story about a talent by using the target vocabulary and simple present structures.

Pre - Storytelling

Activate schema

Discussion:

The teacher divides the class into groups of 2 or 3 to discuss the following questions.

- What talents are difficult to show?
- What is a talent that not everyone notices right away?

Students then share their perceptions with the whole class.

Prediction:

The teacher shows the title of the story and a related picture for the students to try to infer what the story is about.

Support Language:

The teacher shows the pictures to the students to try to guess the word they represent (the teacher can use the digital material or flashcards in the resources section).

Matching game:

Students do a matching activity with the vocabulary and pictures.

During - Storytelling

Storytelling

The teacher reads the story aloud using different voices and gestures.

Students try to complete the following sentences

- .I feel nervous when_____
- If I had a secret talent, I would_____

Retelling:

Students work in teams to create a timeline of the events in the story in order to retell it to the class.

Post - Storytelling

CREATING AND TELLING

Students complete the worksheet (attached in the resources section) with words and main ideas as a guide to tell their story in front of the class. (They can do this in groups or individually).

Evaluation

Teacher evaluates students' oral performance in telling their story based on the rubric attached in the resources section.



RESOURCES



PREDICTION



VOCABULARY



Secret



Notebook



Talent show



Proud



Shy

STORY 2

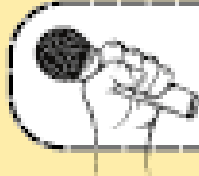
THE SECRET SONGWRITER

Valeria is a very shy girl. She never talks in class, and she always sits near the window. But she has a secret: she loves writing songs. At home, she writes in her notebook every night. Her songs are about love, dreams, and feelings. Nobody knows about this, not even her best friend. One day, Valeria forgets her notebook at school. The next morning, some students are reading a page from it. They say, "This is beautiful!" One boy says, "Is this from a famous singer?" Valeria feels terrified. She doesn't know what to do. But her friend Emma reads the page and says, "I think the writer is very talented." At night, Valeria starts thinking about the school's talent show. She wants to sing, but she is scared. Her hands are shaking, but her heart is hopeful. After two days of practice, she decides to do it. On the stage, Valeria sings one of her songs. Her voice is soft, but people listen carefully. When she finishes, the room is quiet for a moment then everyone claps. She feels extremely proud, because for the first time, she is showing her real self.

WORKSHEET 2:

My SECRET TALENT STORY

Use key ideas to complete each question. Your answers will help you organize and tell your story later.



Title of your story: _____

Who is the main character? (Name, age, personality)

Why do they keep it secret?



What is their secret talent? (Examples: singing, painting, playing an instrument...)

What event makes them show their talent? (e.g., school contest, family party, talent show)

How do they feel? Use 2-3 strong adjectives or adverbs



How do people react? Use 2-3 strong adjectives or adverbs

How does the character feel at the end? Why?

Draw one scene from your story

Present it orally to the class.

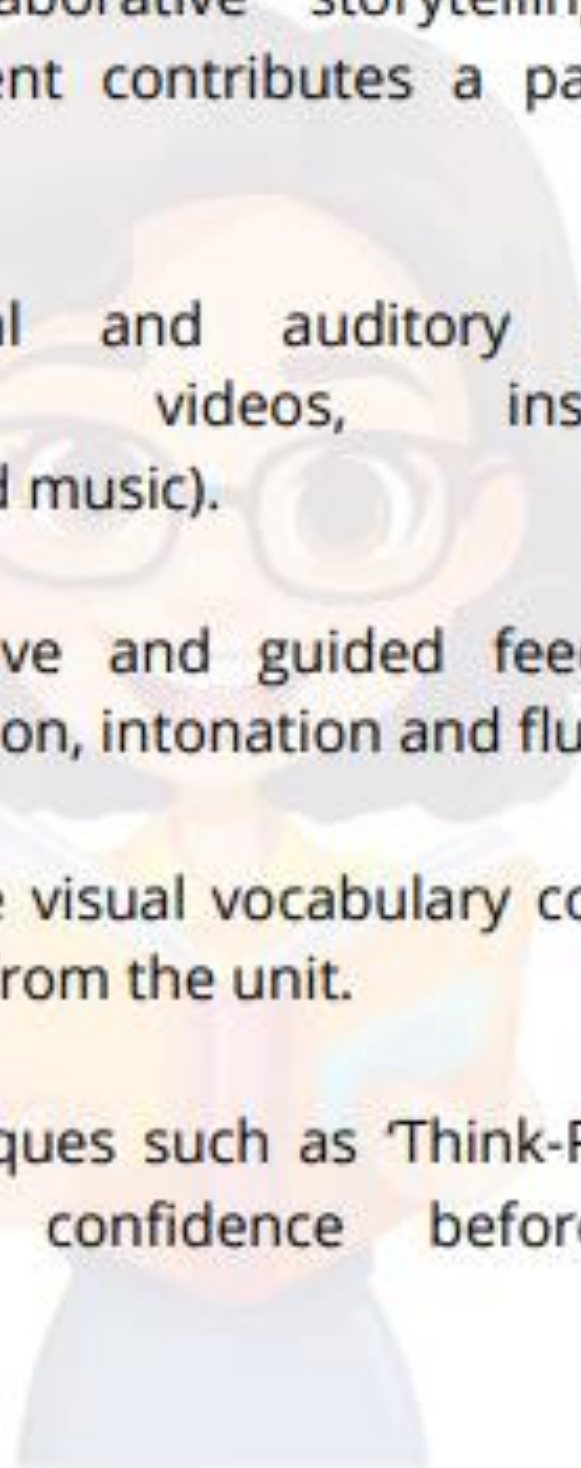


EVALUATION RUBRIC

Criteria	Excellent (3 pts)	Good (2 pts)	Needs Improvement (1 pt)
Fluency and Coherence	Speaks fluently without hesitation; ideas are clearly connected.	Speaks with some hesitation; ideas are mostly connected but not always clear.	Frequently hesitates or struggles to connect ideas.
Pronunciation	Clear pronunciation; easy to understand with correct stress and intonation.	Mostly clear pronunciation; some minor mispronunciations.	Difficult to understand due to mispronunciations or poor intonation.
Grammar Usage	Uses correct grammar consistently (present simple, present continuous, gerunds, etc.).	Makes occasional grammar mistakes, but it does not hinder understanding.	Frequent grammar errors that make understanding difficult.
Vocabulary	Uses a variety of relevant and appropriate vocabulary for the story.	Uses some relevant vocabulary, but lacks variety.	Limited or inappropriate vocabulary for the topic.
Engagement and Expression	Demonstrates enthusiasm, expression, and good body language while speaking.	Shows some expression and engagement, but not consistently.	Lacks enthusiasm and body language; speaking seems flat or disengaged.

STRATEGIES FOR TEACHERS:

- Apply collaborative storytelling, where each student contributes a part of the story.
- Use visual and auditory resources (flashcards, videos, instrumental background music).
- Give positive and guided feedback on pronunciation, intonation and fluency.
- Incorporate visual vocabulary corner with key words from the unit.
- Use techniques such as 'Think-Pair-Share' to build confidence before public speaking.



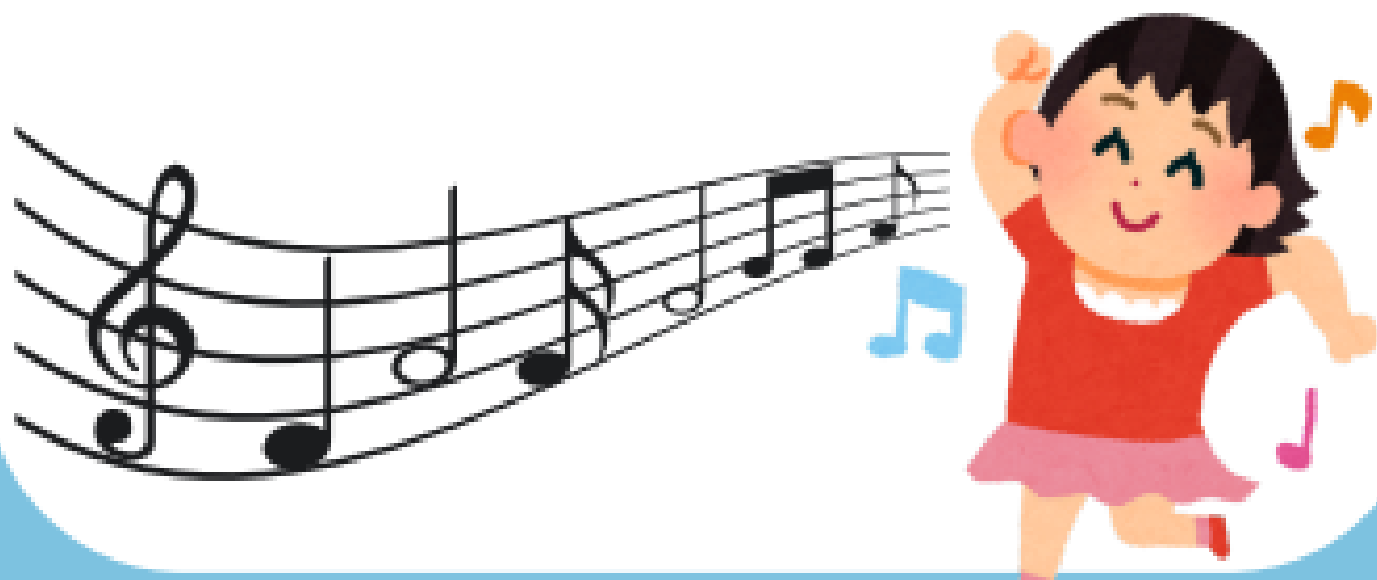


HOLIDAYS

UNIT 2

INTRODUCTION

This unit aims to strengthen students' speaking skills by focusing on storytelling centered around cultural celebrations. By exploring meaningful stories related to holidays from different cultures, students not only practice key grammar points such as modals (can, should, must, have to), the simple past tense (regular and irregular verbs), and the correct use of do and make but also engage with values like cultural identity, respect, and creativity. Through interactive and imaginative narratives, including one with horror elements to appeal to teenage interests, learners develop confidence in speaking while reflecting on traditions. The use of visuals, real objects, role-plays, and cooperative tasks enhances comprehension, allowing students to express their ideas and emotions authentically and enjoyably.





OBJECTIVES

General objective:

Strengthen oral skills through the use of stories that explore cultural celebrations, promoting the use of modals, past simple and common expressions related to do and make.

Specific objectives:

1. Encourage the contextualised use of past simple and modals in celebratory situations.
2. Develop fluency and organisation of oral discourse through narratives related to festivals, customs and traditions.

LESSON 1

Objective: At the end of the lesson students will be able to tell a short story about a celebration by using the target vocabulary and simple past structures.

PRE - STORYTELLING

ACTIVATE SCHEMA

Discussion:

The teacher divides the class into groups of 2 or 3 to discuss the following questions.

- What do you usually do to prepare for a celebration?
- Have you ever made a mistake during a special day?

Students then share their perceptions with the whole class.

Prediction:

The teacher shows the title of the story and a related picture for the students to try to infer what the story is about and ask the following questions:

- What do you think happened?
- Will the girl fix it? How?

SUPPORT LANGUAGE:

The teacher shows the pictures to the students to try to guess the word they represent (the teacher can use the digital material or flashcards in the resources section).

Matching game:

Students do a matching activity with the vocabulary and pictures.

DURING - STORYTELLING

STORYTELLING

The teacher reads the story aloud using different voices and gestures. The teacher pauses to ask students the following questions to check for comprehension and encourage participation.

- .What should she do now?
- What mistake did she make?
- Can she still win the competition?

Retelling:

Students work in teams to create a timeline of the events in the story in order to retell it to the class.

POST - STORYTELLING

CREATING AND TELLING

Students complete the worksheet (attached in the resources section) with words and main ideas as a guide to tell their story in front of the class. (They can do this in groups or individually).

EVALUATION

Teacher evaluates students' oral performance in telling their story based on the rubric attached in the resources section.



RESOURCES



PREDICTION



VOCABULARY

$2+2=5$

Mistake



Glow



Fix



Temple



Lantern

STORY 1

THE LANTERN THAT DIDN'T LIGHT

Sofia was excited about her school's Chinese New Year celebration. Every student had to make a lantern for the big night parade. She had worked all week and made a beautiful red lantern using glitter, paper, and glue. She felt proud that this was her first time participating in the festival.

On the night of the event, the schoolyard was full of lights and music. One by one, the students lit their lanterns and joined the colorful parade. Sofia smiled, lit a match, and tried to light her lantern, but nothing happened. She tried again, but the lantern didn't light. She felt her face go red. She stepped back, trying to hide her disappointment.



Her friend Li noticed and walked over. "Don't worry," he said kindly. "We can make a new one. You should use traditional materials like rice paper and bamboo. That's what my grandma taught me." Sofia hesitated, but then nodded. They ran to the art room, where they looked for anything they could reuse. They found tissue paper, old sticks from a broken fan, and some string.

Together, they made a new lantern. It wasn't as shiny as the first one, but it felt special. When they lit it, the lantern glowed softly with a warm orange light. The teacher smiled as she passed by. "Sofia, you must show the class how you reused materials. You did a wonderful job!"

Sofia walked in the parade with Li, feeling proud again. That night, she learned that mistakes can lead to something better and that sharing traditions with friends can light up more than just the sky.





WORKSHEET 1:

My CELEBRATION STORY

Use key ideas to complete each question. Your answers will help you organize and tell your story later.

Title of your story: _____


Who is the main character? (Name, age, personality)

What celebration is it?
(Examples: a festival, birthday, school ceremony, holiday...)

What goes wrong or what is the problem?

What does the character do to solve the problem?





What advice would you give to this character? Use *should* or *must*

How does the story end?

Draw one scene from your story



EVALUATION RUBRIC

Criteria	Excellent (3 pts)	Good (2 pts)	Needs Improvement (1 pt)
Fluency and Coherence	Speaks fluently without hesitation; ideas are clearly connected.	Speaks with some hesitation; ideas are mostly connected but not always clear.	Frequently hesitates or struggles to connect ideas.
Pronunciation	Clear pronunciation; easy to understand with correct stress and intonation.	Mostly clear pronunciation; some minor mispronunciations.	Difficult to understand due to mispronunciations or poor intonation.
Grammar Usage	Uses correct grammar consistently (present simple, present continuous, gerunds, etc.).	Makes occasional grammar mistakes, but it does not hinder understanding.	Frequent grammar errors that make understanding difficult.
Vocabulary	Uses a variety of relevant and appropriate vocabulary for the story.	Uses some relevant vocabulary, but lacks variety.	Limited or inappropriate vocabulary for the topic.
Engagement and Expression	Demonstrates enthusiasm, expression, and good body language while speaking.	Shows some expression and engagement, but not consistently.	Lacks enthusiasm and body language; speaking seems flat or disengaged.

LESSON 2

Objective: At the end of the lesson students will be able to tell a spooky story aby using the target vocabulary and simple past structures.

Pre - Storytelling

Activate schema

Discussion:

The teacher divides the class into groups of 2 or 3 to discuss the following questions.

- Do you like scary stories?
- Have you ever seen something strange outside?

Students then share their perceptions with the whole class.

Prediction:

The teacher shows the title of the story and a related picture for the students to try to infer what the story is about.

Support Language:

The teacher shows the pictures to the students to try to guess the word they represent (the teacher can use the digital material or flashcards in the resources section).

Matching game:

Students do a matching activity with the vocabulary and pictures.

During - Storytelling

Storytelling

The teacher reads the story aloud using different voices and gestures.

Students try to complete the following sentences

- Why are they scared?
- What would you do in their place? Is this a real celebration

Retelling:

Students work in teams to create a timeline of the events in the story in order to retell it to the class.

Post - Storytelling

CREATING AND TELLING

Students complete the worksheet (attached in the resources section) with words and main ideas as a guide to tell their story in front of the class. (They can do this in groups or individually).

Evaluation

Teacher evaluates students' oral performance in telling their story based on the rubric attached in the resources section.



RESOURCES



PREDICTION



VOCABULARY



Parade



Ghost



Costume



Empty



Wrong

STORY 2

THE WRONG PARADE

Tomás, Valentina, and Diego had been preparing for weeks for the Día de los Difuntos parade. They made their own masks and costumes, with candles, flowers, and photos of their ancestors. “We should leave early,” said Valentina, excited. At 6:00 p.m., they walked toward the city square.

But when they arrived, the street was empty. No lights, no music, no food stands. Just a silent crowd of people in dark clothing holding candles. The three friends looked at each other. “This can’t be the right place,” whispered Diego.

Still, they followed the crowd through narrow alleys. The air turned cold. No one was talking. A pale woman with empty eyes stood by the side of the street. She stared at them and said in a low voice, “You must finish the parade... or stay with us forever.”



Valentina grabbed Diego's hand. "What do we do?" Tomás's voice shook. "My grandmother told me you should always make an offering to the spirits if you get lost during this holiday," he said.

Desperate, they opened their backpacks and placed candy, bread, and little photos on the ground. Valentina lit a small candle. "Please," she said, "we didn't mean to disturb you."

The wind stopped. The pale woman vanished. Suddenly, they were standing in front of their school. Down the street, they could see the real Día de los Difuntos parade starting with music, costumes, and lights.

They joined the crowd silently, still shaking. "Next year," said Diego, "we have to check the address. And maybe bring garlic, just in case."

From that day on, they never forgot that night and they never laughed at ghost stories again.



My SPOOKY PARADE STORY

Use key ideas to complete each question. Your answers will help you organize and tell your story later.



Title of your story: _____

Who is the main character? (Name, age, personality)

Where does the story happen?
(Examples: a foggy street, an old town, a dark park.)

What strange or scary thing happens?

How do the characters react? Use 2-3 strong adjectives or adverbs





What do they decide to do next?

How does the story end? Was it real or their imagination?



Draw one scene from your story

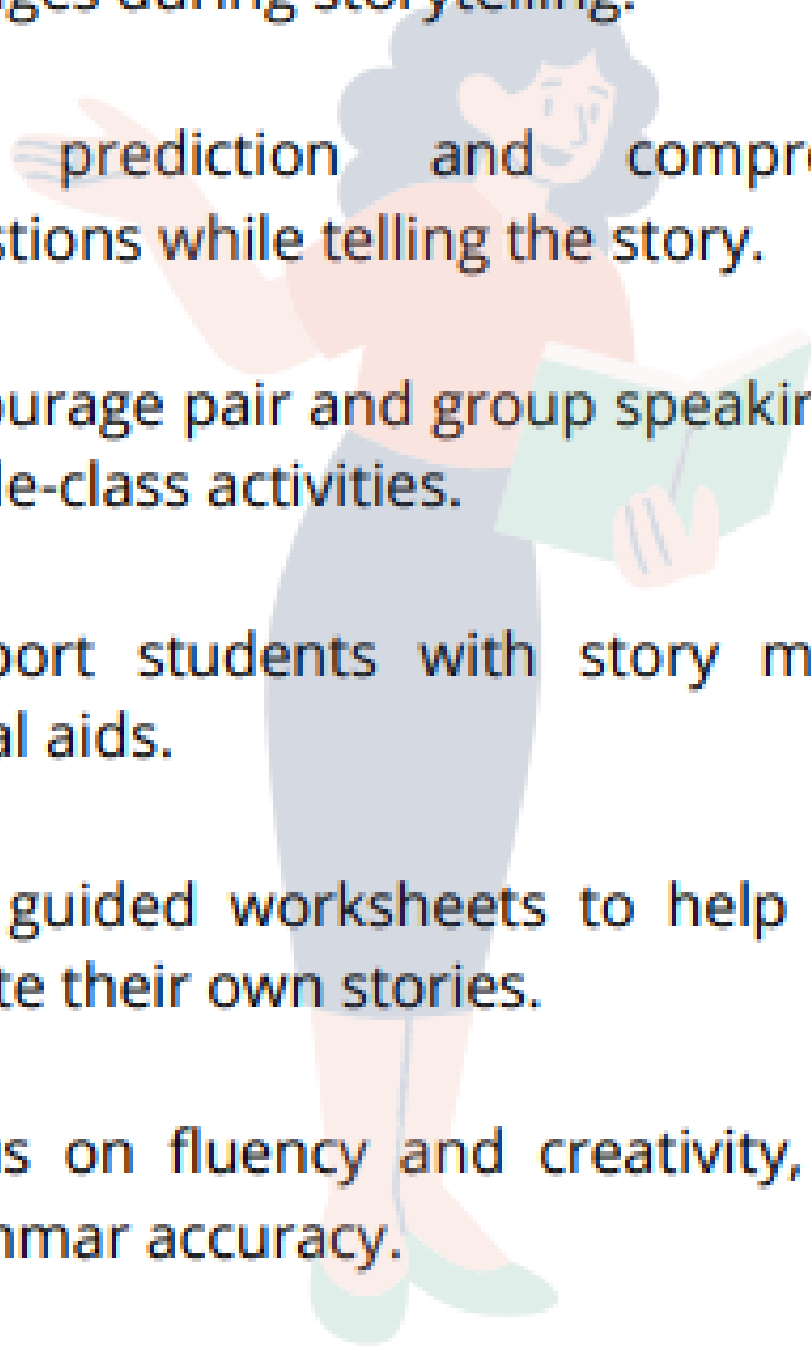
Present it orally to the class.

EVALUATION RUBRIC

Criteria	Excellent (3 pts)	Good (2 pts)	Needs Improvement (1 pt)
Fluency and Coherence	Speaks fluently without hesitation; ideas are clearly connected.	Speaks with some hesitation; ideas are mostly connected but not always clear.	Frequently hesitates or struggles to connect ideas.
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Engagement and Expression	Demonstrates enthusiasm, expression, and good body language while speaking.	Shows some expression and engagement, but not consistently.	Lacks enthusiasm and body language; speaking seems flat or disengaged.

STRATEGIES FOR TEACHERS:

- Use gestures, facial expressions, and voice changes during storytelling.
- Ask prediction and comprehension questions while telling the story.
- Encourage pair and group speaking before whole-class activities.
- Support students with story maps and visual aids.
- Use guided worksheets to help students create their own stories.
- Focus on fluency and creativity, not just grammar accuracy.





UNIT 3

VOICES FOR THE PLANET

INTRODUCTION

This unit explores environmental awareness and social responsibility through storytelling. Students will engage with two original stories that highlight the impact of human actions on nature and inspire solutions through creativity, hope, and courage. Using storytelling as a communicative tool, learners will develop their speaking skills while reflecting on real-world ecological issues. Through guided tasks, they will analyze narrative elements, express opinions, and create their own stories using target grammar and vocabulary.



OBJECTIVES

General objective:

Strengthen students' speaking skills through the creation and sharing of original environmental-themed stories, inspired by model narratives and guided by storytelling techniques

Specific objectives:

1. Identify and use appropriate vocabulary and grammar (e.g., comparatives, superlatives, imperatives, future tenses, present perfect) in oral storytelling related to environmental topics.
2. Plan and deliver short, coherent spoken narratives that reflect personal or fictional responses to environmental issues, promoting awareness and critical thinking.

LESSON 1

Objective: At the end of the lesson students will be able to tell a story about the environment by using the target vocabulary and conditional structures

PRE - STORYTELLING

ACTIVATE SCHEMA

Discussion:

The teacher divides the class into groups of 2 or 3 to discuss the following questions.

- What is the worst kind of pollution in your city or town?
- Have you ever seen trash in strange places?

Students then share their perceptions with the whole class.

Prediction:

The teacher shows the title of the story and a related picture for the students to try to infer what the story is about and ask the following questions:

- What could be happening in this place?
- Who do you think is responsible?

SUPPORT LANGUAGE:

The teacher shows the pictures to the students to try to guess the word they represent (the teacher can use the digital material or flashcards in the resources section).

Matching game:

Students do a matching activity with the vocabulary and pictures.

DURING - STORYTELLING

STORYTELLING

The teacher reads the story aloud using different voices and gestures. The teacher pauses to ask students the following questions to check for comprehension and encourage participation.

- Why does Emilia take pictures?
- What does the worker say?
- What changes after the video?

Retelling:

Students work in teams to create a timeline of the events in the story in order to retell it to the class.

POST - STORYTELLING

CREATING AND TELLING

Students complete the worksheet (attached in the resources section) with words and main ideas as a guide to tell their story in front of the class. (They can do this in groups or individually).

EVALUATION

Teacher evaluates students' oral performance in telling their story based on the rubric attached in the resources section.



RESOURCES



PREDICTION



VOCABULARY



Factory



Bottle cap



Sky



Wrappers



Garbage

STORY 1

THE PLASTIC RAIN

It had been raining for two weeks straight in the town of Loma Verde, but this rain wasn't like anything the villagers had seen before. Every morning, tiny pieces of plastic fall from the sky: bags, wrappers, bottle caps. It wasn't water. It was garbage.

Emilia, a curious 14-year-old, had been keeping a notebook. "This is the third time I've seen red bottle caps fall from the sky," she wrote. "Someone must be doing this."

Her science teacher, Mr. Pérez, said it was impossible. "Rain can't carry plastic," he insisted. But Emilia knew something was wrong. She started investigating with her friend Lucas. They compared the days when it rained the most with the garbage schedule from the nearest factory town, and they noticed something: the plastic clouds appeared after big trash burns.

"We're going to find out what's happening," Emilia said. "We'll go tomorrow."

"You mean we should go tomorrow," Lucas corrected. "It's dangerous."

The next day, wearing raincoats and carrying umbrellas, they walked five kilometers to the factory hills. They found an enormous open pit filled with plastic. Black smoke rose into the sky. A worker shouted, "You kids can't be here!"

But it was too late. Emilia had already taken pictures. That evening, they made posters and uploaded a video: "Our town is choking in plastic. We need change."

The next week, people in the town started to clean their streets. The mayor announced, "We will close the illegal dumps and start a recycling program." It wasn't perfect, but the plastic rain stopped.

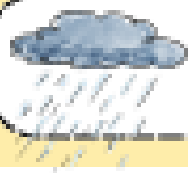
Emilia looked up at the clear sky and smiled. "The sky is cleaner than last week," Lucas said.

"No," Emilia replied. "It hasn't been this clean in years"



my ENVIRONMENTAL MYSTERY STORY

Use key ideas to complete each question. Your answers will help you organize and tell your story later.



Title of your story: _____

Main character:
(Name, age, what they
care about)

What strange thing is happening in
the environment?
(e.g., animals disappearing, colored
rain, plastic in the river)

What action does your character take to solve it?



What changes in the end?

Draw one scene from your story

Present it orally to the class.



EVALUATION RUBRIC

Criteria	Excellent (3 pts)	Good (2 pts)	Needs Improvement (1 pt)
Fluency and Coherence	Speaks fluently without hesitation; ideas are clearly connected.	Speaks with some hesitation; ideas are mostly connected but not always clear.	Frequently hesitates or struggles to connect ideas.
Pronunciation	Clear pronunciation; easy to understand with correct stress and intonation.	Mostly clear pronunciation; some minor mispronunciations.	Difficult to understand due to mispronunciations or poor intonation.
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Vocabulary	Uses a variety of relevant and appropriate vocabulary for the story.	Uses some relevant vocabulary, but lacks variety.	Limited or inappropriate vocabulary for the topic.
Engagement and Expression	Demonstrates enthusiasm, expression, and good body language while speaking.	Shows some expression and engagement, but not consistently.	Lacks enthusiasm and body language; speaking seems flat or disengaged.

LESSON 2

Objective: At the end of the lesson students will be able to tell a environmental story without using a worksheert by using the target vocabulary and simple past structures.

Pre - Storytelling

Activate schema

Discussion:

The teacher divides the class into groups of 2 or 3 to discuss the following questions.

- Have you ever seen a tree being cut down?
- Do you think one small plant can change a place?

Students then share their perceptions with the whole class.

Prediction:

The teacher shows the title of the story and a related picture for the students to try to infer what the story is about.

Support Language:

The teacher shows the pictures to the students to try to guess the word they represent (the teacher can use the digital material or flashcards in the resources section).

Matching game:

Students do a matching activity with the vocabulary and pictures.

During - Storytelling

Storytelling

The teacher reads the story aloud using different voices and gestures.

Students try to complete the following sentences

- What do you think the story is about?
- What will happen to the sprout?

Retelling:

Students work in teams to create a timeline of the events in the story in order to retell it to the class.

Post - Storytelling

CREATING AND TELLING

Students complete the worksheet (attached in the resources section) with words and main ideas as a guide to tell their story in front of the class. (They can do this in groups or individually).

Evaluation

Teacher evaluates students' oral performance in telling their story based on the rubric attached in the resources section.



RESOURCES



PREDICTION



VOCABULARY



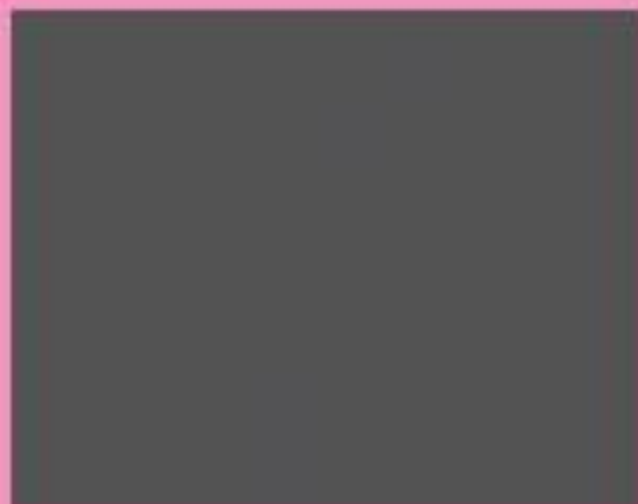
Hope



Flower pot



Spread



Gray



Neighborhood

THE LAST TREE IN THE CITY

Once, there was a small city where everything was gray. The streets were made of concrete, the buildings were tall and gray, and even the cars seemed to move without color. No one remembered when the last tree disappeared.

Except Alma.

Alma lived with her grandfather in an old house at the edge of the city. One afternoon, while playing in the backyard, she found something strange under a pile of broken bricks: a small sprout. It was green, fragile, and alive.

"You must take care of it," her grandfather said. "It may be the last one."

Alma began watering it every morning before school. She placed stones around it to protect it from wind. "It's growing faster than any plant I've seen," she told her friends.

"You should name it," said her friend Nico.

"I'll call it Hope."

News spread. People from other neighborhoods came to see Hope. Some brought compost, others brought flowerpots. A local artist painted a mural. "Nature is coming back," it said.

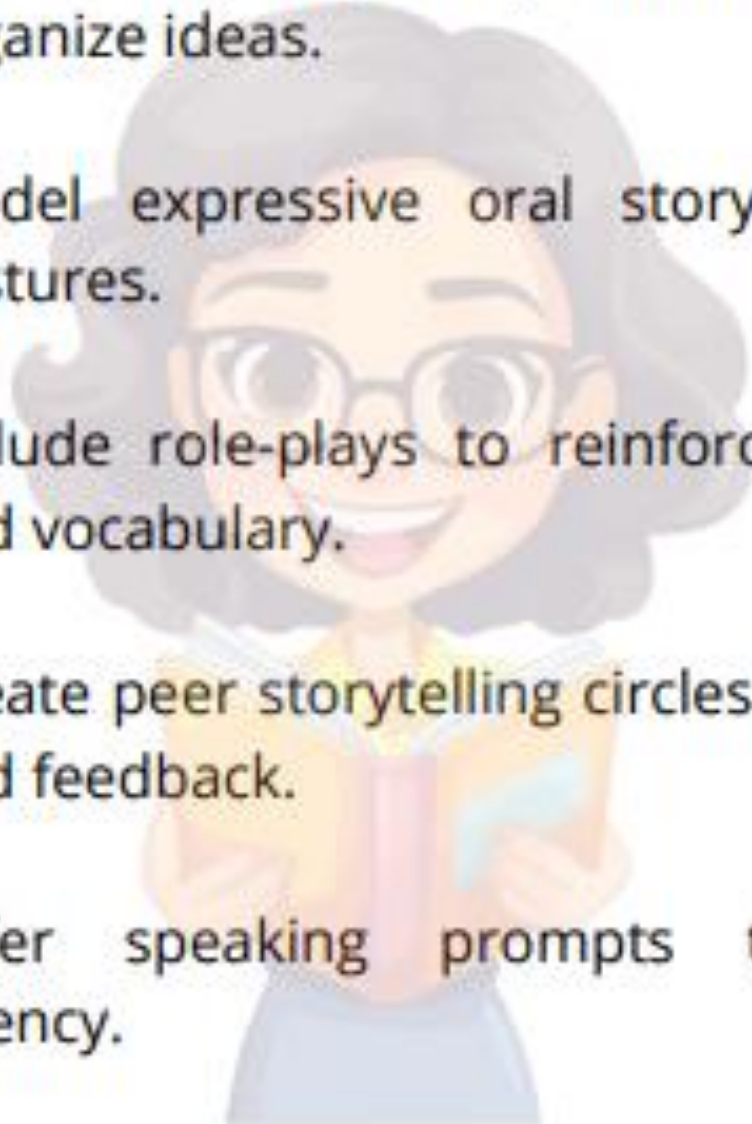
But one morning, a construction truck arrived. A shopping center was going to be built on that land. Alma stood in front of the sprout. "You can't cut it down," she said.

EVALUATION RUBRIC

Criteria	Excellent (3 pts)	Good (2 pts)	Needs Improvement (1 pt)
Fluency and Coherence	Speaks fluently without hesitation; ideas are clearly connected.	Speaks with some hesitation; ideas are mostly connected but not always clear.	Frequently hesitates or struggles to connect ideas.
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Engagement and Expression	Demonstrates enthusiasm, expression, and good body language while speaking.	Shows some expression and engagement, but not consistently.	Lacks enthusiasm and body language; speaking seems flat or disengaged.

STRATEGIES FOR TEACHERS:

- Use visual story maps to help students organize ideas.
- Model expressive oral storytelling with gestures.
- Include role-plays to reinforce grammar and vocabulary.
- Create peer storytelling circles for practice and feedback.
- Offer speaking prompts to support fluency.
- Connect stories to cultural traditions for engagement.



GLOSSARY

UNIT 1

- **Laugh** (*verb*): to make sounds and movements when something is funny.
- **Late** (*adjective*): happening after the expected time.
- **Look for** (*phrasal verb*): to try to find something.
- **Mirror** (*noun*): a piece of glass that reflects light and shows an image.
- **Notebook** (*noun*): a small book with blank pages for writing.
- **Panic** (*noun*): a sudden strong feeling of fear.
- **Proud** (*adjective*): feeling good about something you have done.
- **Relaxed** (*adjective*): feeling calm and not worried.
- **Secret** (*noun*): information that is kept hidden.
- **Shy** (*adjective*): feeling nervous or uncomfortable with others.
- **Talent show** (*noun*): a performance where people show their skills, often for competition.

UNIT 2

- **Costume** (*noun*): a set of clothes worn in order to look like someone or something else, especially for a party or as part of an entertainment.
- **Empty** (*adjective*): not containing any things or people.
- **Fix** (*verb*): to repair something.
- **Ghost** (*noun*): the spirit of a dead person that appears to people who are alive.
- **Glow** (*verb*): to produce a continuous light and sometimes heat.
- **Lantern** (*noun*): a light inside a container that has a handle for holding it or hanging it up.
- **Mistake** (*noun*): an action, decision, or judgment that produces an unwanted or unintentional result.
- **Parade** (*noun*): a large number of people walking or marching together in a public celebration.
- **Temple** (*noun*): a building used for the worship of a god or gods, especially in religions other than Christianity.
- **Wrong** (*adjective*): not correct or not true.

UNIT 3

- **Bottle cap** (*noun*): a small, round piece of plastic or metal that fits over the opening of a bottle.
- **Factory** (*noun*): a building or set of buildings where large amounts of goods are made using machines.
- **Flower pot** (*noun*): a container, usually round and made of clay or plastic, used for growing plants in.
- **Garbage** (*noun*): waste material or unwanted things that you throw away.
- **Gray** (*adjective*): the color between black and white.
- **Hope** (*noun*): something good that you want to happen in the future, or a confident feeling about what will happen.
- **Neighborhood** (*noun*): the area of a town that surrounds someone's home.
- **Sky** (*noun*): the area above the earth, in which clouds, the sun, etc., can be seen.
- **Spread** (*verb*): to cover or reach a wider or increasing area, or to make something do this.
- **Wrappers** (*noun*): a piece of paper or plastic, that covers and protects something.

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CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

The present research has explored storytelling as a pedagogical strategy for strengthening the speaking skills in ninth-grade students of English as a foreign language. The data collected suggests that students are interested in activities related to storytelling, particularly those related to the horror genre and stories from daily life. Therefore, it is inferred that storytelling has great potential to engage students in oral production as they make use of this skill by connecting with their emotions, personal experiences, creativity, and imagination. In addition, creating and sharing stories in the classroom creates a low-stress environment, which is ideal for using the language orally.

Storytelling goes beyond the mere act of storytelling for the reason that it allows students not only to acquire vocabulary but also to internalize it and use it in meaningful and authentic contexts. By creating and telling stories, students leave behind their passive role as receivers and become protagonists of their learning. In addition, this strategy fosters imagination and engagement between the learner, the language, and their identity.

Research also emphasizes how important it is to help students because it gives them more self-assurance and a sense of purpose in their work. For instance, students are reluctant or uneasy when asked to produce something independently. Giving students examples and role models, however, is crucial because it provides them with a path forward rather than merely a destination. This support serves as a cognitive and emotional tool to lessen stress and anxiety in addition to being an academic one.

By allowing students to use the language in a more intimate and significant context, storytelling aids in the development and expression of their thoughts and feelings. This not only allows them to use the language more authentically but also contributes to increasing confidence and lowering the anxiety that is often evident when speaking in a foreign language. The use of creativity and imagination also offers students the possibility to connect with themselves, their identity, roots, and worldview.

A didactic guide was designed to guide the teacher in strengthening speaking skills through the use of stories. The guide offers several stories aligned to the grammar topics set out in the modules provided by the Ministry of Education, activities for students. Pedagogical strategies and step-by-step models for creating stories. These models allow students to bring their ideas to life, develop and present them. In short, this guide contributes to EFL classrooms by offering a flexible and adapted communicative approach to students.

Storytelling approached with clear objectives, concise structures, models, and interactive techniques has the potential to strengthen EFL learners' speaking skills and create

a dynamic, low-stress environment for oral language use. This research lays the groundwork for Storytelling to be seen as a pedagogical tool that combines language learning with creativity.

5.2. Recommendations

This paper has analyzed the opportunities and challenges of Storytelling as a strategy to strengthen oral skills. It is recommended that creative step-by-step activities are implemented to enable students' active participation in oral situations. It is therefore advisable for teachers to implement such activities in order to promote the use of language in meaningful and contextual contexts.

Future research could build on this work by exploring how storytelling affects not only students' oral performance but also their motivation, creativity, and linguistic autonomy. In this regard, it is highly recommended to continue using a mixed-method approach that combines quantitative tools (such as pre- and post-speaking assessments) and qualitative instruments (like interviews, focus groups, and observation checklists). These tools can provide deeper insight into the cognitive and emotional aspects of oral production and help capture the full impact of storytelling in EFL settings.

Finally, it is recommended that teachers at Jacinto Collahauazo School implement the teacher's guide as a complementary material to strengthen the speaking skills of ninth grade students. The guide includes sample stories, activities, materials, tasks and strategies aligned with the pedagogical proposal of the Ministry of Education of the country and the proficiency level of the students. The guide is also flexible and adaptable to the needs of each student.

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ANNEXES

Annex 1: Instruments Validation

4



UNIVERSIDAD TÉCNICA DEL NORTE.
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibama, 18 de mayo de 2023

Magister

Darwin Fernando Flores Albuja

DOCENTE UTN

Presente. -

Asunto: *Solicitud de validación de instrumentos de investigación*

De mi consideración:

Reciba un cordial saludo acompañado de mis deseos de éxito en sus actividades académicas y personales.

Por medio del presente, yo, Karla Estefanía Sánchez Fonseca, portadora de la cédula de ciudadanía No. 1004947071, solicito formalmente su apoyo para validar los instrumentos de investigación que serán aplicados en mi proyecto de investigación titulado: *Storytelling as a strategy for the strengthening of speaking skills in ninth-grade students at Jacinto Collahuazo High School*. Previo a la obtención del título de Licenciada en Pedagogía de los Idiomas Nacionales y Extranjeros, mención Inglés.

Su experiencia y conocimiento en el área de enseñanza del idioma inglés constituyen un aporte fundamental para garantizar la confiabilidad y validez de los instrumentos diseñados. Adjunto a esta solicitud encontrará los cuestionarios e instrumentos de validación.

Agradezco su atención.

Atentamente,

Karla Estefanía Sánchez Fonseca

C.I:1004947071



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TOPIC: *Storytelling as a strategy for the strengthening of speaking skills in ninth-grade students at Jacinto Collahuazo High School*

SURVEY FOR NINTH GRADE STUDENTS

Objective:

Understand students' perception of the English language, their willingness to strengthen speaking, and their openness to strategies like storytelling.

Instructions:

Mark with an X the option that best represents your opinion. Your answers are anonymous and will only be used for academic purposes.

PERSONAL INFORMATION

Age:

☐ 12 -13

☐ 13 – 14

☐ 15 or more

Gender:

☐ Male

☐ Female

☐ Other

QUESTIONS

1. In your English classes, how much do you enjoy speaking activities like dialogues, roleplays, or short presentations?

☐ I enjoy them a lot

☐ I enjoy them a little

☐ I do not enjoy them

2. How confident do you feel when you speak English in front of your classmates?

☐ Not confident at all

☐ Confident

☐ Very confident

3. How interested are you in improving your English speaking through creative activities?

- ☐ Not interested
- ☐ A little interested
- ☐ Very interested

4. Do you feel more motivated to speak in English when the activity is fun or creative?

- ☐ Not at all
- ☐ Sometimes
- ☐ Always

5. How willing are you to participate in an activity where you create your own story in English?

- ☐ I am not willing
- ☐ I am willing
- ☐ I am very willing

6. What kind of stories would you like to tell in English? (You can choose more than one)

- ☐ Horror stories
- ☐ Adventure or fantasy stories
- ☐ Comedy or funny stories
- ☐ Real-life stories (about everyday life)

7. Would you feel more comfortable creating a story if the teacher gives you guidance and support?

- ☐ Not comfortable at all
- ☐ A little comfortable
- ☐ Very comfortable

8. Do you think creating and telling your own story in English would help you improve your speaking skill?

- ☐ It wouldn't help at all
- ☐ It might help a little
- ☐ It would really help a lot



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FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TEMA: *Storytelling as a strategy for the strengthening of speaking skills in ninth-grade students at Jacinto Collahuazo High School*

ENCUESTA PARA ESTUDIANTES DE NOVENO AÑO

Objetivo:

Comprender la percepción de los estudiantes sobre el idioma inglés, su disposición para fortalecer la expresión oral y su apertura hacia estrategias como el *storytelling*.

Instrucciones:

Marca con una X la opción que mejor representa tu opinión. Tus respuestas son anónimas y se utilizarán únicamente con fines académicos.

INFORMACIÓN PERSONAL

Edad:

☐ 12 – 13 años

☐ 13 – 14 años

☐ 15 años o más

Género:

☐ Masculino

☐ Femenino

☐ Otro

Elige la respuesta que mejor refleja tu opinión y márcala con una X.

1. ¿Cuánto disfrutas las actividades orales en clase de inglés como diálogos, juegos de roles o presentaciones cortas?
☐ Las disfruto mucho
☐ Las disfruto poco
☐ No las disfruto
2. ¿Qué tan seguro te sientes al hablar en inglés frente a tus compañeros?
☐ Nada seguro
☐ Un poco seguro
☐ Muy seguro
3. ¿Qué tan interesado estás en mejorar tu expresión oral en inglés cuando una actividad de la clase es divertida o creativa?
☐ Nada interesado
☐ Un poco interesado
☐ Muy interesado

4. **¿Te sientes más motivado a hablar en inglés cuando la actividad es divertida o creativa?**
- ☐ Nada
 - ☐ Poco
 - ☐ Mucho
5. **¿Qué tan dispuesto estarías a participar en una actividad donde debas crear tu propia historia en inglés?**
- ☐ No estoy dispuesto
 - ☐ Estoy dispuesto
 - ☐ Estoy muy dispuesto
6. **¿Qué tipo de historias te gustaría contar en inglés? (Puedes escoger más de una)**
- ☐ Historias de terror
 - ☐ Historias de aventura o fantasía
 - ☐ Historias cómicas
 - ☐ Historias de la vida real
7. **¿Te sentirías más cómodo creando una historia con la ayuda y apoyo del docente?**
- ☐ Nada cómodo
 - ☐ Un poco cómodo
 - ☐ Muy cómodo
8. **¿Crees que crear y contar tu propia historia en inglés te ayudaría a mejorar la destreza de hablar?**
- ☐ No ayudaría en nada
 - ☐ Podría ayudar un poco
 - ☐ Ayudaría mucho



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FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TOPIC: *Storytelling as a strategy for the strengthening of speaking skills in ninth-grade students at Jacinto Collahuazo High School*

INTERVIEW FOR TEACHERS

Objective:

Explore teachers' views on speaking skill development and their openness to using storytelling as a classroom strategy.

Instructions:

Please answer the following questions honestly. Your responses are anonymous and will only be used for academic purposes. There are no right or wrong answers. Your opinion is important!

QUESTIONS FOR THE INTERVIEW

1. Can you tell me a little about your experience as an English teacher?
2. What do you enjoy most about teaching English?
3. What types of activities do you currently use in your English classes to develop students' speaking skills?
4. How would you describe your students' motivation and participation when they are asked to speak in English?
5. Have you heard of storytelling as a strategy in language teaching before? What do you know about it?
6. Do you believe that storytelling, understood as an activity in which students create and tell their own stories in English, can help improve speaking skills? Why or why not?
7. What challenges do you anticipate in applying storytelling as a classroom strategy?



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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TOPIC: Storytelling as a strategy for the strengthening of speaking skills in ninth-grade students at Jacinto Collahuazo High School

SPEAKING DIAGNOSTIC TEST

Objective:

Evaluate the speaking skills of 9th-grade students at Jacinto Collahuazo High School through guided group interaction, using structured questions and a CEFR-based observation rubric.

Procedure:

FIRST PART (PERSONAL QUESTIONS)

Students are divided into small groups (3-5 students).

Each group receives a list of simple and familiar questions.

Students use the questions to generate mini dialogues.

The teacher observes and evaluates performance using a CEFR-based rubric.

SECOND PART (DESCRIBE A PICTURE)

Students will work in their assigned groups in this part of the test. Each group will receive a sheet with one picture and one question. Students must interact with each other based on the image and the question, using English as much as possible. They should ask and answer questions, describe the picture, and give their opinions. The teacher will observe and take notes using the speaking rubric.

PERSONAL QUESTIONS:

- o What is your name?
- o How old are you?
- o What do you usually do after school?
- o What is your favorite food?
- o Can you tell me about your family?
- o What do you do on weekends?
- o What is your favorite subject at school?
- o Can you describe your best friend?
- o What do you like doing in your free time?
- o What time do you wake up in the morning?
- o Do you like learning English? Why?

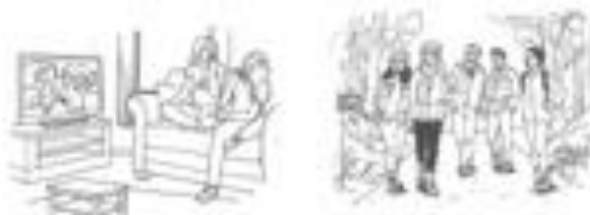
PICTURE DESCRIPTION.

Do you like these different hobbies?

1



Do you like these different fun activities?



Do you like these different places to eat?



Do you like these different outdoor activities?



RUBRIC:

Criteria	Level 1 (A1-)	Level 2 (A1)	Level 3 (A1)	Level 4 (A2+)
Fluency	Speaks with long pauses; difficult to continue speaking.	Short sentences with pauses; basic flow.	Speaks in complete short sentences; some hesitations.	Can express ideas with more flow and some spontaneity.
Pronunciation	Hard to understand; mispronounces most words.	Understandable with effort; frequent errors.	Mostly clear; errors don't block understanding.	Clear and mostly accurate pronunciation.
Vocabulary	Very limited; uses only isolated words.	Basic everyday vocabulary.	Can use simple vocabulary on familiar topics.	Uses a wider range of vocabulary with some variety.
Grammar	Uses incorrect or incomplete grammar.	Uses some basic structures (e.g., "I like", "I go").	Can use simple present and past correctly.	Uses a mix of tenses with few errors.
Interaction	Needs help to answer; does not engage.	Responds to simple questions.	Can ask and answer simple questions.	Maintains short conversation and asks follow-up questions.

INTERPRETATION:

- **16–20 points:** Strong speaking skills (A2+)
- **11–15 points:** Developing speaking skills (A2)
- **6–10 points:** Beginning speaking skills (A1)
- **1–5 points:** Needs significant improvement (A1-)



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EXTRANJEROS

CUESTIONARIOS

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ÍTEM	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido.	X		
Orden y secuencia de las preguntas.	X		
Número de preguntas óptimo.	X		

Observaciones:

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			



Firma del Evaluador

C.C.: 1002188470

Apellidos y nombres completos	Darwin Fernando Flores Albuja
Título académico	Magister en Lingüística Aplicada
Institución de Educación Superior	UNIVERSIDAD TÉCNICA DEL NORTE
Correo electrónico	dflores@utn.edu.ec
Teléfono	0988357931
Fecha de envío para la evaluación del experto:	16 de mayo de 2023
Fecha de revisión del experto:	23 de mayo de 2023

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Annex 2: Certificate of application of the instruments

 **REPUBLICA DEL ECUADOR**

RECTORADO UNIDAD EDUCATIVA "JACINTO COLLAHUAZO"
2024-2025

 **Ministerio de Educación**

UNIDAD EDUCATIVA "JACINTO COLLAHUAZO"

CERTIFICACIÓN

Otavaló, 08 de julio 2025

Yo, **Mgs. Adriana Vanessa Chicaiza Hermosa**, rectora de la Unidad Educativa "Jacinto Collahuazo", ubicada en el cantón Otavaló, provincia de Imbabura, certifico que:

La Srta. **Karla Estefanía Sánchez Fonseca**, portadora de la cédula de ciudadanía N.º **1004947071**, estudiante de la carrera de **Pedagogía de los Idiomas Nacionales y Extranjeros** de la **Universidad Técnica del Norte**, ha realizado actividades académicas en nuestra institución educativa como parte de su proceso investigativo para la elaboración de su trabajo de titulación.

La mencionada estudiante **socializó su propuesta de tesis y aplicó instrumentos de evaluación** en el marco de su investigación con los estudiantes de **Noveno Año de Educación General Básica (EGB)**, cumpliendo con los protocolos establecidos por la institución y con respeto a los principios éticos del ámbito educativo.

Esta certificación se emite a petición de la interesada para los fines únicamente académicos que estime convenientes.

Atentamente,


Mgtr. Vanessa Chicaiza
RECTORA (E) DE LA UNIDAD EDUCATIVA JACINTO COLLAHUAZO
C.C. 1002525762
Teléfono: 0959498985
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EL NUEVO ECUADOR

Annex 3: Evidence of application of the instruments



Annex 4: Certificate of socialization of the proposal

 REPÚBLICA DEL ECUADOR	RECTORADO UNIDAD EDUCATIVA "JACINTO COLLAHUAZO" 2024-2025		Ministerio de Educación
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UNIDAD EDUCATIVA "JACINTO COLLAHUAZO"

CERTIFICACIÓN

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Atentamente,



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Annex 5: Evidence of socialization of the proposal

