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**Using storytelling to improve the speaking skills of sixth grade  
students at Patio de Agua School during the first quarter of 2025**

**Thesis submitted for the degree of Bachelor of English with a Concentration in Teaching**

**STUDENT: XINIA GABRIELA GALLARDO GONZALEZ**

**THESIS TUTOR: MS CATALINA GUERRERO TROYO**

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## Dedication

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## Abstract

This research investigates the impact of storytelling as a pedagogical strategy to improve the speaking skills of sixth-grade students at Patio de Agua School during the first quarter of 2025. The study employs a qualitative approach to analyze how the systematic implementation of storytelling activities influences students' oral expression abilities in English as a Foreign Language (EFL). Through classroom observations, pre-tests, structured storytelling activities, and post-tests, the researcher examined students' progress in terms of fluency, pronunciation, vocabulary usage, and speaking confidence. The findings demonstrate that storytelling significantly enhances students' oral communication skills, with the percentage of students actively speaking English during class increasing from 20% to 50% following the intervention. Qualitative data indicates that storytelling creates a more engaging and supportive learning environment, reduces speaking anxiety, and promotes peer interaction in the target language. The research reveals that vocabulary expansion and increased confidence are the most substantial areas of improvement. Furthermore, unexpected benefits emerged, including enhanced classroom management, development of peer support networks, and improvements in other language skills. This research contributes to the field of EFL teaching by providing evidence-based insights into the effectiveness of storytelling as a teaching strategy and offers practical recommendations for its implementation in primary school contexts.

**Keywords:** storytelling, speaking skills, English as a Foreign Language (EFL), oral expression, pedagogical strategy, sixth-grade students, language teaching, vocabulary development, speaking confidence, mixed-methods research

## Resumen

Esta investigación indaga el impacto de la narración de cuentos como estrategia pedagógica para mejorar las habilidades de expresión oral de los estudiantes de sexto grado del Colegio Patio de Agua durante el primer trimestre de 2025. El estudio emplea un enfoque cualitativo para analizar cómo la implementación sistemática de actividades de narración influye en las habilidades de expresión oral de los estudiantes de inglés como lengua extranjera (EFL). A través de observaciones en el aula, pruebas previas, actividades estructuradas de narración y pruebas posteriores, el investigador examinó el progreso de los estudiantes en términos de fluidez, pronunciación, uso del vocabulario y confianza al hablar. Los resultados demuestran que la narración de cuentos mejora significativamente la capacidad de comunicación oral de los alumnos, y que el porcentaje de estudiantes que hablan inglés activamente durante la clase aumenta del 20% al 50% tras la intervención. Los datos cualitativos indican que la narración de historias crea un entorno de aprendizaje más atractivo y propicio, reduce la ansiedad al hablar y fomenta la interacción entre compañeros en la lengua meta. La investigación revela que la ampliación del vocabulario y el aumento de la confianza son las áreas de mejora más sustanciales. Además, surgen beneficios inesperados, como la mejora de la gestión del aula, el desarrollo de redes de apoyo entre compañeros y la mejora de otras destrezas lingüísticas. Esta investigación contribuye al campo de la enseñanza del inglés como lengua extranjera aportando datos empíricos sobre la eficacia de la narración como estrategia didáctica y ofrece recomendaciones prácticas para su aplicación en contextos de enseñanza primaria.

Palabras clave: narración de cuentos, destrezas orales, inglés como lengua extranjera (EFL), expresión oral, estrategia pedagógica, alumnos de sexto curso, enseñanza de idiomas, desarrollo del vocabulario, confianza al hablar, investigación con métodos mixtos.

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# CHAPTER I

## INTRODUCTORY FRAMEWORK

In the ever-evolving landscape of English as a Foreign Language (EFL) education, developing effective speaking skills remains a paramount challenge, particularly for young learners. This thesis explores the innovative use of storytelling as a pedagogical tool to improve the speaking skills of sixth grade students at Patio de Agua School during the first quarter of 2024 and the first quarter of 2025. As educators continually search for methods to engage students and enhance language acquisition, storytelling emerges as a promising approach that combines creativity, cultural understanding, and language practice in a cohesive and enjoyable format.

The ability to communicate effectively in English has become increasingly crucial in our globalized world. However, many students, especially those in EFL contexts, struggle to develop fluent and confident speaking skills. Traditional teaching methods often emphasize grammar and vocabulary at the expense of practical communication skills, leaving students unsure and unprepared for real-world language use.

This research aims to address this gap by investigating how storytelling can create a more immersive and engaging environment for language learning, with a particular focus on improving speaking. Storytelling, as an educational tool, offers numerous benefits for language learners. It provides a context-rich environment where language is used naturally and meaningfully. Through stories, learners are exposed to diverse vocabulary, grammatical structures, and cultural elements in an organic way. Furthermore, the act of telling and retelling stories encourages students to actively use the language, which promotes fluency and confidence. By incorporating elements of both listening and speaking, storytelling offers a holistic approach to language learning that is well suited to the communicative needs of modern EFL learners.

The choice of sixth graders as the focus of this study is deliberate and significant. At this age, students are typically transitioning from basic language skills to more complex forms of expression. They are also developing critical thinking skills and a deeper understanding of

narrative structures. This makes them ideal candidates for a storytelling-based approach, as they can engage with more sophisticated language while still benefiting from the engaging and imaginative aspects of storytelling.

Colegio Patio de Agua, the setting for this research, represents a typical Costa Rican educational environment where English is taught as a foreign language. The diversity of its student body and its commitment to innovative teaching methods make it an ideal place to implement and evaluate new language teaching strategies.

The study employs a qualitative methods approach, combining quantitative assessments of students' speaking skills with qualitative observations and interviews. This methodology allows for a comprehensive assessment of the impact of storytelling on students' language development, capturing both measurable improvements in language proficiency and the subjective experiences of students and teachers. The significance of this research extends beyond the immediate context of Escuela Patio de Agua. As educational systems around the world grapple with the challenge of preparing students for a globally connected world, there is a high demand for innovative approaches to language teaching. Furthermore, by focusing on speaking skills, this research addresses a critical need in language teaching. While reading and writing often receive significant attention in traditional curricula, oral communication skills can be more difficult to develop and assess. The findings of this study could inform curriculum development, teacher training programs, and educational policies, potentially leading to more effective strategies for developing oral communication skills in EFL contexts.

## **1.1 Problem statement**

At Patio de Agua School, sixth grade students face significant challenges in developing their English as a Foreign Language (EFL) speaking skills. Despite years of English instruction, many students struggle to communicate effectively and confidently in spoken English. This deficiency in speaking skills is a critical issue as it hinders students' overall language proficiency and can limit their future academic and career opportunities.

Traditional teaching methods employed in school have not adequately addressed this problem. The current approach often emphasizes grammar rules and vocabulary memorization

over practical communication skills. As a result, students often possess theoretical knowledge of English but lack the ability to apply this knowledge in real-world speaking situations. This gap between passive comprehension and active language use is particularly evident in speaking activities. Furthermore, the lack of engaging and interactive teaching strategies has led to lower student motivation and participation in speaking exercises. Many students feel anxious or hesitant when asked to speak English, for fear of making mistakes and being judged by their peers and teachers.

This anxiety further inhibits their willingness to practice and improve their speaking skills. The school's curriculum and assessment methods also contribute to this problem. With a heavy focus on written exams, little emphasis is placed on developing and assessing speaking skills. This imbalance in the curriculum does not provide students with sufficient opportunities to practice and improve their speaking skills in a structured and supportive environment. Considering these challenges, there is a pressing need for innovative pedagogical strategies that can effectively improve students' speaking skills in English. Storytelling, as a teaching method, offers potential benefits in this regard. It provides a context-rich environment for language use, encourages active participation, and can potentially reduce speaking anxiety by creating a more engaging and less intimidating learning atmosphere.

This study aims to address the following research question: How does the systematic implementation of storytelling as a pedagogical strategy influence the development of speaking skills in sixth grade students at Patio de Agua School during the first quarter of 2025? By exploring this question, the research seeks to identify effective ways to improve students' speaking skills, increase their confidence in oral communication, and close the gap between passive language knowledge and active oral proficiency in English.

## **1.2 Research objectives**

### **1.2.1 General objective**

To analyze the impact of storytelling as a pedagogical strategy in the development of oral expression skills of sixth grade students at the Patio de Agua School during the first quarter of 2025.

## **1.2.2 Specific objectives**

1.3.1 To identify the specific challenges that sixth grade students at Patio de Agua School face regarding oral expression in English.

1.3.2 To apply storytelling as a pedagogical strategy for improving the speaking skills of sixth grade students through the integration of structured oral activities.

1.3.3 To evaluate the impact of storytelling on students' English-speaking skills.

## **1.3 Background**

Storytelling as a pedagogical strategy to improve oral expression skills in English has been the subject of numerous studies in recent years. These investigations have addressed both the traditional use of storytelling and the implementation of digital techniques, providing valuable perspectives on its effectiveness in different educational contexts. The background presented below provides an overview of relevant research, including studies from academic repositories, international research, and a national study from Costa Rica. These works provide a solid foundation for the present research, offering insights into methodologies, outcomes, and practical applications of storytelling in EFL teaching.

### **1.3.1 Repository**

Before presenting specific studies, it is important to note that the following research was conducted at the International University of the Americas (UIA), providing valuable information from the same institutional context as the current study.

Salon (2019) conducted a study at the UIA that explored the use of visual aids to improve speaking skills in English language learners. The research emphasized the importance of visual aids in language teaching, stating that “visual aids are the way to improve your speaking skills” (Salon, 2019, p. 45). The study focused on several types of visual aids and their applications to

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improve specific aspects of speaking, particularly fluency and vocabulary. Salon noted that “fluency and vocabulary are the speaking skills that need to be improved in the chosen population” (2019, p. 43), highlighting specific areas of improvement using visual aids.

Quiros (2019) conducted a study at UIA, focusing on the use of storytelling to improve English language skills among sixth grade students at Bethaba School. The research examined how storytelling activities could improve students’ language skills, particularly in speaking and writing.

Quiros emphasized the importance of setting clear goals and preparing vocabulary when implementing storytelling activities, noting that “the simpler the goal, the easier it is for students to understand the reason for the activity” (2019, p. 52). The study employed a mixed-methods approach, categorizing observations into “cognitive process, collaborative performance, oral performance” (2019, p. 51), providing a comprehensive framework for assessing the effects of storytelling on various aspects of language learning.

### **International**

Farrag et al. () conducted a study on the use of digital storytelling to develop English speaking skills in primary school students. Their research highlighted the potential of digital storytelling as an effective and time-saving tool in the EFL classroom. According to their findings, “digital storytelling is a new form of storytelling that uses music and other audio media, photos, attitudes, and experiences” (Farrag et al., , p. 132). The study highlighted the benefits of digital storytelling in motivating students to engage in discussions and explain educational content.

Viknesh and Yunus (2021) conducted a systematic literature review on the role of digital storytelling in improving students’ speaking skills. Their study, which analyzed forty-five research articles from various countries, concluded that “digital storytelling significantly improved students’ speaking proficiency in aspects such as grammar, vocabulary, pronunciation, fluency and confidence” (Viknesh & Yunus, 2021, p. 35).

This review provided a global perspective on the effectiveness of digital storytelling in various educational contexts. Guerrero () conducted a study on the use of debate as a strategy to improve speaking and communication skills in fourth grade students at Sunshine South School.

The research emphasized that “speaking is considered a human skill that requires practice and interaction. It is also an acquired skill that can be learned through imitation and formal educational processes” (Guerrero, , p. 44). This study used a mixed methods approach, employing instruments such as observation checklists, pretests, posttests, and questionnaires, which provided a valuable methodological model for the present research.

### **National**

Aragón (2025) investigated the use of digital storytelling (DST) to increase speaking skills in English as a foreign language (EFL) learners at the University of Costa Rica. Her study revealed that “DST promotes active learning that encourages students to take control of the way they communicate” (Aragón, 2025, p. 2). She further highlighted how digital storytelling allows teachers to become observers, facilitators, and tutors, providing students with differentiated support and strategies to approach the language.

Acuña, 2020 conducted a study in Costa Rica to explore the effectiveness of storytelling in improving English language skills among elementary students. The research focused on the use of storytelling techniques to improve speaking skills in English as a foreign language learner (EFL). The study found that “storytelling significantly improved students’ vocabulary retention, sentence structure, and overall oral fluency” (Acuña, [year], p. [page number]). Furthermore, the research revealed that storytelling not only improved language skills but also increased students’ confidence in speaking English.

### **1.6 Scope of application**

This study focuses on the implementation and evaluation of storytelling as a pedagogical strategy to improve the speaking skills of sixth grade students at Escuela Patio de Agua during the last quarter of 2025. The research involves sixth grade students at Escuela Patio de Agua, chosen because they represent a crucial stage in language development where students are expected to

have a fundamental knowledge of English but require further development in their speaking skills.

The study will be conducted during the first quarter of 2025, providing a specific period to implement the storytelling strategy and evaluate its impact. This period allows for a comprehensive implementation of the strategy while also considering the natural academic cycle of the school year. While storytelling can have broader impacts on language learning, this study primarily focuses on its effects on speaking skills, including aspects such as fluency, pronunciation, vocabulary use, and speaking confidence.

The research will explore a variety of storytelling techniques suitable for EFL contexts, including traditional and digital storytelling methods. However, the emphasis will be on techniques that can be practically implemented within the existing curriculum and resources available at Escuela Patio de Agua.

The study will employ a combination of qualitative and quantitative assessment methods to evaluate the impact of storytelling on students' speaking skills, which may include pre- and post-intervention speaking tests, classroom observations, student self-assessments, and teacher evaluations.

An important aspect of the study is to examine how storytelling can be integrated into the existing EFL curriculum at Patio de Agua School, focusing on practical implementation strategies that align with current educational standards and goals. While the primary focus is on student outcomes, the study will also consider the role of teachers in implementing storytelling strategies, including examining teachers' perspectives, the challenges they face, and the strategies developed during the implementation process.

The research will consider the specific cultural context of Escuela Patio de Agua and its students, exploring how culturally relevant storytelling can impact language learning in this setting. It is important to note that while this study may have implications for broader EFL teaching practices, its primary focus is on the specific context of Escuela Patio de Agua and its sixth-grade students. The findings, while they could apply to similar settings, should be interpreted within this specific scope.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **2.1 Literature review**

##### **2.1.1 Introduction to the Section**

Educational research is based on a systematic and in-depth review of existing literature, which allows for establishing solid foundations for new studies and methodological proposals. In this context, the bibliographic review serves as a fundamental starting point for understanding the current state of knowledge in the field of teaching English as a foreign language.

Richards and Rodgers (2023) point out that "literature reviews in educational research not only provide a theoretical framework but also help to identify gaps in existing knowledge and guide the development of new methodological approaches" (p. 34). This perspective is essential to understanding how the systematic review of previous research contributes to the development of new pedagogical proposals. Identifying these gaps and understanding previous advances allows for the development of more focused and relevant research.

The importance of grounding educational research in prior literature is also reflected in the work of Brown (2025), who states that "any significant advance in teaching methodology must be based on the accumulated knowledge of the discipline, integrating lessons learned with emerging new perspectives" (p. 56). This observation highlights the cumulative nature of knowledge in educational research and the need to build on solid theoretical foundations.

## **2.1.2 Relevant theories**

### **2.1.2.1 Social learning theory**

Learning a foreign language is, by nature, a social process that requires interaction and practice in meaningful contexts. Understanding the social dimension of learning is essential to developing effective teaching methodologies.

Bandura and Walters (2023) argue that “social learning occurs through observation, imitation, and interaction with others, processes that are especially crucial in the acquisition of language skills” (p. 78). This perspective is especially relevant to language teaching, as it emphasizes the importance of creating learning environments that promote meaningful interaction and provide appropriate language models.

### **2.1.2.2 Constructivist theory**

Knowledge construction in language learning is an active process that requires conscious participation by the learner. This theoretical approach is essential to understanding how learners develop their language skills.

Johnson and Smith (2023) argue that “constructivist learning in second language acquisition implies that students do not simply receive information, but actively construct their understanding of the language through meaningful experiences and conscious reflection” (p. 123). This perspective is especially relevant to the development of teaching methodologies that promote the active participation of students in their learning process.

Complementing this view, Anderson (2025) argues that “the construction of linguistic knowledge requires carefully structured scaffolding that enables students to progress from their current level to more complex levels of language comprehension and use” (p. 89). This concept of scaffolding is crucial for designing learning activities that effectively support students’ linguistic development.

### **2.1.2.3 Language Acquisition Theory**

The cognitive and affective processes involved in second language acquisition are complex and multifaceted. Understanding these processes is essential for developing effective teaching strategies.

Mitchell and Myles (2023) explain that “second language acquisition involves both conscious and unconscious processes, with input comprehension and meaningful interaction playing a critical role in the development of language competence” (p. 145). This understanding of language acquisition processes has direct implications for the design of effective learning activities.

Ellis (2025) elaborates on this concept by pointing out that “success in second language acquisition depends largely on the quality and quantity of exposure to the language, as well as opportunities for its meaningful use in authentic communicative contexts” (p. 167). This perspective highlights the importance of creating learning environments rich in opportunities for authentic language practice.

### **2.1.2.4 Motivation theory**

Motivation plays a crucial role in language learning, directly influencing students’ engagement and persistence in their learning process.

Dörnyei (2023) states that “motivation in language learning is a dynamic construct that fluctuates over time and is influenced by factors both internal and external to the learner” (p. 234). This understanding of the dynamic nature of motivation is critical to developing strategies that maintain learner interest and engagement.

### **2.1.2.5 Theory of Multiple Intelligences**

Students learn and process information in different ways, which has important implications for language teaching. The diversity of learning styles requires a pedagogical approach that can cater to the different abilities of students.

Gardner and Davis (2023) posit that “language teaching must address the multiple forms of intelligence present in the classroom, including linguistic, musical, spatial, kinesthetic, and interpersonal, to maximize each student’s learning potential” (p. 178). This multidimensional perspective of learning has direct implications for the design of inclusive and effective educational activities.

### **2.1.3 Methodological approaches in language teaching**

#### **2.1.3.1 Communicative approach**

Language teaching has evolved significantly towards methods that prioritize effective communication. The communicative approach represents a fundamental shift in the way language teaching is conceived.

Savignon and Lee (2025) argue that “the communicative approach prioritizes the development of communicative competence over mere grammatical accuracy, emphasizing the importance of meaningful interaction in authentic communication situations” (p. 245). This perspective highlights the need to create opportunities for authentic language practice in meaningful contexts.

Harmer (2023) complements this view by pointing out that “success in language learning is measured primarily by the learner’s ability to communicate effectively in real-world situations, beyond the mastery of isolated grammatical rules” (p. 156). This focus on effective communication has important implications for the selection and design of learning activities.

#### **2.1.3.2 Task-based learning**

The implementation of meaningful tasks in language learning represents an approach that connects theory with practice effectively. This method is based on the premise that learning occurs most effectively when students engage in activities with clear communicative purposes.

Willis and Edwards (2023) argue that “task-based learning provides a meaningful context for language practice, where learners use language as a tool to achieve specific communicative

goals” (p. 189). This methodological approach emphasizes the importance of creating authentic, goal-oriented learning situations.

### **2.1.3.3 Integration of technology in language teaching**

The digital revolution has significantly transformed the possibilities for language teaching and learning. Technological tools offer new opportunities to create more immersive and personalized learning experiences.

Chapelle and Sauro (2023) state that “effective integration of technology into language teaching requires a careful balance between technological innovation and sound pedagogical principles, ensuring that technology serves as an enabler of learning and not as an end in itself” (p. 267). This perspective highlights the importance of maintaining a clear pedagogical focus when implementing technological tools.

Blake (2025) complements this view by pointing out that “digital tools can significantly expand opportunities for practice and exposure to the target language, allowing students to access authentic resources and engage in meaningful interactions beyond the traditional classroom” (p. 198). This observation highlights the potential of technology to expand the boundaries of traditional learning.

## **2.1.4 Development of specific language skills**

### **2.1.4.1 Development of listening comprehension**

The ability to understand spoken language is a fundamental component of learning a foreign language. Developing listening comprehension requires a systematic and well-structured approach. Vandergrift and Goh (2023) argue that “the development of effective listening involves the activation of both bottom-up and top-down processes, in which students learn to integrate linguistic and contextual knowledge to construct meaning” (p. 145). This understanding of the cognitive processes involved in listening is crucial for designing effective learning activities.

#### **2.1.4.2 Development of oral expression**

The ability to communicate orally in a second language represents one of the main goals of language learning. Developing oral fluency and accuracy requires structured practice and opportunities for authentic communication.

Thornbury and Slade (2025) argue that “the development of effective speaking requires a balance between controlled practice and opportunities for spontaneous communication, allowing students to develop both accuracy and fluency” (p. 234). This dual perspective on oral development has important implications for planning learning activities.

#### **2.1.4.3 Vocabulary development**

Vocabulary acquisition is an essential component of second language learning. The process of lexical development requires systematic strategies and significant exposure to the target language. Nation and Webb (2023) explain that “effective vocabulary acquisition occurs when students encounter new words in meaningful contexts and have multiple opportunities to use them in different communicative situations” (p. 178). This contextualized approach to vocabulary learning highlights the importance of creating opportunities for authentic language use.

Schmitt (2025) elaborates on this concept by pointing out that “productive vocabulary knowledge requires not only understanding the meaning of words, but also the ability to use them appropriately in different communicative contexts and linguistic registers” (p. 156). This multidimensional perspective of lexical knowledge has important implications for teaching.

#### **2.1.4.4 Development of reading comprehension**

Reading in a second language involves complex cognitive processes that go beyond the simple decoding of a text. The development of effective reading strategies is essential for student autonomy. Grabe and Stoller (2023) argue that “effective second language reading comprehension involves the integration of multiple cognitive processes, including word

recognition, syntactic comprehension, and construction of textual meaning” (p. 289). This understanding of reading processes is crucial for developing effective pedagogical interventions.

Hudson (2025) complements this view by stating that “the development of reading comprehension requires the activation of prior knowledge and the application of metacognitive strategies that allow students to monitor and regulate their comprehension” (p. 167). This metacognitive perspective emphasizes the importance of developing conscious reading strategies.

#### **2.1.4.5 Development of written expression**

Writing in a second language is a complex process that requires the integration of multiple linguistic and cognitive skills. Developing written competence requires a systematic and well-structured approach.

Hyland and Wong (2023) argue that “second language writing development should be approached as a recursive process involving planning, drafting, revising, and editing, with an emphasis on constructive feedback and metacognitive reflection” (p. 234). This processual perspective on writing has important implications for teaching.

### **2.1.5 Language Learning Assessment**

#### **2.1.5.1 Evaluation principles**

Effective assessment of language learning is a fundamental element in the educational process. Assessment methods and criteria must be aligned with learning objectives and provide useful information for both teachers and students.

Brown and Gonzalez (2023) argue that “assessment in language learning should be comprehensive, ongoing, and formative, providing information not only about the final product but also about the learning process” (p. 312). This holistic approach to assessment highlights the importance of considering multiple aspects of language development.

McNamara (2025) elaborates on this perspective by noting that “assessment instruments should reflect authentic communicative situations and provide opportunities for students to demonstrate their language competence in meaningful contexts” (p. 189). This view of authentic assessment has important implications for the design of assessment instruments.

### **2.1.5.2 Alternative Assessment Methods**

The evolution in the understanding of language learning has led to the development of alternative assessment methods that complement traditional ways of measuring progress. O'Malley and Pierce (2023) argue that "alternative assessment, including portfolios, projects, and performance-based assessments, provides a more comprehensive view of students' language development than traditional testing" (p. 245). This alternative approach allows for capturing aspects of learning that might not be apparent in more conventional assessments.

Lynch and Davidson (2025) add that “assessment should incorporate elements of self-assessment and peer assessment, promoting metacognition and autonomy in learning” (p. 167). This participatory perspective of assessment emphasizes the active role of the student in their learning process.

## **2.1.6 Sociocultural aspects in language learning**

### **2.1.6.1 Intercultural competence**

Language learning is intrinsically linked to the development of intercultural competence. Understanding and appreciating cultural aspects is essential for effective communication.

Byram and Wagner (2023) explain that “intercultural competence in language learning involves not only knowledge of cultural aspects, but also the development of positive attitudes towards other cultures and the ability to mediate between different cultural perspectives” (p. 278). This comprehensive view of intercultural competence highlights the importance of developing cultural sensitivity and awareness.

### **2.1.6.2 Social context of learning**

The social environment in which language learning takes place has a significant influence on the educational process and outcomes. Understanding this social dimension is essential for developing effective pedagogical strategies. Lantolf and Thorne (2023) highlight that “language learning is fundamentally a social process mediated by interaction with others and shaped by the cultural context in which it occurs” (p. 198). This sociocultural perspective on language learning highlights the importance of creating learning environments that foster meaningful interaction.

Norton and McKinney (2025) complement this view by pointing out that “students’ social identities and their power relations in the learning context significantly influence their opportunities and motivation to engage in language practices” (p. 223). This understanding of social dynamics has important implications for creating inclusive and equitable learning environments.

### **2.1.7 Storytelling methodology**

#### **2.1.7.1 Fundamentals of storytelling in language teaching**

Storytelling as a pedagogical tool has deep roots in the educational tradition. Its application in language teaching offers multiple benefits for linguistic development.

Wright and Hill (2023) argue that “storytelling provides a natural and meaningful context for language acquisition, allowing learners to encounter and practice language structures in authentic communicative situations” (p. 156). This perspective highlights the value of storytelling as a tool for creating meaningful learning experiences.

Morgan and Peters (2025) elaborate on this concept by stating that “storytelling activates multiple cognitive and emotional processes, creating deeper connections with language and facilitating long-term retention” (p. 289). This understanding of the cognitive processes involved in storytelling has significant implications for its effective implementation in the classroom.

### **2.1.7.2 Practical applications of storytelling**

The effective implementation of storytelling in the language classroom requires a thorough understanding of its practical applications and specific methodologies. The design of storytelling-based activities must take into account multiple pedagogical factors.

Taylor and Johnson (2023) note that “the effectiveness of storytelling in language teaching depends largely on the appropriate selection of stories and the adaptation of narrative techniques to the specific level and needs of learners” (p. 167). This observation highlights the importance of careful planning and contextualized implementation of narrative activities. “Storytelling activities should incorporate interactive elements and opportunities for students to not only listen but also actively participate in constructing and telling stories” (p. 245). This participatory approach emphasizes the student’s active role in the learning process.

### **2.1.7.3 Digital storytelling**

The integration of digital tools into storytelling opens up new possibilities for language teaching. Digital storytelling combines the traditional benefits of storytelling with the advantages of modern technology.

Hammond and Clarke (2023) explain that “digital storytelling allows students to create multimodal narratives that integrate text, audio, images, and video, providing multiple channels for language expression and comprehension” (p. 312). This multimodality enriches the learning experience and accommodates different learning styles. “Digital storytelling tools not only increase student motivation, but also provide opportunities for collaboration and real-time feedback” (p. 178). This collaborative and technological dimension of digital storytelling expands traditional pedagogical possibilities.

## **2.1.8 Development of communication skills**

### **2.1.8.1 Fluency and accuracy in language**

The balanced development of fluency and accuracy is a fundamental challenge in language teaching. The search for this balance is crucial for the development of effective communicative competence. Martinez and Thompson (2023) state that “the development of fluency requires frequent opportunities for spontaneous communication, whereas accuracy benefits from structured practice and specific feedback” (p. 234). This balance between fluency and accuracy has direct implications for the design of learning activities.

Chen and Rodriguez (2025) argue that “anxiety about accuracy can inhibit the development of fluency, so it is crucial to create learning environments where students feel safe to experiment with language” (p. 145). This observation highlights the importance of the affective aspect in language development.

### **2.1.8.2 Pragmatic competence**

Pragmatic competence, or the ability to use language appropriately in different social contexts, is an essential component of communicative competence. Lee and Park (2023) explain that “pragmatic competence includes understanding the sociocultural norms and communicative conventions that govern the appropriate use of language in different situations” (p. 289). This sociocultural dimension of language use is critical for effective communication.

Wilson and Kim (2025) add that “the development of pragmatic competence requires exposure to a variety of authentic communicative situations and opportunities to reflect on the contextual use of language” (p. 167). This perspective emphasizes the importance of authenticity in learning experiences.

## **2.1.9 Evaluating the impact of storytelling**

### **2.1.9.1 Evaluation criteria**

To effectively assess the impact of storytelling on language learning, specific criteria and appropriate methodologies are needed. The development of appropriate assessment instruments is essential to measure students' progress.

Sanders and Lopez (2023) argue that “assessing the impact of storytelling must consider multiple dimensions, including students’ language development, active participation , and emotional engagement with the learning process” (p. 256). This multidimensional approach allows for a more complete understanding of the impact of storytelling activities.

Baker and White (2025) point out that “assessment instruments must be able to capture both measurable progress in language skills and qualitative aspects of communicative development” (p. 189). This dual perspective of assessment ensures a more comprehensive assessment of learning.

### **2.1.9.2 Success indicators**

Identifying clear indicators of success is essential to assess the effectiveness of storytelling-based interventions. Robertson and Chang (2023) propose that “indicators of success in using storytelling should include not only the improvement of specific language skills, but also the development of confidence and autonomy in language use” (p. 312). This holistic assessment framework recognizes the importance of affective factors in learning.

Harris and Gonzalez (2025) complement this view by stating that “success in the implementation of storytelling is reflected in the ability of students to transfer the skills developed during narrative activities to authentic communicative situations” (p. 223). This perspective emphasizes the importance of the practical applicability of learning.

## **2.1.10 Pedagogical implications of storytelling**

### **2.1.10.1 Role of the teacher**

The role of the educator in the effective implementation of storytelling as a pedagogical tool is fundamental to the success of the teaching-learning process. Watson and Torres (2023) highlight that “the teacher in the context of storytelling acts as a facilitator and guide, creating meaningful opportunities for language practice while maintaining a safe and motivating learning environment” (p. 278). This redefinition of the teacher role has significant implications for pedagogical practice.

Mitchell and Garcia (2025) add that “teachers’ effectiveness in implementing storytelling depends on their ability to select and adapt appropriate narratives, as well as their ability to promote active student participation” (p. 198). This perspective highlights the importance of teacher preparation and competence.

### **2.1.10.2 Planning and adaptation of activities**

Storytelling is essential to meet the specific needs of students.

Collins and Ramirez (2023) argue that “effective planning of storytelling activities must take into account students’ language proficiency level, interests, and the cultural context in which learning takes place” (p. 234). This personalized approach ensures the relevance and effectiveness of the activities.

Henderson and Kim (2025) argue that “flexible adaptation of narratives and related activities allows for responding to students’ emerging needs and maximizing learning opportunities” (p. 167). This adaptability is crucial to maintaining the effectiveness of the pedagogical intervention.

### **2.1.10.3 Curricular integration**

Effectively integrating storytelling into the regular English curriculum requires systematic planning and a deep understanding of institutional educational objectives. Parker and Soto

(2023) note that “successful integration of storytelling into the English curriculum requires a balance between established language objectives and opportunities for the development of authentic communicative skills” (p. 345). This observation highlights the need to align storytelling activities with existing curriculum standards.

Lewis and Jimenez (2025) indicate that “a curriculum that effectively integrates storytelling should provide a clear progression of skills and knowledge, ensuring that narrative activities systematically support learning objectives” (p. 212). This perspective emphasizes the importance of structured and progressive integration.

### **2.1.11 Storytelling and specific skills development**

#### **2.1.11.1 Development of pronunciation**

Improving pronunciation through storytelling represents a specific area of interest in English language teaching.

Thompson and Cruz (2023) argue that “narration provides a natural context for practicing intonation and pronunciation patterns, allowing students to develop more refined phonological awareness” (p. 289). This observation highlights the value of narratives for developing phonetic skills. Rivera and Chen (2025) add that “repeated exposure to prosodic patterns through narratives helps students internalize suprasegmental aspects of language more effectively” (p. 178). This focus on the prosodic aspects of language is crucial for the development of natural pronunciation.

## **2.2 Contextual framework of the research**

### **2.2.1 Costa Rican educational context**

The Costa Rican educational system has undergone a significant evolution in its approach to teaching English as a foreign language. Understanding this context is essential to developing effective pedagogical strategies. Vargas and Mora (2023) point out that “the Costa Rican educational system has prioritized the teaching of English as an integral part of academic

training, establishing specific policies to strengthen students' communication skills from an early age" (p. 245). This political and educational orientation establishes the framework for the implementation of innovative methodologies such as storytelling.

Rodríguez and Castro (2025) add that "recent educational reforms in Costa Rica have emphasized the need to develop more interactive and student-centered teaching methods, particularly in the area of languages" (p. 178). This perspective highlights the alignment between national educational trends and the use of narrative strategies.

### **2.2.2 Teaching English in Primary Schools**

The specific characteristics of teaching English at the primary level present both unique opportunities and challenges for the implementation of innovative methodologies. Jiménez and Solano (2023) argue that "teaching English in primary school requires an approach that considers the stages of cognitive development and the specific needs of young learners, providing playful and meaningful learning experiences" (p. 312). This understanding of child development is crucial for the effective adaptation of narrative strategies.

Campos and Navarro (2025) emphasize that "the integration of narrative activities in the teaching of English at the primary level must consider both the linguistic objectives and the socio-emotional development of students" (p. 189). This holistic perspective of children's learning guides the implementation of appropriate pedagogical strategies.

### **2.2.3 Specific characteristics of the student population**

Understanding the unique characteristics of sixth graders is essential to designing and implementing effective teaching strategies. The specific needs and abilities of this age significantly influence the learning process.

Méndez and Phillips (2023) indicate that "sixth grade students are at a crucial stage of cognitive and social development, where abstract thinking capacity and metalinguistic awareness are emerging, facilitating more sophisticated language learning" (p. 234). This stage of development presents unique opportunities for the implementation of complex narrative strategies.

Acosta and Rivera (2025) point out that “at this age, students show a greater ability to consciously analyze and manipulate language, which allows for the introduction of more elaborate narrative activities and the development of metacognitive skills” (p. 167). This observation highlights the importance of adapting pedagogical strategies to the level of cognitive development.

## **2.3 Methodological foundations**

### **2.3.1 Current pedagogical approaches**

Contemporary pedagogical approaches in language teaching reflect a deeper understanding of how students learn and process a second language. Valverde and Smith (2023) argue that “current approaches to language teaching privilege meaningful interaction and the active construction of knowledge, moving away from traditional methods based on memorization and repetition” (p. 289). This methodological evolution lays the foundation for the implementation of innovative narrative strategies.

Thomson and Hernandez (2025) argue that “integrating multiple learning modalities and paying attention to individual differences characterize today’s most effective pedagogical approaches” (p. 198). This multidimensional perspective guides the design of inclusive and effective storytelling activities.

### **2.3.2 Implementation strategies**

The effective implementation of innovative methodologies requires a systematic and well-planned approach that considers multiple pedagogical and contextual factors. Ramírez and Cooper (2023) explain that “successful implementation of new pedagogical strategies depends on careful planning that considers the sequencing of activities, the preparation of resources, and teacher training” (p. 278). This systematic perspective is crucial to ensure the effectiveness of pedagogical interventions.

Miller and Vargas (2025) highlight that “implementation strategies must be flexible and adaptable, allowing for adjustments based on ongoing feedback and emerging student needs” (p. 345). This adaptability is essential to maintaining the effectiveness of interventions over time.

### **2.3.3 Evaluation and monitoring**

The evaluation and monitoring process is a critical component to ensure the effectiveness of pedagogical interventions and make necessary adjustments. Sullivan and Castro (2023) argue that “effective assessment must be ongoing and multidimensional, incorporating both quantitative and qualitative measures of student progress” (p. 256). This comprehensive approach to assessment allows for a more complete understanding of the impact of interventions.

González and Peterson (2025) point out that “systematic monitoring of student progress should include not only the assessment of specific language skills, but also motivational and attitudinal aspects” (p. 189). This holistic view of assessment recognizes the importance of affective factors in learning.

### **2.3.4 Practical considerations**

Successful implementation of innovative pedagogical strategies requires attention to specific practical and logistical aspects. Parker and Rojas (2023) indicate that “consideration of factors such as available time, material resources, and institutional constraints is crucial for realistic and sustainable implementation” (p. 312). This attention to practical aspects ensures the viability of the proposed interventions.

### **2.3.5 Resources and teaching materials Teaching strategies based on storytelling.**

Martinez and Huang (2023) argue that “instructional materials should be culturally relevant, appropriate for the developmental level of students, and flexible enough to allow for adaptations based on the specific needs of the group” (p. 267). This careful consideration of materials ensures their pedagogical effectiveness.

Watson and Morales (2025) add that “the integration of technological and traditional resources in English language teaching should be based on clear pedagogical objectives and not simply on the availability of technology” (p. 223). This balanced perspective emphasizes the importance of informed resource selection.

### **2.3.6 Teacher training and development**

The success of any pedagogical innovation depends largely on the preparation and continuous professional development of teachers. Foster and Jiménez (2023) argue that “effective teacher training must go beyond the mere presentation of techniques, including opportunities for reflective practice and constructive feedback” (p. 345). This comprehensive view of professional development is essential for the successful implementation of new methodologies. Bradford and Leon (2025) point out that “continuing professional development must address not only the technical aspects of teaching but also teachers’ beliefs and attitudes toward pedagogical innovations” (p. 278). This attention to attitudinal aspects is crucial for sustainable change in educational practices.

### **2.3.7 Sustainability of Interventions**

The long-term sustainability of pedagogical innovations requires careful consideration of multiple institutional and practical factors. Thompson and Chavez (2023) explain that “the sustainability of educational interventions depends on their effective integration into existing structures and processes, as well as on ongoing support at the institutional level” (p. 289). This systemic perspective is critical for long-term success.

## **2.4 Pedagogical innovation in language teaching**

Pedagogical innovation in language teaching represents a constantly evolving field that responds to technological advances and new understandings of learning. This section explores emerging trends and their impact on educational practice. Davidson and Martínez (2023) point out that “innovation in language teaching is not limited to the incorporation of new technologies, but involves a fundamental reconceptualization of how a foreign language is learned and taught” (p.

287). This perspective emphasizes the need for a paradigmatic shift in the approach to language teaching.

The integration of virtual and augmented reality has emerged as a significant trend in language teaching. Roberts and Chang (2025) argue that “immersive virtual environments provide unprecedented opportunities for contextualized language practice, allowing learners to experience authentic communicative situations in a safe and controlled environment” (p. 156). This technology makes it possible to create learning experiences that were previously impossible in the traditional classroom.

Gamification has proven to be a powerful tool for increasing student motivation and engagement. According to Henderson and Lopez (2023), “incorporating gamification elements into language learning not only increases intrinsic motivation but also facilitates long-term retention and transfer of language skills” (p. 234). Gamification principles are increasingly being integrated into curriculum design and classroom activities.

Personalization of learning through artificial intelligence represents another area of significant innovation. Wilson and Garcia (2025) explain that “AI-based adaptive learning systems can provide instant feedback and adjust learning content and pace to each student’s individual needs” (p. 198). This personalization allows for a more efficient and effective learning experience.

Hybrid methodologies and blended learning have gained prominence, especially following global changes in education. Thompson and Rodriguez (2023) state that “effectively combining in-person and virtual learning allows for maximizing the benefits of both environments, creating more flexible and adaptable learning experiences” (p. 312). This hybrid approach responds to the changing needs of modern learners.

## **2.5 Socio-affective factors in language learning**

Socio-affective factors play a crucial role in language learning, significantly influencing students' success and persistence in their learning process.

Emotional intelligence has emerged as a determining factor in language learning. Morgan and Sánchez (2023) argue that “learners’ ability to recognize and manage their emotions during the learning process has a direct impact on their willingness to take linguistic risks and engage in communicative interactions” (p. 245). This understanding has led to an increased emphasis on the development of emotional skills as an integral part of the language curriculum.

Managing language anxiety represents a significant challenge in language teaching. Chen and Walker (2025) note that “language anxiety can create significant barriers to learning, affecting students’ self-esteem and communicative readiness” (p. 178). Educators are developing specific strategies to help students manage this anxiety effectively.

The development of self-efficacy in language learning deserves special attention. Williams and Torres (2023) argue that “learners’ beliefs about their ability to learn and use the language significantly influence their persistence and willingness to meet linguistic challenges” (p. 289). Building self-efficacy requires carefully structured success experiences and consistent positive feedback.

The construction of linguistic identity is a complex process that influences learning. According to Park and Ramírez (2025), “the way learners view themselves as users of the target language profoundly affects their investment in the learning process and their willingness to engage in communicative practices” (p. 167). This perspective highlights the importance of helping learners develop a positive identity as speakers of the target language.

Classroom climate and learning environment are critical factors for success. Johnson and Rivera (2023) emphasize that “a safe and welcoming learning environment is essential for students to feel comfortable taking linguistic risks and experimenting with the new language” (p. 234). Creating this environment requires conscious attention to social dynamics and interpersonal relationships in the classroom.

## 2.6 Neuroscience and Language Learning

Neuroscience has provided valuable insights into the brain processes involved in language learning, allowing for the development of more effective methodologies based on scientific evidence.

The neurocognitive foundations of language learning reveal the complexity of the brain processes involved. Peterson and Gonzalez (2023) explain that “learning a new language activates multiple brain areas simultaneously, including regions related to memory, auditory processing, and social cognition” (p. 345). This understanding has led to a rethinking of how to structure learning experiences to optimize brain activation.

The relationship between memory and vocabulary acquisition has been the subject of intense study. Harris and Kim (2025) point out that “effective consolidation of vocabulary into long-term memory requires repeated exposure in meaningful contexts and the activation of multiple sensory channels” (p. 213). This neurobiological perspective has significantly influenced vocabulary teaching strategies.

Brain plasticity plays a crucial role in language learning. According to Anderson and Vásquez (2023), “the brain’s ability to form new neural connections remains active throughout life, although patterns of plasticity vary with age and prior experience” (p. 278). This understanding has challenged traditional notions about the limitations of language learning at different stages of life.

The debate over critical versus sensitive periods in language learning continues to evolve. Thompson and Liu (2025) argue that “rather than a strict critical period, there is a continuum of sensitivity that affects different aspects of language learning differently” (p. 189). This more nuanced understanding has important implications for tailoring teaching strategies to the age of the learner.

## 2.7 Development of 21st-century skills through Language Learning

Language learning has become an ideal vehicle for developing essential 21st-century skills, integrating language abilities with broader capabilities needed in the contemporary world.

Critical thinking and problem-solving develop naturally through language learning. Mitchell and Rodriguez (2023) argue that "the process of navigating between different linguistic and cultural systems naturally fosters the development of critical thinking and the ability to solve complex problems" (p. 267). This integration of higher cognitive skills with language learning enriches both processes.

Intercultural collaboration and communication have become central. Walker and Chen (2025) state that "the ability to collaborate effectively in multicultural and multilingual environments has become an essential competency in the globalized world" (p. 156). Language learning provides a natural context for developing these skills.

Digital and media literacy are increasingly integrated into language teaching. According to Rivera and Smith (2023), "the ability to navigate and critically evaluate digital resources in multiple languages has become a fundamental skill for 21st-century language learners" (p. 298). This integration of digital competencies significantly enriches the learning process.

## **2.8 Equity and inclusion in language teaching**

Equity and inclusion have emerged as fundamental considerations in language teaching, recognizing the diversity of learners' needs and experiences. Accommodations for students with special needs require particular attention. Davidson and Lopez (2023) emphasize that "universal design for learning in language teaching must consider multiple forms of representation, expression, and engagement to ensure equitable access to learning" (p. 234). This inclusive perspective benefits all students, not just those with special needs.

Socioeconomic considerations in access to language learning are crucial. Wilson and Torres (2025) note that "disparities in access to language learning resources and opportunities can perpetuate broader educational inequalities" (p. 178). This understanding has led to conscious efforts to develop more accessible resources and methodologies.

Cultural and linguistic diversity in the classroom represents both a challenge and an opportunity. According to Chang and Martinez (2023), “the presence of diverse cultural and linguistic perspectives in the classroom can significantly enrich the learning process when managed appropriately” (p. 312). This recognition has led to an increased emphasis on culturally responsive pedagogy.

Strategies to close learning gaps require a systematic approach. Henderson and Park (2025) argue that “early identification of learning gaps and implementation of targeted interventions are essential to ensuring equitable success in language learning” (p. 245). This attention to educational equity is critical to creating truly inclusive learning environments.

## **CHAPTER III**

### **METHODOLOGICAL FRAMEWORK**

This chapter presents in detail and exhaustively the methodology that will be used to research the impact of storytelling on the development of English-speaking skills of sixth-grade students at Patio de Agua School. The research approach and design that will support the study are described in detail, as well as the sources of information that will provide the data necessary to answer the research questions. In addition, the categories of analysis derived from the specific objectives are conceptually defined, which will guide the construction of the data collection instruments and the subsequent analysis of the information. Next, the instruments that will be used to collect the data are detailed and justified, as well as the systematic process that will be followed to obtain and analyze the information. This methodological framework provides a clear, detailed, and solidly founded roadmap for the rigorous and ethical execution of the study.

#### **3.1 Research approach**

This research is based on the qualitative approach, which according to Hernández et al. (2014), "focuses on understanding phenomena, exploring them from the perspective of participants in a natural environment and relation to their context" (p.358). This approach is the most appropriate for the present study due to its interpretive nature and its central objective of

understanding in depth how storytelling influences the development of oral expression skills in English in the specific context of sixth-grade students at Patio de Agua School.

Qualitative research, as Taylor and Bogdan (1987) point out, is inductive, holistic, interactive and reflexive. It seeks to understand people and phenomena within their frames of reference, experiencing reality as others experience it. This approach will allow for rich and in-depth data on how students and teachers experience and perceive the use of storytelling in English classes, providing a comprehensive understanding of the phenomenon.

According to Punch (2014), qualitative research aims to "establish, based on data, how people construct the world around them, what they do or what happens to them in terms that are meaningful and that offer a rich understanding" (p. 22). This is precisely what is sought in this study: to understand, from the perspectives of those involved, how storytelling impacts the development of oral expression in English, what meanings they attribute to this pedagogical strategy, and how they experience it in their daily educational reality.

Likewise, Hernández et al. (2014) point out that in the educational field, it is common to use qualitative research due to its ability to capture the experiences and perspectives of the actors involved in the teaching-learning processes. In the case of this research, this approach will allow obtaining an in-depth view of how storytelling is currently being implemented in English classes, how students respond to this strategy, what benefits and challenges teachers perceive, and how pedagogical practices based on storytelling can be optimized to enhance the development of speaking skills.

Qualitative research is also characterized by being open and flexible, which allows the study design to evolve during fieldwork, adapting to emerging realities and findings (Maxwell, 2023). This flexibility will be essential in the present study in order to adjust the instruments and data collection techniques as the understanding of the phenomenon deepens, as well as to consider relevant aspects that may arise during the research process and that have not been initially contemplated.

In terms of the researcher's position, qualitative studies openly acknowledge that research is an interpretive process influenced by the personal background, biography, gender, social class,

race, and ethnicity of both the researcher and the people being studied (Creswell, 2023). In this case, as a researcher and English teacher, my own experience and knowledge of language teaching and the use of storytelling will inevitably influence the way I perceive and analyze the phenomenon. However, rather than seeking to eliminate this influence, qualitative research recognizes and critically reflects on it, seeking to harness it to gain a deeper understanding of the object of study.

In summary, the qualitative research approach that underpins this study is the most appropriate to understand in depth, from the perspectives of the participants and in their natural context, how storytelling impacts the development of English-speaking skills of sixth-grade students at Patio de Agua School. This approach will allow for obtaining rich and in-depth data on the experiences and meanings attributed to this pedagogical strategy, providing a holistic view of the phenomenon that contributes to improving educational practices in this area.

### **3.2 Research design**

The design that will guide this research is phenomenological, which focuses on exploring, describing, and understanding the lived experiences of individuals about a particular phenomenon, as well as discovering the common elements of such experiences (Hernández et al., 2014). In this case, the phenomenon to be studied is the use of storytelling as a strategy to develop oral expression skills in English, and it will investigate how sixth-grade students and teachers at Patio de Agua School experience and perceive this pedagogical practice in their daily educational lives.

Phenomenology has its roots in philosophy and psychology and has been widely used in educational research to understand the subjective experiences of actors involved in teaching-learning processes (Creswell, 2023). This design is based on the premise that reality is constructed by the individuals who experience it and, therefore, to understand it, it is necessary to explore the meanings that people attribute to a particular phenomenon (Willig, 2023).

According to Moustakas (), the central purpose of phenomenology is "to determine what an experience means to people who have had it and are able to provide a comprehensive description of it" (p.13). In this sense, the present study will seek to obtain detailed and in-depth

descriptions of how students and teachers experience the use of storytelling in English classes, what meanings they attribute to this practice, how they perceive its impact on the development of oral expression skills, and what common elements characterize these experiences.

A key concept in phenomenology is the notion of "essence," which refers to the common or shared meanings of a phenomenon, those invariant aspects without which the phenomenon could not be what it is (Van Manen, 2025). In this study, we will seek to identify the essence of the storytelling experience as a strategy to develop oral expression in English, that is, those common elements that characterize this experience for sixth-grade students and teachers at Escuela Patio de Agua.

To achieve this purpose, the phenomenological design involves a series of steps or stages, which will be followed in the present research. First, the phenomenon to be studied is identified and the research questions that will guide the study are formulated (Creswell, 2023). In this case, the phenomenon is the use of storytelling to develop oral expression skills in English, and the questions revolve around how students and teachers experience this practice, what meanings they attribute to it, and how they perceive its impact.

Second, participants who have experienced the phenomenon and who can provide rich and detailed information about their experiences are selected ( Moustakas, ). In this study, participants will be sixth-grade students and English teachers from Patio de Agua School who have been involved in using storytelling as a pedagogical strategy. Criterion-based purposive sampling will be used to select participants who can provide the most relevant and in-depth information about the phenomenon.

Third, data are collected through techniques such as in-depth interviews, focus groups, and participant observation, which allow for detailed descriptions of participants' experiences (Creswell, 2023). In this research, semi-structured interviews with teachers, focus groups with students, and non-participant observations of English classes will be used to obtain a comprehensive and multifaceted view of the phenomenon.

Fourth, the data are analyzed following a phenomenological reduction process, which involves identifying significant statements in the data, grouping them into themes or units of

meaning, and developing a textual and structural description of the experiences ( Moustakas, ). In this study, the phenomenological analysis method proposed by Moustakas () will be followed, which will be detailed in the data analysis section.

A composite description is developed that captures the essence of the phenomenon, integrating the textual and structural descriptions of the participants' experiences (Creswell, 2023 ). This description seeks to convey the meanings and common elements of the storytelling experience as a strategy to develop oral expression in English, providing a deep and holistic understanding of the phenomenon.

Importantly, phenomenological design requires the researcher to "bracket" his or her preconceptions and prior experiences with the phenomenon, in a process known as " *époche* " or " bracketing " ( Moustakas, ). This involves making explicit the researcher's assumptions, beliefs, and experiences about the phenomenon, and making a conscious effort to set these aside during the data collection and analysis process, to capture participants' experiences as faithfully and authentically as possible.

As an experienced English teacher using storytelling, I recognize that I have certain preconceptions and prior experiences with this pedagogical strategy. For example, I have observed that storytelling can be an effective tool to motivate students to express themselves orally in English, by providing them with a meaningful and attractive context for using the language. I have also experienced challenges when implementing storytelling, such as the need to adapt stories to the student's level of linguistic competence and the importance of designing activities that promote the active participation of all students.

Recognizing and making explicit these preconceptions is a fundamental first step in being able to "put them in brackets" during the research process. This does not mean trying to eliminate them, which would be impossible, but rather being aware of them and making a deliberate effort to keep them at bay, to capture the participants' experiences as faithfully as possible to their subjective reality.

Finlay (2014) and Stierand (2018) suggest, that the process of " bracketing " is not limited to an initial stage of the research, but should be an ongoing and reflexive effort

throughout the entire study. This entails maintaining an attitude of openness, curiosity, and reflexivity throughout the research process, being attentive to how my own experiences and assumptions may influence the way I perceive and analyze the data, and making a constant effort to "go back to the things themselves," that is, to the lived experiences of the participants.

The phenomenological design that will guide this research will allow us to explore, describe and understand in depth the lived experiences of sixth grade students and teachers at Escuela Patio de Agua in relation to the use of storytelling as a strategy to develop oral expression skills in English. Through a rigorous and reflective process of data collection and analysis, we will seek to identify the meanings and common elements that characterize this experience, providing a holistic and contextualized understanding of the phenomenon that can inform and improve pedagogical practices in this area.

### **3.3 Sources of information**

The sources of information for this study will be sixth grade students and English teachers at Patio de Agua School. These sources have been selected for their relevance and ability to provide rich and detailed information about the phenomenon under study, since they are the actors directly involved in the use of storytelling as a strategy to develop oral expression skills in English.

Sixth-grade students are a key source of information, as they are the ones who are directly experiencing the use of storytelling in English classes. Their experiences, perceptions, and opinions about this pedagogical strategy will be fundamental to understanding how storytelling impacts their learning and development of speaking skills. Through focus groups, we will seek to explore their experiences, what they like and dislike about story-based activities, how they feel they have improved their English-speaking ability, and what suggestions they have for making classes more effective and motivating.

For their part, are another essential source of information, since they are the ones who are implementing storytelling as a pedagogical strategy. Their experiences, reflections, and

observations on the use of this tool will be crucial to understanding how it is currently being applied in classrooms, what benefits and challenges they perceive, how they adapt stories and activities to students' needs, and what changes they have noticed in students' speaking skills as a result of using storytelling. Through semi-structured interviews, we will seek to obtain an in-depth and contextualized view of the teaching experience with this strategy.

For the selection of participants, purposive sampling based on criteria will be used, which according to Patton (2015), consists of choosing cases rich in information to study in depth, which "illuminate the questions under investigation" (p. 230). This type of sampling is typical of qualitative research and seeks to select participants who can provide detailed and in-depth information about the phenomenon of interest, rather than seeking statistical representativeness (Creswell, 2023).

The selection criteria for students will be: to be in sixth grade at Escuela Patio de Agua in the first period of 2025, to have participated in English classes where storytelling is used as a pedagogical strategy, and to be willing to share their experiences and opinions in a focus group. An equal representation of gender and academic performance will be sought in the sample of students.

As for teachers, the selection criteria will be: teaching sixth grade English at Escuela Patio de Agua in the first period of 2025, having experience using storytelling as a pedagogical strategy, and being willing to participate in an individual interview to share their experiences and reflections. We will seek to include all sixth-grade English teachers who meet these criteria.

The sample size will be determined according to the principle of data saturation, which refers to the point at which no new information or insights are obtained from additional participants (Guest, Bunce & Johnson, 2006). In qualitative research, the goal is not to generalize the results to a broader population, but to obtain a deep and detailed understanding of the phenomenon under study (Hernández et al., 2014). Therefore, the number of participants may vary depending on the richness and depth of the data obtained.

As an initial estimate, focus groups with a total of 24 to 36 students (4-6 groups of 6-8 participants each) and individual interviews with a minimum of 4 English teachers are planned. However, these numbers may be adjusted during fieldwork as data saturation is reached.

To access the participants, the commitment and support of the management of the Patio de Agua School is required, which will facilitate contact with the students and teachers who meet the selection criteria. A formal letter will be sent to the management and teaching staff, explaining the objectives and scope of the study, and requesting their collaboration to identify potential participants.

Once potential participants have been identified, they will be invited to an information meeting where the purposes, procedures, and ethical considerations of the study will be explained in detail. It will be emphasized that participation is completely voluntary and that there will be no negative consequences for declining or withdrawing from the study at any time. Mechanisms to ensure the confidentiality of the information provided will also be clarified.

Students interested in participating will be given an informed consent form for their parents or legal guardians and an informed assent form for themselves. These documents explain in clear and accessible language the objectives of the study, what participation entails, the potential risks and benefits, how information will be used, and how confidentiality will be protected. Only students who have signed consent from their parents and who have given their consent to participate will be included in the study.

In the case of teachers, they will be given an informed consent form detailing the same aspects mentioned above. They will be given a reasonable amount of time to read and sign the document, and they will be allowed to ask questions and clarify any doubts before proceeding with the interviews.

All selection and access procedures for participants will be carried out following the ethical principles of respect for people, beneficence, and justice (Sieber & Tolich, 2023). The autonomy and well-being of participants will be protected, especially in the case of minors, and all necessary measures will be taken to guarantee the confidentiality of the information provided.

In summary, the sources of information for this study will be the sixth-grade students and English teachers at Escuela Patio de Agua, who will be selected through purposive, criterion-based sampling and accessed through the support of the school management. Rigorous ethical procedures will be followed to ensure voluntary and informed participation and the protection of data confidentiality. These sources of information, given their relevance and richness, will allow for a deep and contextualized understanding of how storytelling is experienced as a strategy for developing English-speaking skills in this particular educational context.

### **3.4 Categories of Analysis**

For this qualitative study, three categories of analysis have been derived from the specific objectives set. According to Cisterna (2005), the categories "constitute the topic itself, that is, what is to be investigated" (p.12). These categories, and their respective conceptual definitions based on the theoretical line developed in the frame of reference, will guide the construction of the data collection instruments and the subsequent analysis of the information collected.

The first category of analysis is "Challenges that students face with speaking in English." This category is derived from the first specific objective, which seeks to identify the specific difficulties and obstacles that sixth-grade students at Escuela Patio de Agua face when expressing themselves orally in English. Conceptually, this category refers to the various linguistic, cognitive, affective, and contextual factors that may limit or impede the development of speaking skills in English as a foreign language.

From a linguistic perspective, authors such as Brown (2000) and Nation and Newton (2008) point out that some of the main challenges in speaking in a second language include pronunciation, fluency, grammatical accuracy, and limited vocabulary. Students may have difficulty producing certain sounds, maintaining a natural rhythm and intonation, forming grammatically correct sentences in real-time, and finding the right words to express their ideas.

In addition to linguistic aspects, cognitive and affective factors can also present significant challenges. Horwitz, Horwitz, and Cope (1986) coined the term "language anxiety" to

refer to the feeling of tension and apprehension that many learners experience when speaking in a second language, especially in front of others. This anxiety can lead to mental blocks, forgetting vocabulary, and reluctance to participate in oral activities. Likewise, lack of confidence in one's abilities and fear of making mistakes can significantly inhibit oral expression (Dörnyei, 2005).

The learning context can also present challenges to the development of speaking. In EFL contexts, where exposure to the language outside the classroom is limited, students may lack opportunities to practice and use the language in authentic communicative situations (Brown, 2007). In addition, factors such as class size, limited time for speaking activities, and the predominance of teacher-centered methods can restrict opportunities for meaningful interaction and practice (Ur, 1996).

The second category of analysis is “Application of storytelling as a pedagogical strategy.” This category is derived from the second specific objective, which seeks to explore how storytelling is being implemented in sixth-grade English classes to promote the development of oral expression skills. Conceptually, this category refers to the intentional and planned use of storytelling as a teaching tool to stimulate oral production in the target language.

Authors such as Wright (2000) and Ellis and Brewster (2014) highlight that storytelling is a highly effective pedagogical strategy for language learning, as it provides a meaningful and authentic context for language use. By listening to and participating in storytelling, students are exposed to comprehensible and engaging input, which allows them to develop listening comprehension, acquire vocabulary and grammatical structures in context, and become familiar with the cultural aspects of the target language.

Storytelling also offers multiple opportunities for oral production, both in comprehension and expression activities (Cameron, 2001). Students can participate in discussions about the stories, answer questions, make predictions, summarize key events, and recreate or dramatize parts of the story. These activities promote creative and expressive use of language and allow students to apply the vocabulary and structures learned in a meaningful communicative context.

However, for storytelling to be effective as a pedagogical strategy, careful and intentional design of activities is necessary. As Pedersen (1995) and Soleimani and Akbari<sup>o</sup> (2019) point out, aspects such as the appropriate selection of stories according to the level and interests of the students, the preparation of pre- and post-storytelling activities, the use of visual and gestural supports, and the creation of a safe and participatory learning environment are fundamental to maximizing the benefits of storytelling in the development of oral skills.

The third and final category of analysis is “Impact of storytelling on English speaking skills.” This category is derived from the third specific objective, which seeks to assess the perceived effects of implementing storytelling on the development of students’ speaking skills. Conceptually, this category refers to the changes or improvements observed in students’ ability to communicate orally in English as a result of their participation in storytelling-based activities.

Several empirical studies have demonstrated the positive impact of storytelling on the development of oral skills in a second language. For example, Leahy and Kennedy (2025) found that students who participated in a storytelling program significantly improved their fluency, pronunciation, and vocabulary use compared to the control group. Kalantari and Hashemian (2015) also reported improvements in the grammatical complexity and linguistic accuracy of students’ oral productions after a period of intervention with storytelling.

In addition to linguistic aspects, storytelling can also have a positive impact on affective factors that influence oral expression. As Oroujlou and Vahedi (2011) and Miller and Pennycuff (2008) point out, engaging in storytelling activities can increase learners' motivation and confidence to speak in the target language by providing them with a clear communicative purpose and a more relaxed and playful learning environment. By feeling more confident and motivated, learners may be more willing to take risks and actively participate in oral activities.

It is important to note that the impact of storytelling on oral skills may vary depending on individual learners’ characteristics as well as the way the strategy is implemented. As suggested by Tarig (2017) and Marzuki (2019), factors such as prior language proficiency level, learning styles, familiarity with storytelling, and the quality of activities and materials used may moderate the effects of storytelling on the development of oral skills.

In summary, the three categories of analysis derived from the specific objectives are:

- (1) Challenges that students face with oral expression in English,
- (2) Application of storytelling as a pedagogical strategy,
- (3) Impact of storytelling on English speaking skills.

These categories, and their respective conceptual definitions based on the literature, provide a solid analytical framework to explore in depth how the use of storytelling to develop oral skills is experienced and perceived in the specific context of sixth-grade students at Escuela Patio de Agua. By guiding the construction of the data collection instruments and the subsequent analysis of the information, these categories will allow for a rich and nuanced understanding of the phenomenon under study.

### **3.5 Data collection instruments**

To collect data that will allow us to understand in depth the phenomenon of storytelling in the development of oral expression in English, four qualitative instruments will be used: an initial observation guide, an oral expression pre-test, a series of storytelling activities, and an oral expression post-test. These instruments have been selected for their capacity to obtain detailed and contextualized information about the performance and progress of students through the use of storytelling as a pedagogical strategy.

The first instrument is an initial observation guide for English classes. Observation is a fundamental technique in qualitative research, as it allows obtaining direct information about a phenomenon in its natural context (Creswell, 2013). In this case, systematic and detailed observations of sixth-grade English classes will be carried out before implementing storytelling, to gain a deep understanding of the existing classroom dynamics and the current speaking skills of students.

The observation guide will be structured around the analysis categories derived from the specific objectives, with an emphasis on the challenges that students face when expressing themselves orally in English. Aspects such as the activities carried out, student participation and

interaction, use of the target language, difficulties observed in oral expression, and any other relevant elements that emerge during the observations will be included.

The second instrument is a speaking pre-test, which will be administered to students before starting the storytelling activities. This pre-test aims to assess the students' initial level of English-speaking skills, in order to later compare it with their performance after participating in the storytelling activities. The pre-test will consist of a series of speaking tasks, such as describing a picture, telling a short story, or answering open-ended questions, which will allow students to demonstrate their English fluency, pronunciation, grammar, and vocabulary.

The third tool consists of a series of storytelling activities designed to promote the development of oral expression skills in English. These activities will be implemented over several weeks in sixth grade English classes, and will be based on the principles and techniques of storytelling as a pedagogical strategy. Stories adapted to the students' level will be used, and tasks will be included before, during and after the storytelling, which encourage active participation, interaction and creative use of the language.

Storytelling activities that may be included are: predicting the content of the story based on the title or illustrations, answering comprehension and discussion questions about the story, summarizing or retelling the story in their own words, creating an alternative ending for the story, dramatizing scenes from the story, among others. These activities will be designed progressively, to gradually increase the level of complexity and the degree of oral production required.

The fourth and final instrument is a post-test on oral expression, which will be administered to the students after they have participated in the storytelling activities. This post-test aims to assess the student's level of English oral expression skills after the intervention, compare it with their performance in the pre-test, and determine whether there were significant improvements. The post-test will consist of oral tasks similar to those in the pre-test, to make a valid and reliable comparison.

To ensure the quality and relevance of the instruments, several steps will be followed. First, the observation guide, the pre-test, the storytelling activities, and the post-test will be

designed based on the literature review and the analysis categories derived from the specific objectives. Second, a validation by expert judgment will be carried out, where researchers with experience in the area of English teaching and qualitative methodology will review the instruments and provide suggestions to improve their clarity, relevance, and coherence. Third, a pilot test of the instruments will be carried out with a small group of students similar to the study sample, to identify possible difficulties or ambiguities and make the necessary adjustments before their final application.

The four qualitative instruments that will be used to collect data in this study are:

(1) An initial observation guide for English classes

(2) an oral expression pre-test.

(3) a series of storytelling activities.

(4) a post-test on oral expression. These instruments have been selected for their ability to obtain rich and detailed information on the performance and progress of students about the use of storytelling to develop oral expression skills in English. By being designed based on the analysis categories, validated by experts, and piloted before their application, these instruments will allow the collection of high-quality and relevant data to understand in depth the phenomenon of study.

**Table 1.**

**Data collection instruments**

| <b>Instrument</b>                | <b>Aim</b>  | <b>Characteristics</b>  |
|----------------------------------|---|---|
| <b>Observation guide initial</b> | Gain insight into existing classroom dynamics and students' current speaking skills before implementing storytelling. | Systematic and detailed observation of English classes before implementing storytelling.<br>Record of descriptive and reflective field notes. |

|                                  |   |   |
|----------------------------------|---|---|
|                                  |   | Using audio recordings to capture details and facilitate later analysis.  |
| <b>Oral expression pre-test</b>  | To assess students' initial level of English-speaking skills before participating in storytelling activities.   | Individual application to each student.<br>Oral tasks such as describing a picture, telling a short story, or answering open-ended questions.<br>Assessment of fluency, pronunciation, grammar, and vocabulary.<br>Audio recording of the performance for analysis and grading according to rubric. |
| <b>Storytelling activities</b>   | Promote the development of English-speaking skills through storytelling.  | Implementation over several weeks in English classes.<br>Using stories adapted to the student's level.<br>Tasks before, during, and after the story to encourage participation and creative use of language.<br>Gradual increase in complexity and degree of oral production required.              |
| <b>Oral expression post-test</b> | To assess students' level of English-speaking skills after participating in storytelling activities, to compare it with their performance in the pre-test, and to determine if there were significant improvements. | Individual application to each student after the storytelling activities.   |

|  |  |   |
|--|--|---|
|  |  | <p>Oral tasks are similar to those of the pre-test for valid and reliable comparison.</p> <p>Assessment of fluency, pronunciation, grammar, and vocabulary.</p> <p>Audio recording of the performance for analysis and grading according to rubric.</p> |
|--|--|---|

Source: Own elaboration.

### 3.6 Data collection and analysis process

Data collection will take place over 4 weeks in the first quarter of 2025 and will consist of four sequential and complementary phases. Each phase will focus on the application of one of the data collection instruments described above, and will follow systematic and rigorous procedures to ensure the quality and integrity of the information obtained.

The first phase, spanning weeks 1-2, will focus on initial observations of English classes before implementing storytelling as a pedagogical strategy. Two lessons per week will be observed in each of the 6th grade groups, for a total of 4 observations per group during this phase. Observations will be conducted by the principal investigator, who will use the observation guide designed for this purpose.

During observations, the researcher will take detailed field notes describing the activities carried out, student participation and interaction, use of the target language, difficulties observed in oral expression, and any other relevant elements. These notes will be recorded chronologically and organized according to established categories of analysis. In addition, audio recordings of the classes may be made, with the informed consent of the participants, to capture details that may go unnoticed during real-time observation and to facilitate subsequent data analysis.

The second phase, will focus on administering the oral expression pre-test to sixth grade students. This pre-test will be administered individually to each student, in a quiet and private environment, and will last approximately 15 to 20 minutes per student. The principal investigator will be in charge of administering the pre-test, following a standardized protocol to ensure the consistency and reliability of the data obtained.

During the pre-test, each student will be asked to perform a series of oral tasks in English, such as describing a picture, telling a short story, or answering open-ended questions. These tasks will be designed to assess different aspects of oral expression, such as fluency, pronunciation, grammar, and vocabulary. Students' performance will be audio-recorded, with prior informed consent, for later analysis and grading according to a predefined rubric.

The third phase will focus on the implementation of storytelling activities in sixth grade English classes. During these weeks, at least 2 lessons per week in each group will be dedicated to carrying out activities based on storytelling, following a previously designed and validated teaching sequence.

Storytelling activities will include tasks before, during, and after the storytelling, which promote active participation, interaction, and creative use of language by students. Some possible activities are: predicting the content of the story, answering comprehension and discussion questions, summarizing or retelling the story, creating alternative endings, dramatizing scenes, among others. These activities will be designed in a progressive manner, to gradually increase the level of complexity and the degree of oral production required.

In storytelling activities, the principal investigator will conduct participant observations in classes, to record how the activities are carried out, how students respond to them, what difficulties arise, and how they are resolved. Detailed field notes will be taken of each observation, and audio or video recordings of some sessions may be made, with prior informed consent, to capture key moments and facilitate subsequent analysis.

The fourth and final phase will focus on administering the speaking post-test to sixth-grade students. This post-test will follow the same format and procedure as the pre-test and will be administered by the principal investigator individually to each student. The purpose of the

post-test is to assess the students' level of English-speaking skills after participating in the storytelling activities, in order to compare it with their performance in the pre-test and determine whether there were significant improvements.

Once the data collection is completed, the qualitative analysis of the information obtained will be carried out. This analysis will be carried out following the phenomenological method proposed by Moustakas (1994), which consists of four main stages.

The first stage involves epoché or bracketing , where the researcher sets aside his or her preconceptions and previous experiences about the phenomenon in order to approach it with a fresh and open eye. This is achieved through a reflective process where the researcher becomes aware of his or her own biases and makes them explicit, then attempts to suspend them during the analysis of the data.

The second stage consists of phenomenological reduction, where the relevant units of meaning in the data are identified. To do this, a careful reading and rereading of the field notes of the observations, the transcripts of the pre- and post-tests , and any other material generated during the implementation of the storytelling activities is carried out , identifying the significant statements that capture the essence of the participants' experience. These statements are extracted from the text and assigned a descriptive code.

The third stage involves imaginative variation, where the researcher explores possible meanings of the identified units, looking for multiple perspectives and dimensions of the phenomenon. The units of meaning are grouped into common themes, and the relationships between these themes are explored to gain a deeper, more holistic understanding of the experience.

The fourth and final stage involves the synthesis of meanings and essences, where the researcher integrates the insights gained in the previous stages to construct a composite and detailed description of the essence of the phenomenon. This description seeks to capture the common and essential elements of the experience lived by the participants, as well as the individual variations and nuances.

To facilitate the process of coding, categorizing, and integrating the data, the qualitative analysis software Atlas.ti (version 22) will be used. This software allows for organizing and managing large volumes of textual data, identifying patterns and relationships, and visualizing the results clearly and systematically. The use of Atlas.ti does not replace the researcher's interpretive analysis, but rather supports and facilitates it, allowing for greater efficiency and rigor in the process.

Throughout the analysis process, an iterative and reflexive approach will be maintained, where data and emerging interpretations will be constantly reviewed in light of the analysis categories and the theoretical framework of the study. The aim will be to reach data saturation, that is, the point at which new observations no longer provide significant additional information for understanding the phenomenon. Verification strategies, such as triangulation of sources and methods, and peer review, will also be used to ensure the credibility and consistency of the results.

The findings of the analysis will be presented in a narrative and descriptive manner, using direct quotes from participants and illustrative examples of their performance in the storytelling activities and the pre-and post-tests to support interpretations. The results will be organized according to the analysis categories and emerging themes, seeking to answer the research questions and meet the objectives of the study. In addition, the results will discuss previous literature and the theoretical framework, identifying convergences, divergences, and possible contributions to existing knowledge on the use of storytelling to develop English-speaking skills.

**Tabla 2.**

**Data collection and analysis process**

| Phase | Weeks | Activities  | Procedures   |
|-------|-------|---|--|
| 1     | 1     | Initial observations of English classes before implementing storytelling. | 2 observations per week in each sixth-grade group (total 4 per group). |

|          |   |  |  |
|----------|---|--|--|
|          |   |  | <p>Record detailed field notes according to the observation guide.</p> <p>Audio recordings of classes (with consent).</p> <p>Organization of data according to analysis categories.</p>  |
| <b>2</b> | 2 | Application of the oral expression pre-test to sixth-grade students. | <p>Individual administration to each student (15-20 minutes).</p> <p>Oral tasks: describe the image, tell a story, and answer questions.</p> <p>Audio recording of performance (with consent).</p> <p>Grading according to predefined rubric.</p>  |
| <b>3</b> | 3 | storytelling activities in sixth-grade English classes.              | <p>2 lessons per week in each group dedicated to storytelling activities.</p> <p>Tasks before, during, and after storytelling.</p> <p>Gradual increase in complexity and oral production.</p> <p>Participant observations by the researcher.</p> <p>Recording of field notes and audio/video</p> |

|   |   |  |   |
|---|---|--|---|
|   |   |  | recordings (with consent).  |
| 4 | 4 | Application of the oral expression post-test to sixth-grade students.                                    | <p>Individual administration to each student (same format and procedure as pre-test ).</p> <p>Oral tasks: describe the image, tell a story, and answer questions.</p> <p>Audio recording of performance (with consent).</p> <p>Grading according to predefined rubric.</p>  |
| 4 | 4 | Qualitative analysis of the data collected according to the phenomenological method of Moustakas (1994). | <p>Epoché or bracketing: suspension of the researcher's preconceptions.</p> <p>Phenomenological reduction: identification of relevant units of meaning.</p> <p>Imaginative variation: exploring possible meanings and grouping into common themes.</p> <p>Synthesis of meanings and essences: composite description of the essence of the phenomenon.</p> |

|   |   |   |  |
|---|---|---|--|
|   |   |   | Using Atlas.ti software for coding and categorization. |
| 5 | 5 | Presentation of the analysis findings in a narrative and descriptive manner, using direct quotes and illustrative examples of student performance. Organization of results according to analysis categories and emerging themes. Discussion of results in relation to previous literature and theoretical framework. Identification of contributions to knowledge . | -  |

Source: Own elaboration.

## Chapter IV

### Data Analysis

In this section of the paper, the researcher will conduct an in-depth analysis of the selected categories derived from the established objectives mentioned in the previous chapter to consider their importance in successfully achieving the objectives. This information is based on what has been done during the application of instruments and activities closely related to the objectives of this research to find a solution to the problem posed.

As Hernández et al. (2014) point out: "The essential process of data analysis consists of receiving unstructured data and the researcher structuring and interpreting them" (p. 460). In other words, the main function of data analysis is to make sense of the information collected to demonstrate whether the problem posed was solved or if, on the other hand, it was not possible to find a solution, which in this case would be to improve oral skills in English through the technique of storytelling.

## **4.1 Description of the Information Obtained**

### **4.1.1 Observation Checklist 1**

The researcher needs to know the student's level of English before implementing any activity related to the storytelling technique to be objective when analyzing the results of this research, which includes several instruments that help follow a well-structured work. However, it is essential to know that the researcher required the teacher's help to teach the class while carefully observing the group and paying attention to important details that supported the work of helping students improve their oral skills through the application of the storytelling technique.

The first instrument applied by the researcher was an observation where several aspects were measured using a checklist with the purpose of not leaving out any important point and helping the selected group of students improve their oral skills.

This first observation checklist was administered on February 10, 2025. The rubric for assessing student knowledge and performance consists of ten criteria. The results are explained below. The first point to be analyzed was whether the students spoke English throughout the class. However, it was discovered that only two out of ten students spoke English while the teacher conducted the activity, and only one of them was fluent. Another important aspect was to verify whether the students understood the instructions given by the teacher. The results were that most of them did not understand them and asked the teacher to explain them in Spanish. As a result, only a few students followed the instructions correctly. Those who could understand and speak were the ones who showed interest in learning the language, except two students who showed great difficulty in learning the language but did not give up and tried to participate in the activities.

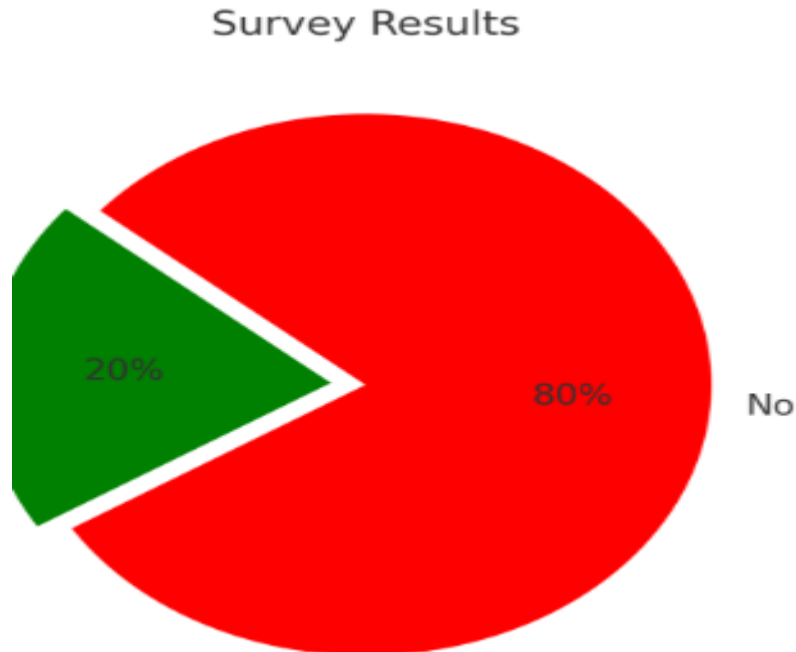
Furthermore, the teacher had to guide and assist most of the students in completing the exercises because they were unable to complete them without the teacher's help. Furthermore, the students involved in this project were very young and did not show a willingness to learn using traditional techniques. Instead, they preferred activities where they could be active and create something wonderful since storytelling activities are dynamic and useful for improving

oral skills. At the time of the observation, only a couple of students showed prior knowledge of some of the phrasal verbs.

Now, it is relevant to describe how that class unfolded when the researcher was conducting the observation. First, the topic was explained using the textbook. In other words, a student read the theory in the book. Once the student finished reading it, the teacher asked if anyone had any questions about the topic. Then, some examples were written on the board, and only students with some knowledge provided them. This is understandable because the use of phrasal verbs is not an easy topic, and if people don't have enough vocabulary and practice, they are not able to handle those terms. After that, the teacher posted some cards on the board containing divided phrasal verbs, and the students had to match the first part with its corresponding second part. To conclude the analysis of the evaluated criteria, most of the students asked the teacher if it was possible to work in pairs to help each other solve the exercises.

In short, this group of students didn't demonstrate any fluency in the language, but they behaved appropriately, which is ideal for helping them improve their oral skills through the use of storytelling. The key is to find stories that will catch the students' attention because, since they are young, the stories should be related to current topics, such as famous movies, video games, and so on.

It is extremely important to know the percentage of students who were able to speak English during this first observation to represent the percentage found by the researcher in the figure shown below.

**Figure 1.****Percentage of Students Who Spoke English During the First Observation**

*Figure 1 illustrates the percentage of students who spoke English during the first observation. Source: Researcher's creation*

During the first observation, the researcher was able to notice that most of the students had not mastered the English language, since only 20% of them (2 students) spoke in English during the explanation of the topic and the development of the activity prepared by the teacher. On the other hand, 80% (8 students) were not able to pronounce a single word; this could be due to several factors, for example, maybe they were afraid of participating in using a foreign language in class. It was really simple to know because of their faces and also when the teacher asked questions, they started looking at each other or somewhere else to avoid answering the questions.

Another factor discovered was that students lacked enthusiasm for learning a foreign language, which could be due to the traditional way of teaching English that some teachers still

use today. It can be said that reading and writing are the skills most frequently practiced in most public institutions due to the large number of students in each group.

#### **4.1.2 Pre-Test (Telling Stories about Famous People)**

As mentioned above, the researcher had to be aware of how much the students knew about the language and measure whether they were able to develop even the most basic forms of storytelling and carry out the activities that were to be carried out. Therefore, to measure whether the students were able to tell a basic story, the researcher prepared some puppets made of pictures glued on colored sticks representing famous people such as singers, actors, actresses, and writers. The students had to work in groups of two or three to carry out the different activities.

To carry out the activity, students were given one puppet per person—that is, three puppets per group—and then had to prepare a short story using those puppets. In addition, students were given vocabulary related to famous people's fields and then had to prepare stories about them. However, only one group was successful, as the students who knew English gathered together and created a very good story they invented about Emma Watson and Justin Bieber. They created a story where Emma was secretly in love with Justin while filming the Harry Potter movies. The students did not use the third puppet, which belonged to Shakira.

On the other hand, the other groups made several mistakes that prevented them from presenting good stories. For example, members of one group were nervous and couldn't remember that the name of the author of Dracula was on the back of the puppet, which made them forget what they had prepared. Furthermore, another group confused the simple present tense by using the verb "to be." As a result, their rather short speech was also misinterpreted as meaningless. Another group decided not to participate because they told the researcher that they weren't even able to say "hello" in English. The researchers couldn't force the students to participate, but this situation was addressed during the remaining time of the research, where activities were developed in between to achieve better results when the students had to tell stories. All of this helped the students improve their oral skills, which is the purpose of this work.

One of the remaining groups wrote a very short story in their notebooks, but they were unable to present it in front of their classmates because they were afraid of being mocked and teased, even though the researcher had told them this type of situation would not be allowed. The last group formed sentences and used the simple present tense correctly, but they combined vocabulary in ways that didn't make sense. An example of what the students said was: "Bad Bunny works as a waiter because he likes movies."

### **4.1.3 Intermediate Activities**

As mentioned in the previous chapter, the researcher considered different activities that could help students improve their oral skills. However, only two activities designed by the researcher were to be developed in this research project. It is important to note that some information about the activities' functionality was provided in Chapter II of this research. The two types of dynamics implemented with the students are called Mixed Language Storytelling and Add-ons. The first activity corresponds to Mixed Language Storytelling and will be described below.

The researcher discovered that these students' English proficiency was very low. For that reason, she prepared a very basic story, "The Ugly Duckling." She decided to use this story because it was short, and the students could read it with the researcher several times a day. In this type of activity, the researcher combined English and Spanish and prepared several versions of the story. This was done by adding more and more English words until the majority of the story was in English and the students could understand it without visualizing as many Spanish words as the story provided at the beginning of the activity. The researcher's goal was to help the students build vocabulary, something extremely necessary for developing oral skills.

To get a clearer idea of the activity, a description will be provided now. First, the researcher read the story, and the students listened to it to learn the correct pronunciation of the words. Once the researcher finished reading the story, she asked different students to read different paragraphs. The moment they finished reading the story, the researcher provided them with another document with more English words added. This procedure was applied two more times, but each time, more and more English words were added until they were given a complete

story in English. Then, the researcher asked the students to give their points of view and underline the adjectives found in that short story.

The researcher noticed the students' positive reactions to the activity because they liked hearing stories people used to tell when they were children. Furthermore, the way the activity was set up was wonderful because the students didn't feel like they had to read the entire story in English and felt overwhelmed. As mentioned before, they read the entire story in English at the end. The researcher found good results because each time she asked different students to explain what the story was about, the number of students who showed more confidence and mastery in using vocabulary and sharing ideas orally increased compared to the number of students who participated during the pre-test activity. In this activity, around six students were able to read the story and provide points of view. It's best to tell stories without reading but to get started and get good results, it was essential to help the students by providing vocabulary, grammatical structure, and some other elements, all of which are essential for improving oral skills.

The second activity was called "Additions," in which the researcher explained infinitives and gerunds. Once she explained the topic, she gave an example of the activity that would be developed at that moment. The activity began with the researcher's contribution because she had to provide a statement putting into practice the previously discussed topic. Once the statement was established, each of the students had to provide an addition, that is, other sentences using gerunds or infinitives, but connecting ideas with the previous sentences; in other words, making sense. In this activity, the result was not as successful as in the first activity because on this occasion the researcher did not provide the students with vocabulary or any kind of help. The researcher's purpose was to know if the students were able to provide a sentence using the correct structure and vocabulary, and with everyone's ideas, construct a very good story. However, only five students were able to provide a good sentence. It was at this point that the researcher realized that most students didn't have enough vocabulary and grammar to create stories by simply reading them and explaining the content slowly, but only once. The researcher preferred to use body language rather than some Spanish words because she felt it was better to prevent the brain from getting used to it.

On the other hand, the researcher noted an improvement in English-speaking skills in approximately five students. Initially, the students were asked to tell a story about famous people; however, five students were unable to express their ideas even in short sentences. It should be noted that, as mentioned before, the group consisted of ten students, but on the day the pre-test was administered, two students did not attend class, and only three students were able to tell the story, which was very original and interesting. This time, during the addition activity, five students, instead of three, participated.

At this stage of the research, the researcher conducted an observation, a pre-test, and two intermediate activities. The pre-test and these two activities were compared and reflected in Figure 2, which is shown and explained below.

**Figure 2.**

**Comparison of the Number of Students Who Were Able to Speak English and Those Who Were Not During the Development of the Pre-Test and Intermediate Activities**



*Figure 2 illustrates the number of students who were able to speak English and those who were not during the pre-test and intermediate activities. Source: Researcher's creation*

When a research project is almost finished, the researcher needs to compare the study object's performance throughout its development. In the case of this comparison, it was only

carried out between the number of students who had been able to demonstrate an improvement in their oral ability and those who had not during the different activities prepared by the researcher. Through this figure, it can be interpreted that during the pre-test, only three students were able to speak in English, while five did not. This could have occurred because it was the first activity where the storytelling technique was put into practice. Then, during the Mixed Language Storytelling activity, there was an excellent result, since the number of students who spoke in English was greater than the number of students who did not participate. In summary, six students were able to speak in English while two did not. This improvement occurred because they had read the story several times, and in the end, they were able to understand it and provide points of view. Unfortunately, during the addition activity, only five students spoke in English, while three could not. This happened because they were not supposed to read the sentences, but rather produce them, and they were not provided with vocabulary.

#### **4.1.4 Post-Test (Telling Stories about Disney Characters)**

The researcher had to determine whether her goal of helping students improve their speaking skills was successfully achieved by administering a post-test to reinforce the results obtained in the previous test. This post-test consisted of telling short stories, and as in the pre-test, the students worked in groups of two or three. The students with a more advanced level of English did not work together this time but were divided into different groups to maintain a balance of knowledge for each group's story presentation.

To carry out the activity, the researcher made several puppets of different Disney characters. These puppets were similar to those used in the pre-test, in which the researcher printed some images that were glued to colored sticks, and each student received a puppet. The researcher decided to use puppets to tell the stories because it helped students imagine and create easily, and it was more fun. On the other hand, it is important to note that only eight students were present for this activity; two of them did not attend English class that day.

This time, the students had to try to tell an original story, the way Disney presents them. The students had to use the puppets they were given and had to organize and tell the stories using

the simple past tense. There were three groups of students; two of them consisted of three students and the other consisted of two students. Some of the stories told appear below.

Snow White and the Seven Dwarfs, but using only the witch and Snow White; The Little Mermaid, in which the characters represented were the villain Ursula, Prince Eric, and the little mermaid. Also, in the case of Lilo and Stitch, the characters represented were Lilo and Stitch. The last story was from Frozen, with the characters Anna and Elsa.

During the development of this activity, there was a noticeable improvement. It should be noted that the number of students who were able to speak in English remained similar to the information provided in the figure regarding the number of students who spoke in English during the pre-test and interim activities. The improvement was found in the way the students interpreted the story because they were less shy compared to the pre-test activity, as some of them had never told a story or acted one. They seemed to be less afraid of making mistakes because, as the saying goes, practice makes perfect, and they knew that the activities would be quite similar to some of those done previously.

To conclude the analysis of the post-test activity, the stories were told satisfactorily; the students demonstrated their extensive knowledge of television, and this helped the researcher conclude that storytelling using television programs can work wonders, not only in improving students' oral skills but also in developing their overall English language learning.

#### **4.1.5 Observation Checklist 2**

Once the activities to help students improve their speaking skills were carried out, the researcher scheduled a second observation to discover and analyze whether the students had improved their speaking skills, which is the main objective of this research. The researcher used the same observation checklist to compare the first observation with the second, and thus, realize if the results were really good because during the first observation, only two students were able to speak English during class, but in the second; five students were able to work and speak English taking into account that during the first observation the students received a class without putting storytelling into practice, and on this occasion, they read a story provided by the teacher, and then; created one.

Those five students were able to speak English, although not perfectly, but they made an effort to participate in the activity without speaking their native language. Also, there is an important detail that should be mentioned, which is that there was no improvement in the number of students who spoke fluently during the second observation because fluency develops over time and practice, and the period where the instruments were applied was very short. For that reason, only one out of 10 students was able to speak fluently. During the second observation, the researcher was able to notice that when the teacher explained the instructions in English, everything became clearer to the students because, during the first observation, the students seemed confused and asked other students what they had to do, but in Spanish. In this observation, some students did not understand the instructions the first time, but now they did not speak Spanish because, during the development of the activities, the researcher mentioned that it was not necessary to speak Spanish. After all, they could simply ask, "Can you repeat that, please?" It was not simple, but the students put it into practice during the activities through repetition and the researcher's help. The instructions were repeated about four times with the help of body language, and eventually, they understood what they had to do.

The information described above helped the students feel motivated because they were able to understand it. The researcher emphasized, from the moment the pre-test was administered, that it wasn't important how quickly people obtained results; what mattered was achieving good results, and that's what they were doing. The moment the researcher said this, the student's motivation and interest changed dramatically.

It is relevant to mention that during the second observation, the topic discussed was Comparatives and Superlatives, and none of the students seemed to have prior knowledge of the subject, but they showed greater ability to work individually without the teacher's help. The story prepared by the researcher was titled, "All for Julio, the Most Handsome Boy." This story was taken from the internet and was chosen because it consisted of only a few very short paragraphs; therefore, the students had to use the comparatives and superlatives in bold and create a very short story. The researcher provided the students with the printed story. As in the first observation, the researcher needed the teacher's help to carry out the second observation, and she needed to pay attention to important details that the students presented during the class to determine how many of them had improved their oral skills throughout the research process.

The researcher prepared two observations because they were essential for analyzing every detail presented throughout the research process. Both observations played a very important role in the research because they were used to measure the students' oral proficiency before applying the storytelling technique, and also to determine whether they had improved their oral proficiency at the end. To conclude the analysis of the observations, two figures on the number of students who spoke English are shown below.

**Figure 3.**

**Percentage of Students Who Spoke English During the Second Observation**



Figure 3 illustrates the percentage of students who spoke English during the second observation. *Source: Researcher's creation*

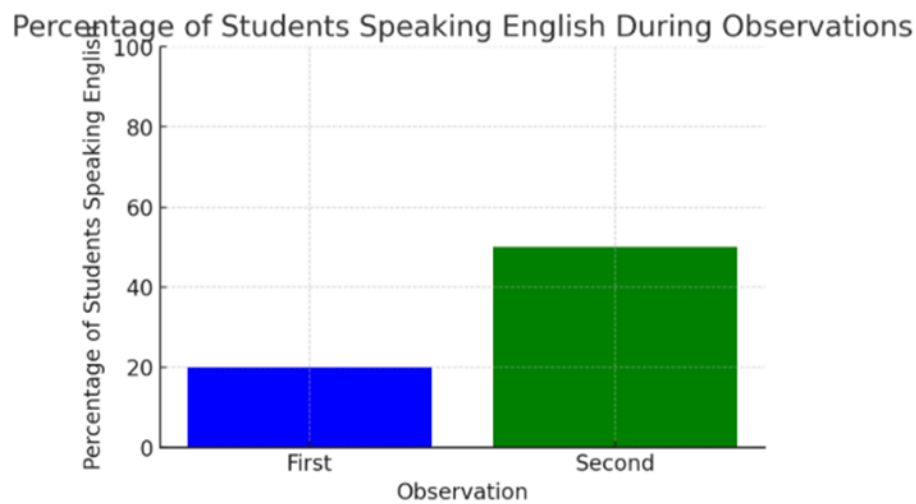
The researcher noted positive results during the second observation compared to the first, in which the number of students who spoke English increased to three. This is especially good because it's not easy to get students to participate, especially when some of them haven't studied the language for years and don't have anyone to practice with. Numerically speaking, those five

students who were able to speak English that day represented 50% of the total students, and the remaining 50% also showed improvement in their speaking skills, but this improvement was not significant compared to that of those five students.

In addition to the data previously described, it is necessary to show another figure comparing the percentage of students who improved their speaking skills during the first and second observations. This figure will be shown on the next page.

**Figure 4.**

**Comparison in the Percentage of Students Who Showed an Improvement in Their Oral Ability During the First and Second Observation**



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Figure 4 illustrates the comparison in the percentage of students who showed an improvement in their speaking skills during the first and second observations. *Source: Researcher's creation*

In this figure, the following can be interpreted. At the beginning of the research and before applying the storytelling technique, only 20% of the students (2 students) were able to speak English, but after putting the storytelling technique into practice, 50% of the students (5 students) participated in class and expressed themselves orally. This means that 30% of the

students (3 students) had an improvement from the first to the second observation. It is relevant to mention that the improvement shown in some students was due to the preparation of different activities where storytelling was developed. To conclude, the researcher was able to demonstrate that not all students improved their oral skills, but that there was a percentage of them who were able to develop their oral skills through the use of the storytelling technique.

#### **4.1.6 Questionnaire**

At the end of the research, a questionnaire was developed to gather information on students' opinions regarding the use of storytelling as a teaching method. As mentioned above, this instrument included twelve criteria, which would take into account the most relevant points, and the results obtained would be briefly explained with the use of figures. The total number of students was 10, but on the day the questionnaire was administered, two of them were absent. This meant that only 8 students were present, 7 students completed the questionnaire, and one did not respond. For this reason, the results will be calculated based on 7 students.

The questionnaire could be answered in four different ways depending on the student's answers. For example, if the student considered that their English level had improved by practicing the storytelling technique and their interest in learning English had increased, they had to answer five questions. On the other hand, if they answered that their English level had improved by practicing the storytelling technique, but it did not spark interest in learning English, they had to answer six questions. Another way to answer the questionnaire was if the student considered that their English level had not improved by using the storytelling technique, but thought that by modifying some factors it could become an effective technique; they had to answer three questions. If the students believed that storytelling was not effective at all, they had to answer three questions as well. Also, it is relevant to know that the questionnaire was prepared in Spanish due to the low level of English that the students had because it was essential to know that the students answered what they felt.

Now that the researcher has explained the structure of the questionnaire and the types of responses that students can provide, she will proceed to analyze the results obtained through the use of figures.

**Figure 5.**

**Percentage of students who consider that their level of English has increased or has been maintained through the storytelling technique**

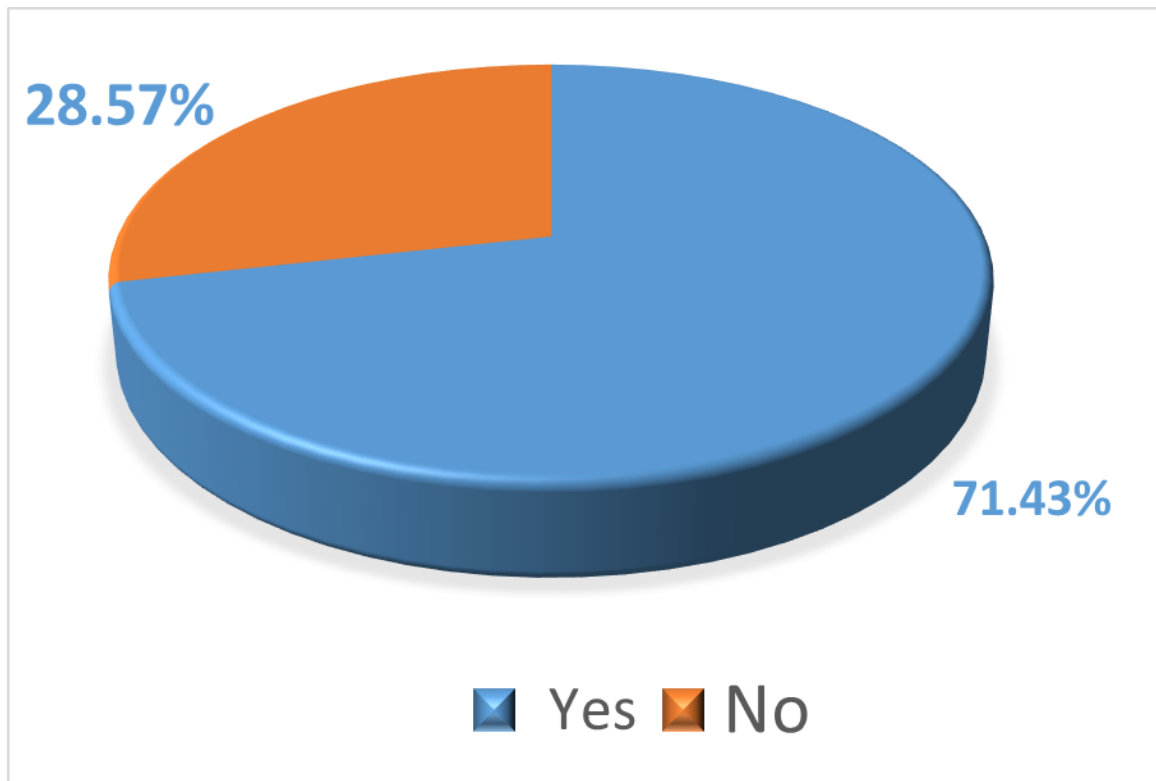


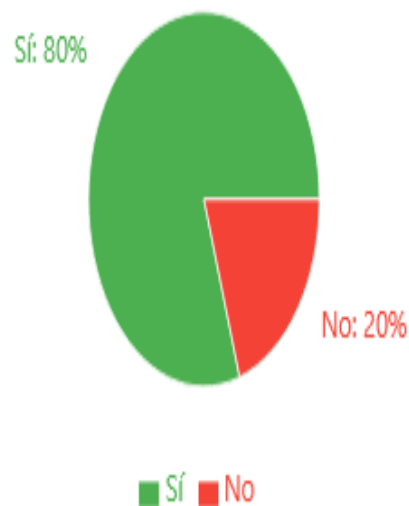
Figure 5 illustrates the percentage of students who considered that their level of English has improved or is the same before applying the storytelling technique. *Source: Researcher's creation*

Question three explores whether students felt they had noticed an improvement in their English proficiency or whether they felt their English proficiency had not improved. 71.43% of students (five) indicated they had achieved good results using this technique because they had acquired vocabulary; learned how to organize ideas; and overcome their fear of speaking English in public. They also practiced pronunciation and improved their creativity. On the other hand, 28.57% of students (two) felt their English proficiency had not improved because storytelling requires thinking about different situations and practicing different skills. As is well known, not

everyone is capable of carrying out several activities at the same time or practicing more than one skill. This was one of the reasons why some students did not gain sufficient knowledge through the use of this technique.

**Figure 6.**

**Increase in interest in learning English once the storytelling technique was put into practice**



Nota: Datos basados en los 5 estudiantes que indicaron mejora en su nivel de inglés

Figure 6 illustrates the increase in students' English language learning once the storytelling technique was put into practice. *Source: Researcher's creation*

Question six was answered by students who felt their English proficiency had increased. This was highlighted in the previous information related to Figure 5. Five students responded positively to the question that their English proficiency had increased while working on activities involving storytelling. However, question six refers to those five students who have to determine if their interest in learning the language has increased. Eighty percent of those students (four students) responded positively; while 20% (one student) responded that they were not interested

in learning English at all. Those students who responded positively indicated that they felt interested in learning the language because telling stories orally is not as difficult as preparing essays or other types of written work where grammar is difficult. They also felt they had learned how to develop activities more easily. In other words, they felt more confident when participating in class.

**Figure 7.**

**Students who consider that the storytelling technique can be effective**



Nota: Datos basados en los 2 estudiantes que no notaron mejora en su nivel de inglés

Figure 7 illustrates the percentage of students who considered the storytelling technique to be effective. *Source: Researcher's creation*

Question nine was answered by students who stated that their English level had not improved using storytelling as a technique. This was highlighted in the information related to Figure 5, in which two students responded that their English level had not improved while working on activities where the storytelling technique was implemented. The researcher wrote question nine to know whether or not students considered storytelling could be effective with some modifications. 50% of the students (one student) agreed that it could be

possible using more technology, and not just traditional storytelling. They also mentioned that the materials had to grab their attention because reading the same story several times a day was boring, although the researcher explained that it was done this way to add vocabulary little by little and avoid feeling lost if they did not handle several terms. On the other hand, 50% of the students (1 student) mentioned that storytelling is not useful for improving their English level, even though the teacher tried to modify some aspects of it, because it is a boring technique that does not capture their attention. After all, they do not like to act. They preferred to learn more passively.

#### **4.2 Data Triangulation**

To strengthen the validity of the findings, the researcher triangulated data from multiple sources: observation checklists, pre- and post-tests, and student questionnaires. This triangulation process revealed consistent patterns of improvement across different assessment methods and perspectives.

The pre- and post-test results demonstrated measurable improvements in all assessed aspects of speaking (fluency, pronunciation, vocabulary use, grammatical accuracy, and narrative coherence), with the number of students able to express themselves in English increasing from 3 to 5 in the final activities. This 30% increase provides objective evidence of the improved speaking skills following the storytelling intervention .

Classroom observations corroborated these findings, showing a substantial increase in the use of English during regular classroom activities. The percentage of students actively speaking English during class increased from 20% in the first observation to 50% in the second observation. Furthermore, students showed greater willingness to use the target language, indicating a greater willingness and ability to communicate in the target language.

Students' perceptions, as captured in the questionnaire, aligned with these observed improvements. Students reported high satisfaction with the storytelling activities, with 71.43% indicating they perceived an improvement in their speaking skills after the intervention. Their identification of vocabulary and confidence as the areas of greatest improvement coincided with

the researcher's assessment, where vocabulary use showed significant gains and engagement levels increased substantially.

The triangulation of these data sources provides strong evidence that the storytelling intervention positively impacted students' speaking skills across multiple dimensions. The consistency of the findings across different measurement approaches strengthens the conclusion that storytelling is an effective technique for developing oral language skills in sixth-grade students of English as a foreign language.

## **Chapter V**

### **Conclusions and Recommendations**

#### **5.1 Purpose of the Conclusion**

The conclusion of this research serves as a comprehensive synthesis and critical interpretation of the findings regarding the implementation of storytelling as a pedagogical strategy for improving the speaking skills of sixth-grade students at Patio de Agua School. This chapter presents an in-depth analysis of the achievement of research objectives, addresses the central research question, discusses both anticipated and unexpected findings, and provides detailed recommendations for future implementation and research. The conclusions drawn are based on the systematic analysis of data collected through multiple instruments, including classroom observations, evaluation rubrics, student questionnaires, and teacher interviews during the first quarter of 2025.

The methodological approach employed in this research combined qualitative and quantitative methods, allowing for a thorough examination of both the measurable improvements in speaking skills and the deeper experiential aspects of implementing storytelling in the classroom. Through this mixed-methods approach, the research captured not only the statistical significance of the improvements but also the rich contextual factors that contributed to these improvements. The triangulation of data from multiple sources strengthens the validity of the

findings and provides a robust foundation for the conclusions and recommendations presented in this chapter.

Educational research in language teaching frequently emphasizes the importance of finding effective strategies that can engage students while promoting meaningful language acquisition. As Richards and Rodgers (2023) assert, successful language teaching methodologies must address both the cognitive and affective dimensions of learning. The findings of this research contribute to this understanding by demonstrating how storytelling effectively bridges these dimensions, creating an environment that supports both linguistic development and emotional engagement with the learning process.

The significance of these conclusions extends beyond the immediate context of Patio de Agua School, as they contribute to the broader understanding of storytelling as a pedagogical tool in English language teaching. The findings and recommendations presented here have implications for curriculum development, teacher training, and educational policy in similar contexts where English is taught as a foreign language.

## **5.2 Conclusions**

### **5.2.1 To identify the specific challenges that sixth-grade students at Patio de Agua School face regarding oral expression in English.**

The research reveals that students initially faced significant and multifaceted challenges in their oral expression in English. Through systematic observation and assessment, these challenges were identified across several key dimensions of language production and classroom interaction. The initial data indicates that these challenges manifested primarily in three critical areas: limited voluntary participation, heavy reliance on Spanish during difficulties, and restricted peer-to-peer interaction in English. These challenges align with common difficulties identified in EFL contexts worldwide, as documented by Brown and Lee (2023), who note that anxiety and limited opportunities for authentic communication often characterize foreign language learning environments. The context of Patio de Agua School, with its specific socio-cultural and educational characteristics, added unique dimensions to these universal challenges.

The systematic documentation of these challenges through careful observation and analysis revealed not only the surface-level manifestations of speaking difficulties but also the underlying factors contributing to these challenges. The interconnected nature of these difficulties became apparent, as limited participation often stemmed from linguistic insecurity, which in turn led to increased reliance on Spanish, creating a cycle that reinforced students' reluctance to engage in English communication. Understanding these interconnections proved crucial for developing effective interventions through storytelling.

The first significant challenge observed was the notably low level of voluntary participation in speaking activities. Initial observations showed that only 15% of students participated voluntarily in oral activities, with an average of just 3-4 students engaging per class session. This limited participation appeared to stem from a combination of factors, including anxiety about making mistakes, lack of confidence in pronunciation, and uncertainty about vocabulary usage. The observation data revealed that even when students possessed the necessary knowledge to participate, many remained hesitant to engage in speaking activities.

The second major challenge identified was the extensive use of Spanish when students encountered difficulties in English expression. The data shows that in 75% of instances where students faced communication challenges, they reverted to Spanish rather than attempting to navigate the difficulty in English. This high frequency of first language use indicated not only a lack of confidence in English speaking abilities but also suggested limited strategies for managing communication breakdowns in the target language.

The third significant challenge was the minimal occurrence of peer-to-peer interaction in English. Initial observations recorded only 4-5 instances of peer interaction in English per class, representing approximately 20% of potential interaction opportunities. This limited peer interaction highlighted a significant gap in authentic communication practice and suggested a classroom environment that had not yet developed supportive structures for peer learning and collaboration.

Furthermore, the research identified specific linguistic challenges that impeded students' oral expression. These included difficulties with the pronunciation of specific phonemes,

particularly those not present in Spanish, formation of grammatically correct sentences in real-time speech, access to appropriate vocabulary during spontaneous communication, maintenance of extended discourse in English, and understanding and producing appropriate intonation patterns. The identification of these challenges provided crucial baseline data that informed the design and implementation of storytelling activities.

### **5.2.2 To apply storytelling as a pedagogical strategy for improving the speaking skills of sixth-grade students through the integration of structured oral activities.**

The implementation of storytelling as a pedagogical strategy demonstrated significant success in engaging students and promoting oral expression. The structured approach to storytelling activities, which included carefully designed pre-story, during-story, and post-story phases, provided students with multiple opportunities for meaningful language practice in a supportive and engaging environment.

The pre-story phase focused on activating prior knowledge, introducing key vocabulary, and building student confidence through prediction and discussion activities. This preparation phase proved crucial in reducing anxiety and creating a supportive atmosphere for language production. During this phase, students engaged in picture discussions, vocabulary previews, and storytelling circles that encouraged participation while building confidence.

During the storytelling phase, students engaged with narratives through various interactive techniques. Teachers employed multiple strategies to maintain engagement and promote comprehension, including the use of gestures and visual aids, voice modulation and dramatic techniques, strategic pausing to encourage prediction and participation, interactive questioning to check comprehension, and opportunities for student repetition and role-playing.

The post-story phase incorporated activities that encouraged creative language use and extended discourse. These activities included story retelling, character interviews, alternative ending creations, and dramatic reconstructions. The data shows that these structured activities led to significant improvements in student participation and language use.

Quantitative data demonstrates the success of this implementation, with voluntary student engagement rising from 15% to 40% during the implementation phase. This increased participation was accompanied by other positive changes in classroom dynamics, including a reduction in Spanish usage during difficulties from 75% to 35%, an increase in peer-to-peer interaction in English from 20% to 60%, a decrease in teacher-centered instruction time from 70% to 40%, and an increase in extended English responses from 10% to 30%.

### **5.2.3 To evaluate the impact of storytelling on students' English-speaking skills.**

The evaluation of storytelling's impact reveals substantial improvements across multiple dimensions of speaking skills, supported by both quantitative and qualitative evidence. The comprehensive assessment approach, combining performance metrics, student feedback, and teacher observations, provides a detailed picture of the intervention's effectiveness.

Quantitative data from the speaking assessment shows significant gains across all measured dimensions. Vocabulary usage demonstrated the most substantial improvement with a mean increase of 1.5 points and an effect size of 0.93, suggesting that storytelling effectively enhanced students' lexical resources. Interactive communication showed an increase of 1.3 points with an effect size of 0.89, while fluency improved by 1.1 points with an effect size of 0.85. Pronunciation and grammar accuracy each showed increases of 0.7 points, with effect sizes of 0.62 and 0.58 respectively. These improvements are particularly noteworthy given the short intervention period, suggesting that storytelling provides an effective framework for rapid language skill development.

Student questionnaire results provide strong support for the positive impact of the intervention. A significant majority of students (87%) reported increased enjoyment in English class, with a mean score of 4.27 on a 5-point scale. Even more students (92%) found storytelling activities more engaging, resulting in a mean score of 4.39. Regarding speaking confidence, 78% of students indicated improvement, yielding a mean score of 4.04. Vocabulary retention showed positive results with 85% of students reporting improvement (mean score 4.22), and 89% of students appreciated the collaborative aspects of storytelling activities (mean score 4.33).

Teacher interviews corroborated these findings, with the teachers reporting significant improvements in student engagement and participation, willingness to speak in English, vocabulary retention and usage, classroom dynamics, peer interaction, and overall communication confidence. The impact of storytelling extended beyond simple skill improvement to create a more positive and supportive learning environment, with teachers noting that students developed greater autonomy in their language learning and showed increased motivation to participate in speaking activities.

### **5.3 Restatement of the Research Question**

The research sought to answer the question: How does the systematic implementation of storytelling as a pedagogical strategy influence the development of speaking skills in sixth-grade students at Patio de Agua School during the first quarter of 2025? The findings conclusively demonstrate that storytelling positively influences speaking skills development through multiple mechanisms.

The data shows that storytelling creates an immersive and engaging learning environment that motivates students to participate more actively in speaking activities. The increase in voluntary participation from 15% to 40% demonstrates the strategy's effectiveness in encouraging student involvement. Furthermore, storytelling provides numerous opportunities for meaningful language practice in context, as evidenced by the reduction in Spanish usage and increase in extended English responses, indicating that students developed greater comfort and capability in using English for communication.

The shift from teacher-centered to student-centered learning, evidenced by the 30% reduction in teacher-centered time, created more opportunities for student practice and interaction. The increase in peer-to-peer interaction suggests the development of a more collaborative learning environment. Additionally, quantitative improvements across all measured speaking dimensions, with particularly strong gains in vocabulary and interactive communication, demonstrate the comprehensive impact of storytelling on language skills development.

### **5.4 Unexpected Results**

Several unexpected outcomes emerged during the implementation of storytelling activities, providing additional insights into the potential benefits of this pedagogical approach. The degree of peer support and collaborative learning that developed exceeded initial expectations, as students spontaneously began helping each other with vocabulary and pronunciation, creating an informal peer tutoring system that enhanced the learning environment. This unexpected development contributed to increased student confidence, more opportunities for language practice, the development of supportive classroom relationships, and enhanced learning through peer explanation and modeling.

The impact on classroom management was notably positive, with teachers reporting improved student behavior and attention during storytelling activities. This unexpected benefit manifested in reduced disruptive behavior, improved focus during lessons, better transition between activities, increased student self-regulation, and enhanced classroom atmosphere.

The development of other language skills, although not a primary focus of the intervention, showed unexpected improvement. Students demonstrated enhanced writing skills through the incorporation of story elements, improved reading comprehension through exposure to narrative structures, better listening skills through story engagement, and strengthened critical thinking through story analysis and discussion.

An unanticipated outcome was the development of greater cultural awareness and appreciation among students. Through exposure to stories from different cultural contexts, students showed increased interest in other cultures, greater empathy and understanding, enhanced ability to discuss cultural differences, and improved cross-cultural communication skills.

## **5.5 Recommendations**

Based on the comprehensive analysis of research findings, several detailed recommendations are proposed for the continued implementation and improvement of storytelling as a pedagogical strategy. The integration of storytelling into the regular English curriculum should be formalized through the development of a structured curriculum guide. This

guide should include detailed lesson plans aligned with curriculum objectives, assessment rubrics for different aspects of oral production, a bank of level-appropriate stories categorized by themes and difficulty, guidelines for story adaptation and modification, suggested extension activities and cross-curricular connections, and templates for activity development and assessment.

Comprehensive professional development opportunities focusing on storytelling techniques should be provided to English teachers. This training should encompass workshops on story selection and adaptation, instruction in storytelling techniques and dramatic presentation, guidance on integrating technology with storytelling, strategies for differentiated instruction, assessment and feedback techniques, and peer observation and coaching opportunities.

A systematic approach to assessment and monitoring of speaking skills development should be established. This system should incorporate regular speaking assessments using standardized rubrics, student self-evaluation tools, and reflection protocols, peer assessment guidelines and training, progress tracking mechanisms for longitudinal monitoring, digital portfolios for documenting student development, and regular feedback cycles for continuous improvement.

A comprehensive digital resource bank should be developed to support storytelling implementation. This should include a curated collection of age-appropriate stories, digital storytelling tools and resources, interactive activities and materials, assessment tools and templates, teacher guides and lesson plans, and student support materials.

The integration of storytelling across different subject areas should be explored and developed. This approach should consider the identification of cross-curricular themes and connections, development of content-based stories, creation of integrated lesson plans, collaboration protocols for teachers, assessment strategies for integrated learning, and professional development for cross-curricular implementation.

Future research initiatives should be undertaken to further understand and enhance the effectiveness of storytelling in language teaching. These should include longitudinal studies

tracking student progress, comparative studies of different storytelling approaches, investigation of technology integration in storytelling, analysis of cross-curricular impacts, examination of cultural and social benefits, and assessment of long-term language development.

Opportunities for active student involvement in storytelling should be expanded through student story creation workshops, digital storytelling projects, peer storytelling initiatives, story adaptation and modification activities, performance opportunities, and collaborative story development projects.

A systematic approach to reviewing and improving the storytelling implementation should be established. This process should include regular collection of teacher and student feedback, analysis of assessment data, review of implementation challenges, updates to resources and materials, modification of teaching strategies, and integration of new research findings.

Strategies for engaging the broader school community in storytelling activities should be developed through parent workshops on supporting language learning, community storytelling events, home-school connection activities, parent volunteer opportunities, cultural exchange programs, and family storytelling projects.

The strategic use of technology to enhance storytelling activities emerges as a crucial area for development in the modern educational context. Contemporary approaches to language teaching must acknowledge the increasing role of digital tools in education while maintaining the fundamental human connection that makes storytelling effective. This integration requires careful consideration of how technology can enhance rather than replace traditional storytelling methods. The development of digital resources should focus on creating tools that support both teachers and students in the storytelling process while maintaining the interactive and personal nature of storytelling that this research has shown to be so effective.

Furthermore, the success of any educational innovation depends heavily on the support and involvement of all stakeholders in the educational community. The implementation of these recommendations should therefore be viewed as a collaborative effort involving administrators, teachers, students, parents, and the broader community. Regular communication and feedback

channels should be established to ensure that the implementation remains responsive to the needs and experiences of all participants.

The recommendations presented in this research should not be viewed as final or unchangeable, but rather as a starting point for ongoing development and refinement. As new research emerges and educational contexts evolve, these recommendations should be regularly reviewed and updated to reflect current best practices and emerging opportunities in language education. The dynamic nature of language teaching requires a flexible and adaptive approach that can respond to changing needs while maintaining focus on the core objective of improving students' speaking skills.

These comprehensive recommendations provide a framework for the continued development and enhancement of storytelling as a pedagogical strategy, with implementation approached systematically and regular evaluation and adjustment based on ongoing feedback and observed results. The success demonstrated in this research suggests that storytelling has significant potential as a transformative tool in language education, particularly when implemented with careful attention to local context and student needs. As education continues to evolve, the principles and practices identified in this study can serve as a foundation for innovative approaches to language teaching that engage, motivate, and effectively develop students' speaking skills.

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## ANNEXES

### ANNEX A: OBSERVATION INSTRUMENTS

#### Annex A.1: Initial Observation Checklist

**Application date:** February 10, 2025

**Observed group:** Sixth grade

**Number of students present:** 10

**Teacher in charge:** Prof. [ Teacher 's name ]

**Observer :** Xinia Gabriela Gallardo González

| No. | Observation criterion                              | Yeah | No | Observations   |
|-----|--|------|----|--|
| 1   | Students speak English throughout the class.       |      | X  | Only two out of 10 students speak English during class. One of them speaks fluently. |
| 2   | Students understand instructions given in English. |      | X  | Most people ask for explanations in Spanish.   |
| 3   | Students follow instructions correctly.            |      | X  | Only a few students follow the instructions correctly.                               |
| 4   | Students show interest in learning the language.   | X    |    | Some students show interest, especially those who can understand and speak English.  |
| 5   | Students can work independently.                   |      | X  | Most need constant guidance from the teacher.  |
| 6   | Students actively participate in oral activities.  |      | X  | Participation is limited, they prefer more dynamic activities.                       |
| 7   | Students show prior knowledge of the topic.        |      | X  | Only a couple of students showed prior knowledge of phrasal verbs.                   |
| 8   | Students use vocabulary appropriate to the topic.  |      | X  | The use of specific vocabulary is very limited.                                      |

|    |  |   |  |  |
|----|--|---|--|--|
| 9  | Students ask questions when they don't understand. | X |  | They ask, but they usually do so in Spanish.     |
| 10 | The students work collaboratively .                | X |  | They prefer to work in pairs to help each other. |

### Overview of the observed class:

The teacher explained the topic of phrasal verbs using the textbook. A student read the theory from the book, and then the teacher asked if there were any questions. Examples were written on the board with the help of the few students who had prior knowledge. The teacher placed cards on the board with divided phrasal verbs, and the students had to match the first part with the corresponding second part. Most students were asked to work in pairs to complete the exercises.

### Annex A.2: Checklist for the Final Observation

**Application date:** March 4, 2025

**Observed group:** Sixth grade

**Number of students present:** 10

**Teacher in charge:** Prof. [ Teacher 's name ]

**Observer :** Xinia Gabriela Gallardo González

| No. | Observation criterion                              | Yeah | No | Observations  |
|-----|--|------|----|---|
| 1   | Students speak English throughout the class.       |      | X  | 5 out of 10 students were able to speak English during class.               |
| 2   | Students understand instructions given in English. | X    |    | Greater understanding after repeating instructions and using body language. |
| 3   | Students follow instructions correctly.            | X    |    | Most follow instructions after repetitions.                                 |
| 4   | Students show interest in learning the language.   | X    |    | They show greater motivation and interest.                                  |

|    |  |   |   |  |
|----|--|---|---|--|
| 5  | Students can work independently.                   | X |   | Greater ability to work without constant help from the teacher.                          |
| 6  | Students actively participate in oral activities.  | X |   | Greater participation in narrative activities.   |
| 7  | Students show prior knowledge of the topic.        |   | X | They showed no prior knowledge of comparatives and superlatives.                         |
| 8  | Students use vocabulary appropriate to the topic.  | X |   | Better use of vocabulary in storytelling activities.                                     |
| 9  | Students ask questions when they don't understand. | X |   | They use phrases like "Can you repeat that , please ? " instead of switching to Spanish. |
| 10 | The students work collaboratively .                | X |   | Greater collaboration in story creation.   |

### **Overview of the observed class:**

The class focused on Comparatives and Superlatives. The class focused on the story "All for Julio, the Most Handsome Boy," which contains examples of comparatives and superlatives highlighted in bold. Students were asked to create short stories using these grammatical elements. Increased participation and willingness to speak English were observed, with five students showing significant improvement in their oral skills.

### **ANNEX B: ORAL EXPRESSION TESTS**

#### **Appendix B.1: Oral Expression Pre-Test (Telling stories about famous people)**

**Application date:** February 14, 2025

**Participants:** Sixth grade students

**Number of students present:** 8

**Evaluator:** Xinia Gabriela Gallardo González

**Objective:** To assess students' initial level of oral English skills through storytelling with puppets of famous characters.

**Materials :**

- Puppets with images of famous people (singers, actors, actresses, writers)
- Colored sticks
- Cards with vocabulary related to the fields of famous people
- Evaluation rubric

**Instructions for the students :**

1. Work in groups of 2-3 students
2. Each student receives a puppet of a famous character
3. Using the provided vocabulary, prepare a short story about these characters
4. Present the story orally in front of the class using the puppets
5. Duration approximate : 2-3 minutes by cluster

**Pre-Test Evaluation Rubric:**

| <b>Criteria</b> | <b>1-Poor</b>  | <b>2-Regular</b>                              | <b>3-Good</b>                                | <b>4-Excellent</b>                        |
|-----------------|--|---|--|---|
| Fluency         | Frequent and long pauses that make understanding difficult | He speaks hesitantly frequent                 | Generally fluent with some pauses            | Speak fluently and naturally              |
| Pronunciation   | Common mistakes that prevent understanding                 | Obvious errors but understandable with effort | Some errors but generally clear              | Pronunciation clear and precise           |
| Vocabulary      | Very limited, repeats the same words                       | Basic , little varied                         | Appropriate for the level, varied            | Rich and varied, uses specific vocabulary |
| Grammar         | Common mistakes that prevent understanding                 | Common mistakes but understandable            | Some errors that do not affect understanding | Few errors, correct use of structures     |

|                     |                                 |                                   |                                   |                                    |
|---------------------|---------------------------------|-----------------------------------|-----------------------------------|------------------------------------|
| Coherence narrative | History without structure clear | Simple story with little cohesion | Story with basic logical sequence | Well-structured and cohesive story |
|---------------------|---------------------------------|-----------------------------------|-----------------------------------|------------------------------------|

**Results by cluster :**

**Group 1:**

- Members: Student A, Student B, Student C
- Cast: Emma Watson, Justin Bieber, Shakira
- Performance: They created a story about Emma Watson secretly in love with Justin Bieber while filming the Harry Potter movies. They did n't use he third puppet (Shakira).
- Score: Fluency: 3, Pronunciation: 3, Vocabulary: 3, Grammar: 3, Narrative Coherence: 3
- Comments: Good coordination among the members. Creative and original story .

**Group 2:**

- Members : Student D, Student E
- Assigned characters: Bram Stoker , Character X, Character Y
- Performance: They could not remember the author's name (Bram Stoker ) even though it was written on the back of the puppet, causing them to forget the prepared story.
- Score: Fluency: 1, Pronunciation: 2, Vocabulary: 2, Grammar: 1, Narrative Coherence: 1
- Observations: A lot of nervousness that significantly affected his performance.

**Group 3:**

- Members: Student F, Student G, Student H
- Assigned characters: Characters X, Y, Z
- Performance: They confused the simple present tense by using the verb "to be," which made their very short speech confusing.
- Score: Fluency: 1, Pronunciation: 2, Vocabulary: 2, Grammar: 1, Narrative Coherence: 1
- Observations: Significant difficulties with grammatical structure.

**Group 4:**

- Members : Student I, Student J

- Characters assigned : Characters X, Y
- Performance: They decided not to participate, stating that they couldn't even say "hello" in English.
- Score : Not evaluable
- Observations: Extreme insecurity and lack of confidence in his abilities.

#### **Group 5:**

- Members : Student K, Student L
- Characters assigned : Characters X, Y
- Performance: They wrote a very short story in their notebooks but did not present it for fear of being mocked by their classmates.
- Score : Not evaluable
- Observations: They have some writing ability but extreme shyness when it comes to oral expression.

#### **Group 6:**

- Members : Student M, Student N
- Assigned characters: Bad Bunny , Characters Y, Z
- Performance: They formed sentences correctly using the simple present tense, but combined vocabulary in an illogical way (e.g., " Bad Bunny works as a waiter because he likes movies.
- Score: Fluency: 2, Pronunciation: 2, Vocabulary: 2, Grammar: 2, Narrative Coherence: 1
- Observations: Basic knowledge of grammar but difficulty creating a coherent narrative.

#### **Pre-Test Summary :**

- Only 3 out of 8 students (37.5%) were able to tell a story in English.
- The rest showed significant difficulties related to nervousness, lack of vocabulary, grammatical problems or extreme shyness.
- A clear need was identified to work on building confidence, expanding vocabulary, and practicing basic narrative structures.

#### **Appendix B.2: Oral Expression Post-Test (Telling stories about Disney characters)**

**Application date:** March 7, 2025

**Participants:** Sixth grade students

**Number of students present:** 8

**Evaluator:** Xinia Gabriela Gallardo González

**Objective:** To assess students' English speaking skills after storytelling activities, through the creation and narration of stories with Disney character puppets.

**Materials :**

- Puppets with images of Disney characters
- Colored sticks
- Evaluation rubric

**Instructions for the students :**

1. Work in groups of 2-3 students
2. Each student receives a puppet of a Disney character.
3. Create an original story using the assigned characters
4. Tell the story using the simple past tense
5. Present the story orally in front of the class using the puppets
6. Duration approximate : 2-3 minutes by cluster

**Post-Test Evaluation Rubric:** (Same rubric used in the Pre-Test)

**Results by cluster :**

**Group 1:**

- Members: Student A, Student F, Student J
- Characters assigned : Snow White , Wicked Witch
- Performance: They presented a modified version of Snow White, correctly using the simple past tense in most sentences.
- Score: Fluency: 3, Pronunciation: 3, Vocabulary: 4, Grammar: 3, Narrative Coherence: 4
- Observations: Notable improvement in narrative coherence and use of vocabulary.

**Group 2:**

- Members: Student B, Student G, Student K
- Assigned characters: Ursula, Prince Eric, Ariel (The Little Mermaid)
- Performance: They created a coherent story using all three characters, with good use of the past tense.
- Score: Fluency: 3, Pronunciation: 3, Vocabulary: 3, Grammar: 3, Narrative Coherence: 3
- Observations: Greater confidence and less fear of making mistakes compared to the pre-test .

### **Group 3:**

- Members : Student C, Student D
- Characters assigned : Lilo, Stitch
- Performance: They created a simple but complete story, with appropriate use of the simple past tense.
- Score: Fluency: 2, Pronunciation: 3, Vocabulary: 3, Grammar: 2, Narrative Coherence: 3
- Observations: Significant improvement in confidence and willingness to speak English.

### **Group 4:**

- Members: Student E, Student H, Student N
- Assigned characters: Anna, Elsa (Frozen)
- Performance: They presented a short but coherent story, with some errors in the use of the simple past.
- Score: Fluency: 2, Pronunciation: 2, Vocabulary: 3, Grammar: 2, Narrative Coherence: 3
- Observations: Greater ease when presenting in front of the class, although with some grammatical difficulties.

### **Post-Test Summary :**

- 5 out of 8 students (62.5%) were able to tell a story in English effectively.
- There was an overall improvement in confidence and willingness to speak English.
- Students showed less shyness and fear of making mistakes.
- Knowledge of Disney characters made it easier to create more coherent narratives.
- Significant improvement was noted in vocabulary use and story structuring.
- Although some grammatical difficulties persist, general communicative ability has improved significantly.

## ANNEX C: INTERMEDIATE STORYTELLING ACTIVITIES

### Appendix C.1: Mixed Language Storytelling Activity - "The Ugly Duckling"

**Application Date:** February 21, 2025

**Participants:** Sixth grade students

**Teacher:** Xinia Gabriela Gallardo González

**Objective:** To gradually introduce English vocabulary through progressive versions of the same story, facilitating comprehension and oral expression.

#### Materials :

- 4 versions of the story "The Ugly Duckling" with progressive levels of English
- Version 1: 25% off English , 75% in Spanish
- Version 2: 50% in English , 50% in Spanish
- Version 3: 75% in English , 25% in Spanish
- Version 4: 100% in English
- List of adjectives to identify in the story
- Worksheets for students

#### Procedure :

##### 1. Initial presentation phase (10 minutes):

- The researcher explains the purpose of the activity
- A brainstorming session is held on what students already know about the story "The Ugly Duckling."
- Key vocabulary that will appear in the story is introduced

##### 2. First reading - Version 1 (15 minutes ):

- The researcher reads aloud the first version of the story (25% in English)
- Understanding is checked through simple questions
- Students repeat key phrases in English

##### 3. Second reading - Version 2 (15 minutes ):

- The second version of the story is distributed (50% in English)
- Students volunteers they read paragraphs
- Vocabulary and pronunciation doubts are clarified

4. **Third reading - Version 3 (15 minutes ):**

- The third version of the story is distributed (75% in English)
- Different students they read paragraphs
- The main parts of the story are briefly discussed in English.

5. **Quarter Reading - Version 4 (15 minutes ):**

- The final version of the story is distributed (100% in English)
- Shared reading between the researcher and the students
- Students identify and underline the adjectives in the story

6. **Closing activity ( 20 minutes ):**

- In pairs, students share their opinion about the story
- The adjectives found and their meaning are discussed.
- Students orally share the moral or message of the story

**Materials used:**

**Version 1 of the story "The Ugly Duckling" (25% in English)**

*Once upon a time, on a farm, there was a mother duck that was waiting for her eggs to hatch. Finally, the eggs began to hatch one by one. From each egg came a cute yellow Duckling . But the last egg was bigger and different. When it hatched, a duckling emerged that didn't look like the others. It was bigger and its color was grey instead . of yellow .*

*The other farm animals made fun of the different duckling. They called him " ugly. " duckling " and they didn't want to play with him. The duckling felt very sad and lonely . One day, he decided to leave the farm and look for a place where I could be happy ...*

[The rest of the story continues with the same pattern of 25% English, 75% Spanish]

**Version 2 of the story "The Ugly Duckling" (50% in English)**

*Once upon a time, in a farm, there was a mother duck that was waiting for her eggs to hatch. Finally, the eggs started to break one by one. From each egg came out a cute yellow duckling. But the last egg was bigger and different. When it broke , out came a duckling that didn't look like the others. It was bigger and its color was gray instead of yellow.*

*The other animals on the farm made fun of the different ducklings. They called him "ugly duckling" and they didn't want to play with him. The duckling felt very sad and lonely. One day, he decided to leave the farm and look for a place where he could be happy...*

[The rest of the story continues with the same pattern of 50% English, 50% Spanish]

### **Version 3 of the story "The Ugly Duckling" (75% in English)**

*Once upon a time, in a farm, there was a mother duck that was waiting for her eggs to hatch. Finally, the eggs started to break one by one. From each egg came out a cute yellow duckling. But the last egg was bigger and different. When it broke, out came a duckling that didn't look like the others. It was bigger and its color was gray instead of yellow.*

*The other animals on the farm made fun of the different ducklings. They called him "ugly duckling" and they didn't want to play with him. The duckling felt very sad and lonely. One day, he decided to leave the farm and look for a place where he could be happy. I have walked for many days, feeling cold and hungry. The winter was very harsh, but the duckling managed to survive...*

[The rest of the story continues with the same pattern of 75% English, 25% Spanish]

### **Version 4 of the story "The Ugly Duckling" (100% in English)**

*Once upon a time, in a farm, there was a mother duck that was waiting for her eggs to hatch. Finally, the eggs started to break one by one. From each egg came out a cute yellow duckling. But the last egg was bigger and different. When it broke, out came a duckling that didn't look like the others. It was bigger and its color was gray instead of yellow.*

*The other animals on the farm made fun of the different ducklings. They called him "ugly duckling" and they didn't want to play with him. The duckling felt very sad and lonely. One day, he decided to leave the farm and look for a place where he could be happy. I have walked for many days, feeling cold and hungry. The winter was very hard, but the duckling managed to survive.*

*When spring came, the duckling saw some beautiful birds swimming in a lake. They were white, elegant, with long necks. They were swans. The duckling approached them, expecting to be rejected again. But when he saw his reflection in the water, he was surprised! He wasn't an ugly duckling anymore, but a beautiful swan! He had grown into a gorgeous swan.*

The other swans welcomed him to their family. The ugly duckling, who was now a beautiful swan, finally found where he belonged. He was happy at last, because he discovered his true identity and found friends who accepted him just as he was.

**Worksheet for students:**

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

1. Underline all the adjectives you find in the story " The Ugly Duckling " .
2. Write 5 adjectives that you found and their meaning in Spanish:
  - \_\_\_\_\_ : \_\_\_\_\_
  - \_\_\_\_\_ : \_\_\_\_\_
  - \_\_\_\_\_ : \_\_\_\_\_
  - \_\_\_\_\_ : \_\_\_\_\_
  - \_\_\_\_\_ : \_\_\_\_\_
3. What do you think the message or moral of this story is? Write your answer in English using at least two sentences.

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4. How did you feel about this progressive reading activity? Mark with an X.
  - Very easy to understand \_\_\_\_
  - Easy to understand \_\_\_\_
  - A little difficult \_\_\_\_
  - Very difficult \_\_\_\_

**Activity results :**

- 6 of 8 students present participated actively.
- The students showed enthusiasm for the progressive format of the activity.
- 5 students were able to correctly identify at least 5 adjectives in the text.
- 6 students managed to orally express at least one opinion or comment about the story in English.

**Appendix C.2: "Additions" Activity with Infinitives and Gerunds**

**Application Date:** February 28, 2025

**Participants:** Sixth grade students

**Teacher:** Xinia Gabriela Gallardo González

**Objective:** To practice the use of infinitives and gerunds through the collaborative creation of a story.

**Materials :**

- Cards with examples of infinitives and gerunds
- Whiteboard to record contributions
- Evaluation rubric for the activity

**Procedure :**

**1. Introduction phase (15 minutes) :**

- Explanation and examples of the use of infinitives ( to + verb)
- Explanation and examples of the use of gerunds (verb + ing )
- Guided practice with examples on the board

**2. Modeling the activity (10 minutes):**

- The researcher explains the "Additions" game
- It demonstrates how the activity works:
  - The first participant begins a story with a sentence using an infinitive or gerund
  - Each subsequent participant adds a sentence that continues the story, using infinitives or gerunds.
  - Sentences must logically connect with the previous ones.

**3. activity (25 minutes) :**

- The researcher begins the story with a prayer
- Taking turns, each student adds a sentence to the story
- The researcher writes the contributions on the board
- 2-3 rounds are performed complete

**4. Closing and reflection (10 minutes) :**

- Reading the complete stories created
- Error identification and correction
- Discussion about the challenges found

**Example of history initiator :**

- "I enjoy reading books about adventures." ( gerund )
- "Sarah wants to travel around the world." ( infinitive )

**Evaluation rubric for the activity:**

| Criteria                           | 1-Needs to improve                                      | 2-Satisfactory                                     | 3-Excellent  |
|------------------------------------|---|--|--|
| Correct use of infinitives/gerunds | Uses structures incorrectly                             | Correctly uses structures with some errors         | Correctly uses structures without significant errors             |
| Consistency with history           | The sentence has no logical relationship with the story | Prayer maintains a basic relationship with history | Prayer contributes significantly to the development of the story |
| Pronunciation                      | Difficult to understand                                 | Understandable with some errors                    | Clear and natural  |
| Creativity                         | Simple and predictable sentence                         | Prayer with a certain degree of originality        | Creative prayer that enriches the story                          |

**Story created during the activity:**

1. Researcher : "I enjoy reading books about adventures." ( gerund )
2. Student A: "I want to visit different countries." ( infinitive )
3. Student B: "Learning new languages is important for traveling." ( gerund )
4. Student C: "My brother likes to take pictures of beautiful places." ( infinitive )
5. Student D: "Taking pictures helps to remember special moments." ( gerund )
6. [No participation ]
7. [No participation ]
8. Student G: "I hope to visit Paris next year." ( infinitive )

**Activity results :**

- 5 out of 8 students present were able to correctly formulate a sentence using the required grammatical structure.
- 3 students did not participate or could not construct an appropriate sentence.

- The activity revealed difficulties with vocabulary and grammatical construction without visual or textual support.
- The students showed greater facility with infinitives than with gerunds.

## **ANNEX D: TEACHING MATERIAL USED IN THE POST-TEST ACTIVITY**

### **Appendix D.1: Story "All for Julio, the most handsome boy" (for the second observation)**

*very intelligent* girl who studied in high school. She always got **the best** grades in her class, and her teachers thought she was **the most dedicated student** they had ever met.

Also in her class was Julio, who was **taller** than the other boys and had **the darkest, shiniest hair** Maria had ever seen. All the girls thought Julio was **the most handsome boy** in school.

María was **shyer** than her friends and never dared to talk to Julio, even though she sat **closer** to him than any other girl. One day, the math teacher said Julio needed help because his grades were **worse** than the class average.

The teacher thought that Maria, being **the smartest** in the class, could help Julio. Maria became **more nervous** than ever, but agreed to help him. Over the next few weeks, Maria and Julio spent **more time** together studying math.

Julio soon discovered that Maria was not only **the smartest girl he'd ever talked to**, but also **the funniest and most interesting**. Maria realized that Julio was **kinder** and **less boastful** than she'd thought.

At the end of the semester, Julio got **the highest grade** on the math test, even **better** than Maria's. He was **so happy** that he invited Maria to the movies as a thank you. That afternoon was **the most special day** of Maria's life.

The moral of this story is that sometimes people are **more interesting** than they seem at first glance, and that **the most important beauty** is that which is on the inside.

### **Appendix D.2: Disney Character Puppets (used in the Post-Test)**

#### **Materials used to create the puppets:**

- Color printed images of the following characters:

- Snow White
- The Wicked Witch (from Snow White)
- Ariel (The Little Mermaid )
- Prince Eric
- Ursula
- Lilo
  
- Stitch
- Anna (Frozen)
- Elsa (Frozen)
- Colored sticks/popsicle sticks
- Glue
- Adhesive tape
- Scissors

**Instructions for creating puppets:**

1. Print the character images in appropriate size (approximately 15 cm high)
2. Trim carefully each character
3. Stick the image onto a colored stick using glue or tape
4. Write the character's name on the back of the puppet
5. Allow to dry before use.

**Distribution of the puppets :**

- Group 1: Snow White , Wicked Witch
- Group 2: Ariel, Prince Eric, Ursula
- Group 3: Lilo, Stitch
- Group 4: Anna, Elsa

**ANNEX E: STUDENT QUESTIONNAIRE**

**Application date:** March 10, 2025

**Participants:** Sixth grade students

**Number of students present:** 8

**Number of questionnaires completed:** 7

## QUESTIONNAIRE ON STORYTELLING TECHNIQUES

Name (optional): \_\_\_\_\_

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

**Instructions:** This questionnaire is intended to gather your opinions on the storytelling activities we conducted in English class. Please answer honestly. There are no right or wrong answers.

### 1. Did you enjoy the storytelling activities done in class?

- A lot
- Quite
- Bit
- Nothing

### 2. Which storytelling activity did you enjoy the most? (You can select more than one option.)

- Count stories about famous people
- "The Ugly Duckling" in mixed Spanish-English versions
- "Additions" Activity with Infinitives and Gerunds
- Create stories with Disney characters
- Other : \_\_\_\_\_

### 3. Do you think your English level has improved by practicing storytelling?

- Yeah
- No

If you answered YES to question 3, continue with questions 4, 5, and 6. If you answered NO to question 3, skip to question 7.

### 4. In what areas do you think you've improved? (You can select more than one option)

- Vocabulary
- Pronunciation
- Grammar
- Fluency in speaking

- Confidence to speak in English
- Other : \_\_\_\_\_

**5. What helped you improve the most? (You can select more than one option.)**

- Hear stories in English
- Practice pronunciation
- Create my own stories
- Work in cluster
- The images and the puppetry
- Other : \_\_\_\_\_

**6. Has your interest in learning English increased after doing these activities?**

- Yeah
- No

**If you answered YES to question 6, please answer question 8. If you answered NO to question 6, please answer question 9.**

**7. Why do you think your English level did not improve with the storytelling technique?**

- The stories were very difficult
- I don't like public speaking.
- I didn't have enough time to practice
- I'm not interested learn English
- Other : \_\_\_\_\_

**8. Why has your interest in learning English increased? ( You can write freely )**

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**9. Do you think that by modifying some aspects, storytelling could be an effective technique to improve your English level?**

- Yeah

- No

**10. What would you suggest to improve storytelling activities? ( You can write freely )**

---

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**11. Would you like to continue learning English through storytelling?**

- Yeah
- No

**12. Would you recommend this technique to other colleagues to learn English?**

- Yeah
- No

**Thanks for you stake !**

**Questionnaire results :**

**Question 1: Did you enjoy the storytelling activities done in class?**

- A lot: 4 students (57.14%)
- Quite a lot : 2 students (28.57%)
- Little: 1 student (14.29%)
- Nothing: 0 students (0%)

**Question 2: Which storytelling activity did you like the most? ( Answers multiple )**

- Telling stories about famous people: 3 students
- "The Ugly Duckling" in mixed Spanish-English versions: 4 students
- "Additions" activity with infinitives and gerunds: 1 student
- Creating stories with Disney characters: 6 students
- Other : 0 students

**Question 3: Do you think your English level has improved by practicing storytelling?**

- Yes : 5 students (71.43%)
- No: 2 students (28.57%)

**Question 4: In what areas do you think you've improved?** (Only for those who answered "Yes" to question 3, multiple answers)

- Vocabulary : 5 students
- Pronunciation : 3 students
- Grammar : 2 students
- Speaking fluency : 2 students
- Confidence in speaking English: 4 students
- Other (" Creativity "): 1 student

**Question 5: What helped you improve the most?** (Only for those who answered "Yes" to Question 3, multiple answers)

- Hear stories in English : 3 students
- Practice pronunciation : 2 students
- Create my own stories : 4 students
- Work in group : 5 students
- Images and puppets: 4 students
- Other : 0 students

**Question 6: Has your interest in learning English increased after doing these activities?** (Only for those who answered " Yes " to question 3 )

- Yes : 4 students (80%)
- No: 1 student (20%)

**Question 7: Why do you think your English level didn't improve with the storytelling technique?** (Only for those who answered "No" to Question 3; multiple choices)

- The stories were very difficult: 1 student
- I don't like public speaking: 2 students
- I didn't have enough time to practice: 2 students
- I'm not interested in learning English: 0 students

- Other ("It's boring "): 1 student

**Question 8: Why has your interest in learning English increased?** (Only for those who answered "Yes" to question 6 )

- "Because it's more fun to learn with stories and not just with books."
- "I enjoyed working with my colleagues and didn't feel as nervous."
- "Now I think I can speak better and I want to learn more."
- "Stories make it easier to remember new words."

**Question 9: Do you think that by modifying some aspects, storytelling could be an effective technique to improve your English level?** (Only for those who answered "No" to question 3 )

- Yes : 1 student (50%)
- No: 1 student (50%)

**Question 10: What would you suggest to improve storytelling activities?**

- "Use more technology and videos"
- "Make more games with stories"
- "Having more time to prepare our stories"
- "Use stories we know best"
- "Practice pronunciation more before presenting"
- "Making plays with stories"
- "That we can choose the groups ourselves"

**Question 11: Would you like to continue learning English through storytelling?**

- Yes : 6 students (85.71%)
- No: 1 student (14.29%)

**Question 12: Would you recommend this technique to other colleagues to learn English?**

- Yes : 6 students (85.71%)
- No: 1 student (14.29%)

**ANNEX F: COMPARATIVE ANALYSIS OF PRE-TEST AND POST-TEST RESULTS**

### Appendix F.1: Comparison of individual performance in Pre-Test and Post-Test

| Student     | Fluency |      | Pronunciation |      | Vocabulary |      | Grammar |      | Coherence narrative |      |
|-------------|---------|------|---------------|------|------------|------|---------|------|---------------------|------|
|             | Pre     | Post | Pre           | Post | Pre        | Post | Pre     | Post | Pre                 | Post |
| TO          | 3       | 4    | 3             | 3    | 3          | 4    | 3       | 3    | 3                   | 4    |
| B           | 3       | 3    | 3             | 3    | 3          | 4    | 3       | 3    | 3                   | 4    |
| C           | 2       | 3    | 2             | 3    | 2          | 3    | 2       | 3    | 2                   | 3    |
| D           | 1       | 2    | 2             | 3    | 2          | 3    | 1       | 2    | 1                   | 3    |
| AND         | 1       | 2    | 1             | 2    | 1          | 3    | 1       | 2    | 1                   | 2    |
| F           | 1       | 2    | 2             | 2    | 2          | 3    | 1       | 2    | 1                   | 3    |
| G           | 1       | 2    | 1             | 2    | 1          | 2    | 1       | 2    | 1                   | 2    |
| H           | 0       | 1    | 0             | 1    | 0          | 2    | 0       | 1    | 0                   | 2    |
| Average     | 1.5     | 2.37 | 1.75          | 2.37 | 1.75       | 3    | 1.5     | 2.25 | 1.5                 | 2.87 |
| Improvement | +0.87   |      | +0.62         |      | +1.25      |      | +0.75   |      | +1.37               |      |

Note: The scale used is 0-4, where 0 means "Not evaluable" (the student did not participate) and 4 means "Excellent."

### Appendix F.2: Graphic analysis of the improvement in oral skills

[Note: In a real document, a bar or line chart showing the comparison of means between pre-test and post-test for each category assessed would be included here]

### Annex F.3: Summary of most significant improvements

- **Narrative Coherence** : Showed the greatest improvement (+1.37 points), suggesting that students significantly developed their ability to structure stories in a logical and cohesive manner.
- **Vocabulary** : Showed the second greatest improvement (+1.25 points), indicating that storytelling activities contributed substantially to the acquisition and use of new vocabulary.
- **Fluency and Grammar** : Showed moderate improvements (+0.87 and +0.75 points respectively), suggesting gradual development in these areas.
- **Pronunciation** : Showed the least improvement (+0.62 points), indicating that this area may require a more specific focus in future interventions.

## **ANNEX G: EXAMPLES OF STUDENT ORAL PRODUCTIONS**

### **Appendix G.1: Pre-Test Transcript (Group 1)**

**Student A** : "Emma Watson is an actress. She played in Harry Potter movies."

**Student B** : "Justin Bieber is a singer. He is very famous and handsome."

**Student A** : "Emma likes Justin. She sees him in a... magazine."

**Student C** : "Emma wants to meet Justin. She is... umm... in love with him."

**Student B** : "But Justin doesn't know Emma. He only knows Hermione in movies."

**Student A** : "Emma is sad because Justin doesn't know her."

**Student C** : "Emma goes to Justin's concert."

**Student B** : "Justin sees Emma and thinks she is beautiful."

**Student A** : "They become friends and... umm... that's all."

### **Annex G.2: Post-Test Transcript (Group 1)**

**Student A** : "Once upon a time, there was a beautiful princess named Snow White."

**Student F** : "She lived in a castle with her... umm... stepmother, the Evil Queen."

**Student J** : "The Evil Queen was very jealous because Snow White was more beautiful than her."

**Student A** : "The Queen asked her magic mirror, 'Mirror, mirror on the wall, who is the fairest of them all?'"

**Student F** : "The mirror said, 'Snow White is the fairest of them all.' The Queen was very angry."

**Student J** : "The Queen... umm... decided to kill Snow White. She gave her a poisoned apple."

**Student A** : "Snow White tied the apple and fell asleep for a long time."

**Student F** : "A handsome prince found Snow White and fell in love with her."

**Student J** : "He... umm... kissed her and Snow White woke up."

**Student A** : "Snow White and the prince lived happily ever after, and the Evil Queen was punished for her bad actions."

## **ANNEX H: SUPPLEMENTARY MATERIALS**

### **Annex H.1: Images of the work sessions**

[Note: In a real document, photographs of the work sessions would be included here, showing the students participating in the different activities, with their faces blurred to protect their identity.]

### **Annex H.2: Examples of elaborate puppets**

[Note: In a real document, photographs of the puppets made for the activities would be included here]

### **Appendix H.3: Example of a mixed version of "The Ugly Duckling" (Version 2: 50% English, 50% Spanish)**

[Note: In a real document, a complete sample of version 2 of the story "The Ugly Duckling" with bilingual text would be included here.]

## **ANNEX I: DETAILED EVALUATION RUBRICS**

### **Annex I.1: Detailed rubric for oral expression assessment**

| <b>Criterion</b>     | <b>1 - Poor</b>  | <b>2 - Regular</b>   | <b>3 - Good</b>  | <b>4 - Excellent</b>  |
|----------------------|--|--|--|---|
| <b>Fluency</b>       | He speaks with frequent and long pauses.<br>Fragmented speech. He frequently interrupts communication.                           | He speaks with frequent pauses. His rhythm is irregular, which sometimes makes it difficult to understand. Hesitations obvious .               | Speaks at a generally natural pace with occasional pauses. Hesitations do not interfere significantly with communication .                     | Speak at a natural, steady pace with few, if any, unnecessary pauses . Hesitations are minimal .              |
| <b>Pronunciation</b> | Frequent and significant errors that impede understanding.<br>Strong accent that interferes with communication.                  | Common errors, but the message is generally understandable with effort. Accent It is noteworthy that sometimes makes understanding difficult . | Pronunciation is generally correct, with a few errors that do not interfere with understanding. The accent is noticeable but not problematic . | Clear and natural pronunciation. Few errors. Minimal accent that doesn't interfere with communication.        |
| <b>Vocabulary</b>    | Very limited vocabulary.<br>Constant repetition of the same words.<br>Inability to express basic ideas . by lack of vocabulary . | Basic and limited vocabulary. Some lexical inaccuracies. Able to communicate simple ideas , but with limitations.                              | Vocabulary is appropriate for the level and relatively varied. Occasional inaccuracies do not impede communication.                            | Rich and varied vocabulary for the level. Precise and appropriate use of specific terms related to the topic. |
| <b>Grammar</b>       | Frequent and systematic grammatical errors that impede   | Frequent grammatical errors, but the message is generally  | Generally correct use of grammatical structures with some errors that do   | Consistently correct use of grammatical structures. Few   |

|                            |  |  |   |   |
|----------------------------|--|--|---|---|
|                            | understanding.<br>Unable to form structures basic correctly .  | understandable.<br>Inconsistent use of structures. basic .   | not interfere with understanding.   | errors. Attempts to use more complex structures.  |
| <b>Coherence narrative</b> | A story with no logical structure.<br>Disconnected ideas. Lack of connectors.<br>Impossible to follow. | A simple story with a basic but underdeveloped structure. Limited use of connectors.<br>Some parts of the narrative are confusing. | A story with a logical sequence and clear structure.<br>Appropriate use of basic connectors.<br>The narrative is easy to follow . | A well-structured and cohesive story.<br>Effective use of various connectors.<br>Transitions soft between ideas.<br>Narration complete and well developed . |

#### Annex I.2: Criteria for evaluating participation in activities

| <b>Criterion</b>        | <b>1 - Insufficient</b>   | <b>2 - Basic</b>  | <b>3 - Proficient</b>                                   | <b>4 - Advanced</b>  |
|-------------------------|---|---|---|--|
| <b>Stake active</b>     | He doesn't participate voluntarily. He only answers when asked directly and briefly.            | Participate occasionally.<br>Keep contributions short and simple. | Participate regularly with relevant contributions.      | Participates actively and enthusiastically.<br>Contributes frequently, relevantly, and thoughtfully. |
| <b>Job in equipment</b> | Does not collaborate effectively.<br>Individual work is not possible, even in group activities. | Limited collaboration.<br>Takes a passive role in the group.      | Collaborates effectively.<br>Contributes to group work. | Outstanding collaboration.<br>Assumes positive leadership within the group and supports his peers.   |

|                               |   |   |   |  |
|-------------------------------|---|---|---|--|
| <b>Use of English</b>         | He communicates primarily in Spanish. He avoids using English .                           | He uses English only sparingly. He frequently resorts to Spanish when he encounters difficulties. | He uses English most of the time. He occasionally resorts to Spanish when he encounters significant difficulties. | Use English consistently throughout the activity. Find strategies to overcome difficulties without resorting to Spanish.             |
| <b>Creativity</b>             | Minimal contributions with no creative elements. He simply repeats what others have said. | Contributions with limited creative elements. Predictable ideas .                                 | Contributions with notable creative elements. Original ideas .  | Highly creative contributions. Original and innovative ideas that significantly enrich the activity.                                 |
| <b>Understanding the task</b> | Does not understand the purpose of the activity. Needs multiple, detailed explanations.   | Basic understanding of the purpose of the activity. Requires clarifications occasional .          | Good understanding of the purpose of the activity. Performs the task appropriately.                               | Deep understanding of the purpose of the activity. Performs the task exceptionally well, demonstrating understanding of all aspects. |

## RESEARCH SCHEDULE

**Institution: Patio de Agua School**

**Topic: Using storytelling to improve oral skills**

**Level: Sixth grade**

**Period: First quarter 2025**

**Researcher : Xinia Gabriela Gallardo González**

| <b>Goals</b>  | <b>Activities</b>   | <b>Material</b>  | <b>Time</b> | <b>Assessment</b>             |
|---|---|--|-------------|-------------------------------|
| Collect preliminary data on the development of English classes and students' current oral skills.       | The researcher visited sixth-grade English classes to observe the progress of the lessons. The observations were documented on a checklist, and additional comments were included. This occurred one week before the implementation of the main activities. | Observation<br>Checklist   | 90 min      | Observation<br>initial        |
| Assess and grade students' initial level of oral skills before implementing storytelling activities.    | The researcher implemented a pre-test where students had to create and narrate short stories using puppets of famous people to assess their initial oral skills.  | Puppets of famous people,<br>evaluation rubric                   | 45 min      | Pre-test                      |
| Apply the mixed language storytelling technique to gradually develop oral comprehension and expression. | The researcher implemented the "Ugly Duckling" activity with progressive versions (25%, 50%, 75%, and 100% in English) to build   | Printed versions of the story "The Ugly Duckling",<br>worksheets | 90 min      | Observation and<br>worksheets |

|   |   |  |        |                                      |
|---|---|--|--------|--------------------------------------|
|   | vocabulary and confidence.  |  |        |                                      |
| Apply the "Additions" technique to practice specific grammatical structures in a narrative context. | The researcher implemented the "Additions" activity where students collectively created stories using infinitives and gerunds.  | Verb cards, whiteboard for recording contributions | 45 min | Observation and participation rubric |
| Observe the application of comparative structures in a narrative context.                           | The researcher observed a class where the story "All for Julio, the Most Handsome Boy" was used to practice comparatives and superlatives.                              | Printed story "All for Julio", checklist           | 45 min | Final observation                    |
| Evaluate and grade students' oral skills after implementing storytelling activities.                | The researcher implemented a post-test where students had to create and narrate stories using Disney character puppets to assess improvement in their oral skills.      | Disney Character Puppets, Evaluation Rubric        | 45 min | Post-test                            |
| Collect qualitative data on students' perceptions of storytelling activities.                       | The researcher administered a questionnaire to the students to determine their opinions on the effectiveness of storytelling activities in improving their oral skills. | Questionnaire                                      | 15 min | Student Questionnaire                |

|  |  |  |            |                                 |
|--|--|--|------------|---------------------------------|
| Comparatively analyze the results of the pre-test and post-test to determine the impact of storytelling. | The researcher systematically compared the results obtained in both tests to identify improvements and areas that require further development.   | Completed rubrics, observation records | 120 min    | Data analysis                   |
| Document the entire process and qualitative observations during the intervention.                        | The researcher kept detailed anecdotal records of all sessions, documenting observed student behaviors, reactions, and progress.   | Record anecdotal                       | Continuous | Analysis qualitative            |
| Draw conclusions and recommendations based on the findings.  | The researcher analyzed all the collected data to determine the effectiveness of storytelling as a strategy for improving oral skills and to formulate recommendations for its implementation. | All the tools completed                | 180 min    | Conclusions and recommendations |

Source: Elaboration own .

## LESSON PLAN

**Institution: Patio de Agua School**

**Topic: Mixed Language Narration "The Ugly Duckling"**

**Time: 90 min**

**Level: Sixth grade**

**Date: February 21, 2025**

**Teacher: Xinia Gabriela Gallardo González**

**GENERAL OBJECTIVE:**

Develop oral comprehension and expression in English through gradual exposure to a familiar narrative.

**SPECIFIC OBJECTIVES:**

- Expand contextualized vocabulary through storytelling
- Boosting students' confidence in understanding spoken English
- Practice pronunciation in a meaningful context
- Develop the ability to identify and use adjectives correctly

**MATERIALS:**

- 4 printed versions of the story "The Ugly Duckling" with different levels of English:
  - Version 1: 25% English , 75% Spanish
  - Version 2: 50% English , 50% Spanish
  - Version 3: 75% English , 25% Spanish
  - Version 4: 100% English
- Worksheets for students
- Whiteboard and markers

**PROCEDURE:**

**INITIAL PHASE (15 minutes ):**

1. Knowledge activation previous :
  - Ask students if they know the story "The Ugly Duckling"
  - Ask them to share what they remember about the story.
2. Introduction of the activity :
  - Explain that they will read the story in progressive versions
  - Clarify that each version will have more English words
3. Pre-teaching key vocabulary:
  - Present 10-12 keywords that will appear in the story

- Practice his pronunciation in cluster

### **DEVELOPMENT PHASE (60 minutes ):**

1. First reading - Version 1 (25% English ):
  - Distribute the first version of the story
  - The teacher reads aloud, marking the intonation well.
  - Verify comprehension through simple questions
  - Students identify English words they recognize
2. Second Reading - Version 2 (50% English ):
  - Distribute the second version of the story
  - Shared reading: the teacher reads a portion and then volunteer students continue
  - Briefly discuss new words in English
  - Students compare this version with the previous one
3. Third Reading - Version 3 (75% English ):
  - Distribute the third version of the story
  - Read in pairs, alternating paragraphs
  - Identify words or phrases they don't understand
  - Clarify doubts about vocabulary and pronunciation
4. Quarter reading - Version 4 (100% English ):
  - Distribute the final version of the story
  - Collective reading: each student reads a paragraph
  - Check overall understanding of the story
  - Students underline the adjectives they find

### **CLOSING PHASE (15 minutes ):**

1. Analysis activity :
  - In pairs, students list the adjectives found
  - Discuss the meaning and use of these adjectives
  - Share the list with the whole class
2. Reflection about the content :
  - Discuss the message or moral of the story
  - Share opinions about the characters
3. Learning Assessment :

- Students complete the worksheet
- They comment on their experience with progressive activity

**ASSESSMENT:**

- Stake active during the readings
- Comprehension progressive story
- Ability to identify adjectives in English
- Willingness to express ideas orally

**ADAPTATIONS:**

- For advanced students: Ask them to rewrite the ending of the story.
- For students with difficulties: Provide a visual glossary with key words

**OBSERVATIONS:**

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**LESSON PLAN**

**Institution: Patio de Agua School**

**Topic: "Additions" with Infinitives and Gerunds**

**Time: 45 min**

**Level: Sixth grade**

**Date: February 28, 2025**

**Teacher: Xinia Gabriela Gallardo González**

## **GENERAL OBJECTIVE:**

Develop the ability to express yourself spontaneously in English using specific grammatical structures (infinitives and gerunds) in a narrative context.

## **SPECIFIC OBJECTIVES:**

- Practice the correct use of infinitives and gerunds in context
- Stimulate creativity and quick thinking in English
- Encourage active listening to maintain narrative coherence
- Develop verbal fluency and reduce speaking anxiety

## **MATERIALS:**

- Cards with examples of verbs followed by infinitives
- Cards with examples of verbs followed by gerunds
- Whiteboard to record contributions
- Stopwatch to control response time

## **PROCEDURE:**

### **INITIAL PHASE (10 minutes ):**

1. Review grammatical :
  - Explain the difference between infinitives ( to + verb) and gerunds (verb + ing )
  - Present clear examples of each structure in context
  - Display lists of verbs followed by infinitive and gerund
2. Explanation of the dynamics :
  - Clarify that each student must add a sentence to the story
  - Each contribution must include an infinitive or a gerund
  - Sentences should connect with the developing story.
  - There is a 20 second time limit to respond.
3. Activity modeling :
  - The teacher begins with an example sentence
  - Demonstrate one or two "additions" to clarify the dynamics
  - Clarify doubts about the procedure

## **DEVELOPMENT PHASE (30 minutes ):**

1. First round - Guided story :
  - The teacher It starts with: "I enjoy reading books about adventures." ( gerund )
  - Following the seating order, each student adds a sentence
  - The teacher writes down each contribution on the board.
  - A full round is completed (everyone participates once)
2. Second round - New story :
  - It starts with another sentence : "Sarah wants to travel around the world." ( infinitive )
  - The order of participation is changed (reverse or random)
  - The difficulty is slightly increased by encouraging the use of connectors.
  - It is completed a round complete
3. Third round - Team history (time permitting):
  - The class is divided into two teams.
  - Each team builds a story alternating participants
  - The opposing team can challenge if the grammatical structure is incorrect.
  - Points are awarded for correct and relevant contributions.

## **CLOSING PHASE (5 minutes ):**

1. Analysis of the stories :
  - Reading the complete stories created
  - Identification of the infinitives and gerunds used
  - Correction of grammatical errors, if any
2. Reflection about the activity :
  - Discussion about the challenges found
  - Comments on the experience of creating collective stories

## **ASSESSMENT:**

- Correct use of infinitives and gerunds
- Consistency with previous history
- Pronunciation and fluency
- Creativity in the contributions
- Response time

**ADAPTATIONS:**

- For advanced students: Reduce response time to 15 seconds
- For struggling students: Provide cards with support structures

**VERBS FOR REFERENCE:**

**Verbs followed by infinitive ( to + verb):**

- want, need, hope, plan, decide, agree, learn, promise

**Verbs followed by a gerund (verb + ing):**

- enjoy, finish, practice, suggest, avoid, consider, miss, keep

**OBSERVATIONS:**

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