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**STORYTELLING AS AN EFFECTIVE TECHNIQUE TO  
IMPROVE THE SPEAKING SKILL OF EIGHT LEVEL  
STUDENTS AT MARCO TULLIO SALAZAR HIGH SCHOOL  
DURING THE SECOND QUARTER OF 2019**

**Thesis Submitted to Obtain the Bachelor in English with Concentration in Teaching**

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## **Dedication**

First of all, I would like to express my gratitude for God because without his help I would not be here to fulfill one of the most important goals in my life, that is, to get my major degree in Education. Also, I thank my loved family and specially my mother who is a real treasure for me. She has been there whenever I have needed her. Also I want to dedicate this work to my sister because she is a wonderful person who has taught me unconditional love and have helped anyone in need. Obviously, this thesis is also dedicated to my brother, the light of my eyes, the angel that God has sent to my life to help me become a better person and love life every single day. All of them have supported me in the most difficult situations, when I thought it would be impossible to finish my major. Thanks to them, I am very excited for having acquired a vast knowledge, and of course ready to receive my college degree.

## Abstract

The main purpose of this investigation is to find a solution to the problem stated in the project and look for weaknesses in the Costa Rican education regarding English language teaching. The researcher noticed that the skill in which students required more help was the speaking skill. The research question that was formulated was the following: what is the effect of using storytelling as a technique to improve the speaking skill of eighth graders at Marco Tulio Salazar High School? In order to work in the solution of the problem, the method that was carried out in this investigation was the qualitative one.

As it was mentioned before, this work was applied to eight grade students at Marco Tulio Salazar High School located in Tres Ríos. The group of students has 39 integrants. This sample was chosen because the researcher identified that 8-2 was the group who presented a lower English level and it would be beneficial for them to be part of the project.

At the end of the investigation, the researcher concluded that storytelling is an effective technique to help all types of students to improve, not only their speaking skill, but also their English level. Readers can realize the positive effect this technique had in the students who participated in this investigation project even though the designed instruments were applied during a short period. The researcher assures that if the instruments had been applied before, the result would have been amazing.

## Resumen

El propósito principal de esta investigación es encontrar una solución al problema formulado al momento de buscar debilidades en la educación costarricense relacionadas al idioma inglés e investigar sobre esa debilidad. El investigador identificó que la habilidad en la cual los estudiantes requieren más ayuda es en el habla. La pregunta de investigación que mejor se ajusta al tema escogido por el investigador es la siguiente: ¿cuál es el efecto que produce el contar historias como técnica para la mejora del habla en los estudiantes de octavo año en el colegio Marco Tulio Salazar? Para trabajar en la solución de dicho problema, el método que fue llevado a cabo fue el cualitativo.

Como se mencionó anteriormente, este trabajo fue aplicado a estudiantes que cursan octavo año en el colegio Marco Tulio Salazar localizado en Tres Ríos, ese grupo de estudiantes se encuentra compuesto por 39 miembros, así como el investigador. Esta muestra fue elegida ya que el investigador identificó que el grupo 8-2 era el que presentaba un más bajo nivel de inglés y sería de mucho beneficio para ellos ser parte de dicho proyecto.

Al final del trabajo, el investigador concluyó que el contar historias es una técnica efectiva para ayudar a todo tipo de estudiantes no sólo a mejorar el habla sino el nivel de inglés en general. Los lectores se darán cuenta acerca del efecto positivo que esta técnica tuvo hacia los estudiantes a través de la elaboración de esta investigación aunque los instrumentos diseñados fueron aplicados durante un tiempo muy breve donde el investigador asegura que si se hubiese contado con más tiempo de seguro el resultado hubiese sido sorprendente.

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## **Chapter I**

### **Introductory Framework**

#### **1.1 Problem Statement**

It is crucial to know that English teaching has occupied a very important place in Costa Rican education, but even though there is a commitment, there is a high percentage of Costa Rican people who do not know at least the basic vocabulary in order to communicate effectively; as a result, there is a high rate of unemployment. This is happening because during so many years professionals and students did not have the amount of strategies and tools to teach and learn English as they exist at this moment.

English has been considered one of the most important languages because it links the whole world together. If it were not for English, people could not establish business among the different countries, there would not be a way of importing and exporting in such a way Costa Rican people do because there are not a vast amount of countries where Spanish is the native language, and in that moment is when the lack of knowledge in such an important language is a disadvantage for the development of the country in general.

Even though some English professors make an effort for improving the students' English level, most of the time the final result is not the expected one by the professionals. In fact, there are students who are not able to develop the speaking skill properly due to several circumstances, such as lack of English teaching when they attended school, that is not a positive factor for some people because only some of them are able to learn a foreign language without any difficulty during the adult stage. Also, there are some professors who believe that learning a foreign

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language means reading and writing without putting the speaking skill into practice. This is the moment in which students suffer lack of interest in learning languages because they feel disappointed when they realize they are not able to communicate with others.

For all what have been previously described is that the main goal of this study will be implementing the storytelling technique during the English classes. This will be advantageous for professionals' main goal of forming people who speak appropriately, as well as for students' different purposes. In order to achieve the established objectives, the researcher will apply a storytelling method to students of eighth grade at Marco Tulio Salazar High School to help them acquire knowledge where they will be able to improve the way to express their ideas fluently, with a good pronunciation throughout the activities developed.

The application of storytelling will consist on looking for stories which better fit to students' age and interests because it is really important to call the students' attention in order to develop successful classes. The researcher will work on each story during two lessons. In the course of the first lesson, the professor will hand in the story to the students, then they have to read it together, and develop the activities prepared by the professor. In the second lesson, some of the students will be in charge of telling the story in order to get vocabulary and practice the oral skills, while the others will provide points of view and explain the different parts of the stories. As a result of the situations described before, arises the following question: What is the effect of using storytelling as a technique to improve the speaking skill of eighth graders at Marco Tulio Salazar High School.

## **1.2 Objectives of the Investigation**

The elaboration of objectives is really important because they provide a structure to the work the investigator wants to develop. Also, they are specific actions the searcher plans to take during his/her work. The objectives are close related to the problem statement.

### **1.2.1 General Objective**

To analyze the storytelling effectiveness to develop the eighth graders students' speaking skill at Marco Tulio Salazar High School

### **1.2.2 Specific Objectives**

1. To identify the advantages of using stories to develop the eighth grade students' speaking skill at Marco Tulio Salazar High School
2. To apply storytelling as a technique to develop the speaking skill of eighth grade students at Marco Tulio Salazar High School
3. To evaluate the improvement of the speaking skill of eighth grade students after using storytelling as a technique

## **1.3 Justification of the Study**

Education is the most important tool people can have. In other words, it is the key to open opportunities to success because in this way people have the chance of breaking the chains of ignorance and achieving so many goals. According to *Evaluación de los Aprendizajes* regulation (2018, p.33) English is considered one of the main subjects in the Costa Rican educational

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system. That decision was made with the purpose of fighting against the difficulty students have not in understanding the language but when speaking it many people have learned English but are not able express their ideas.

This happens in the foreign language because they feel afraid or embarrassed of speaking incorrectly and making some mistakes in pronunciation, in grammar, in lexicon, and in the case of others, they would like to sound as native speakers of the language, all these difficulties produce a lack of interest in learning another language.

This investigation will be done with the purpose of demonstrating that storytelling is an effective technique to improve students' English oral expression, it will help every type of student of any age to acquire the oral skills because they will have fun while listening to the stories. Storytelling is one of the most used and effective techniques to enhance students' level because they do not feel they are studying; on the other hand, they will feel they are sharing good moments and stories with the others as when they were kids.

Using that technique, students will be able to speak without thinking they can mispronounce a word or give wrong ideas because they will feel the need of giving their point of view and participate in the activities. This will be beneficial for students because it also develops their social relationships since they will have contact with their classmates and professor in order to communicate their ideas to the others, and carry out the practices throughout collaboration.

As mentioned before, English is really important. For that reason, it would be ideal that everybody mastered it. It does not matter the major people choose, in all senses it must be complemented with the knowledge of English. Some people wonder why English is really important, and the answer is simple. English is fundamental to have more opportunities at the

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moment of looking for a job, even people who have a job are able to find a better one if they master the English language. That is why, it is essential for professors to think about different strategies to help students develop the necessary skills to face this competitive world.

Storytelling plays a very important role in students' learning because they will listen to the stories, and while they are listening they acquire vocabulary, which is essential to improve the speaking skill. Through the development of this project, it will be proved that students learn easier in a dynamic environment because storytelling is not only reading, but also it is necessary to get into each story and develop varied activities; in other words, there are different ways of teaching through the storytelling technique where the whole class will be benefited because it also covers the different types of intelligence. Another benefit of using storytelling in classrooms is that the students develop creativity, and learn how to answer questions, and express some ideas without thinking too much. In other words, they will be spontaneous which is a key to learn a new language.

In conclusion, this study must be carried out because mastering English is not a luxury; it is a necessity nowadays, and it is the duty of professors to guide students towards the best way of acquiring the language, and leaving their barriers behind. In this way, Costa Rican population will be open to better educational and work opportunities in order to have a better future.

### **1.4 Antecedents**

Storytelling is a very ancient way of communication; it started thousands of years ago since people have been telling stories once they learnt the art of communication. According to Lockett (2007), "There is evidence of storytelling started in Mesopotamia when stories were

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about the epic of Gilgamesh where the stories about that Sumerian King passed down by word of mouth until the story was put out on clay and fire”(pp.3).

It is necessary for people to know that storytelling has been present since so long. The Epic of Gilgamesh which is the oldest written story on earth is an example of it. It was written on 12 clay tablets in cuneiform script. An event that happened between 2750 and 2500 BCE. (The Epic of Gilgamesh, 1998, pp.1). On the other hand, Eck (2006) mentions that the earliest record of storytelling is 4000 B.C. She took that information from the book *Tales of the Magicians* written by Ruth Sawyer. (p.19). According to Abrahamson (as cited in Eck, 2006) storytelling was used in Medieval time to speak about the others' lives sharing what they knew. As mentioned before, storytelling was the ancient way to communicate with each other and keep their cultural beliefs for many years (p.1).

Also, it is important to take into account that storytelling was present in Africa. As Lockett (2007) mentions the stories of Aesop remain for a couple of centuries since Aesop lived about 550 BC, and his stories were not written on paper until 300-250 BC. (Pp.5) This information shows that people from everywhere and other centuries have used storytelling as a technique to share experiences, memories, and daily events.

Lockett (2007) states, “There were different ways of telling stories in Asia where people from China included Pinghua (stories without using music), and tanci (stories using music). Stories were often told in narrative passages with breaks of music, humor, and poetry. In the older days, a story could take as long as three months to tell with an hour session each day”(pp. 7). Storytelling is not just a technique, it is an art used to communicate in different ways what people have said.

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Lockett (2007) expresses that “American stories cannot be left behind where although some priests destroyed all the documents and broke up the stones North American stories remained because they were told orally” (pp.9). If stories are written, they can remain as long as the papers can be read, but stories that are shared orally to other people remain forever because people will re-tell them every time they can.

According to Garmston (2018), “Listening to stories has been a sacred rite of communication since the sun first rose over human existence” (p.10). In other words, stories have been told by the ancestors where they expressed their daily experiences about different situations such as hunting. In addition, Garmston (2018) reveals that different groups of indigenous people keep their customs thanks to stories which are shared among them around the world (p.12).

Garmston (2018) mentions that the anthropologist Polly Wiesner spent time investigating about the Ju/hoansi people where she coded conversations, and she discovered that day talk was different to night talk. “She identified 34% of daytime talk as criticism, complaint, or conflict, including workplace political debates. But when the sun went down they told stories about people they knew, information about earlier generations, it represented 81% of their talk” (p.11). People have been always sharing time with each other telling stories, and for that reason there is an infinite amount of tales some people cannot imagine.

Related to the education field, Reeder, (2009) mentions that “In the early 1900s there were but a few storytelling books available to the storyteller or the educator about the practice of storytelling” (p.13). During the past, professors did not have the amount of material as nowadays where not only professionals in education can find a variety of sources related to the art of storytelling, but also people in general can acquire knowledge about this important technique.

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Storytelling is a topic that has been considered relevant regarding education, and as a result, it has been studied by many people around the world, but unfortunately; it has not been studied extensively and put into practice, as in the case of Costa Rican education. In order to find out about the development of this technique some investigations will be mentioned below.

Some of those studies are “An Analysis of the Effectiveness of Storytelling with Adult Learners in Supervisory Management” This thesis was elaborated by Jill Eck (2006) at University of Wisconsin – Stout (United States). Eck mentions that the purpose of that study was searching for ways to learn faster and retain information better where he highlights the following “ Several studies are available that underscore the ability of learners to learn, retain, and retrieve information when presented in a story format” (p.3). It means that learning for most people is easier when imagination is present, and they do not have to memorize too much in order to keep information into their brains.

Another important international search is “Teaching English Through Storytelling to Young Learners, Ukrainian and Norwegian Experiences” This thesis was written by Olga Dolzhykova (2014) at the University of Oslo (Norway). The author mentions that the aim of that study was investigating how and to what extent storytelling has been used as a didactic tool in teaching English to young learners. In other words, storytelling is a technique commonly used to learn languages which can be developed in very different ways. It means storytelling is a very good technique due to it is an extensive didactic tool professors and students can take advantage of.

“Using Storytelling Technique for Teaching Speaking Skill of the XIth Grade Students of Ma Darul Huda MayakPonorogo in Academic Year 2016/2017” was written by Lilis Cahyati

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(2018) Indonesia, who explains the application of storytelling technique. She also describes advantages and disadvantages of the technique. This thesis is really important because everybody can use storytelling to teach, but not everybody knows how it has to be applied in order to success when sharing knowledge.

“Storytelling: A Cultural Studies Approach” was a thesis elaborated by Lindsay M. Brown (1997) in Canada. She gives a vast explanation about the phenomenon storytelling had resulted until that moment, and its variations where culture was involved in such an art of storytelling. Culture and storytelling give benefits to each other, that is, culture is enriched by storytelling, and storytelling is influenced by a huge part of culture and believes. It is really important to know that storytelling is not only a technique to acquire a new language, but also a way of getting cultural knowledge, fundamental to nourish students’ mind.

“The Psychosocial Benefits of Oral Storytelling in School: Developing Identity and Empathy through Narrative” is a work written by Rebecca Hibbin (2016) in the United Kingdom. She analyzes the importance of oral storytelling to develop children’s way of expression, empathy towards themselves and other people, and identify the different characters as well. It is known that talking to others helps to improve the social skills, and the storytelling method is not the exception because children are acquiring the language that is being taught, but they are also developing the skill of sharing with the others.

In “Enhancing Language Learning Through Creation: the Effect of Digital Storytelling on Student Learning Motivation and Performance in a School English Course” written by Liu Kuo – Ping (2018) Taiwan, the author mentions how the digital storytelling complemented with autonomy and creativity can impact in a positive way students’ motivation and learning, and

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what is even better is to implement technology to create digital storytelling and represent information in a very creative way.

In “*Using Stories to Facilitate Learning*” written by Gabriel McNett (2016) United States, Gabriel expresses that “Instructors can capture students’ attention, nurture a more social atmosphere, and engage their students’ emotions and cognitive abilities”. It is known that a good way of getting kids’ attention is through stories; the same happens with adults because at the moment interesting stories are told, it is possible to get their attention, and facilitate their learning.

In the work “Engaging Students in Traditional and Digital Storytelling to Make Connections Between Pedagogy and Children’s Experiences” Peggy Lisenbee (2018) writes about the connection that exists between pedagogy and the academic content, as well as definitions and methods. There is a variety of resources and techniques related to storytelling that can be used in classrooms, and it is relevant for professors to know they can apply, not only traditional storytelling, but also nowadays, they can take advantage of digital storytelling and apply it to help students improve their language skills, mainly the speaking one.

“Storytelling as a Pedagogical Tool in Higher Education” written by Craig Eilert Abrahamson (1998) United States, mentions that “Storytelling is found in all institutions within society, helping students to think critically. Storytelling can clearly be viewed as the foundation of the teaching profession”. In other words, storytelling has been used since ancient times to teach students to analyze and get a better knowledge of the topic under study. Some people could think of storytelling as a technique to teach children, but it is also a way of teaching and facilitating adults’ learning.

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As mentioned previously, storytelling has not been a very popular topic discussed and applied in Costa Rica. There are some educators who do not even know what the technique is about. It can be evidenced at the moment of looking for national studies where just one was found. Nevertheless, the national study entitled “How to Implement Storytelling in an English Class to Develop the Speaking Skill of the Third Grade Students at Ruben Dario School” written by María de los Ángeles Rojas Jiménez (2011) Costa Rica, expresses that the purpose is demonstrating that storytelling activities can be used in class to develop the speaking skill of third grade students. One of the professors’ goals is helping students to increase their English level orally and storytelling is a very useful resource to achieve it. It would be very beneficial to include this type of teaching technique in Costa Rica to help people improve English language acquisition.

### **1.5 Scope**

The researcher will demonstrate the valuable role storytelling technique plays when guiding students to develop the speaking skill. This project was proposed in order to achieve several goals such as, developing students’ vocabulary, calling students’ attention, changing students’ attitude towards English learning, improving pronunciation, fluency, and intonation, as well as expressing ideas spontaneously without memorizing the information and being judge by their mistakes.

Other goals of researchers and teachers to develop activities that help to create a dynamic environment because students’ performance is much better when they feel that the class is not an ordinary and boring one. On the other hand, it is fundamental to get good results when professors and researchers are applying the storytelling technique in order to demonstrate storytelling

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effectiveness in the educational field. To conclude it is relevant to know that people who will be benefited from all the proposals of the investigator will be the eighth graders at Marco Tulio Salazar High School.

## Chapter II

### Theoretical Framework

#### 2.1 Theoretical Framework

This section of the paper provides the theory or different theories and researches previously performed by other people about the topic in question. Also the researcher explains why the investigation on the topic should be carried out. The section will include concepts that make things easier to the readers. This part is really important in order to avoid providing information that is not true.

In this project, it will be demonstrated that storytelling is an excellent way of helping students to improve their speaking skill providing information about why it is so important to learn English as a foreign language. Also, that storytelling is a technique used and put into practice to learn from experience. In addition, the investigator will describe the process of learning and its similarity with the storytelling process within other interesting pieces of information related to the topic.

##### 2.1.1 The Importance of English

First of all, it is relevant to highlight the importance of English around the world. According to the British Study Centers (2019), there are 10 reasons to learn English; some of them are, “English is the most commonly spoken language in the world where one out of five people speak it or at least understand it”. Also, it is the official language of 53 countries including Australia, New Zealand, Ireland, Kenya, Malawi, Singapore, South Africa and the UK,

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making it one of the most widely spoken languages in the world”. It means that studying English is essential to communicate with people from other countries. Most of time, English works as a lingua franca between people whose native language is totally different. Another reason is that “English is the language of science, aviation, computers, diplomacy, and tourism”. For those fundamental reasons and others, it is necessary for professors to be aware of the most effective tools to share their knowledge with students.

### 2.1.2 Reflective Paradigm

It is really important to create a connection between some terms, for example, reflection can be considered a synonym of experience. There is a definition of reflective practice that can be found on Cambridge Assessment website which is the following: “It is learning through and from experience towards gaining new insights of self and practice (Finlay, 2008). Reflection is a very good option to help students to associate theory and practice. It can be applied at all levels, but in this investigation, it will be put into practice with eighth graders. As it was mentioned before, all the knowledge people acquire during life is closely related to previous contexts. For example, at the moment people speak one or two languages, and wish to learn others, the task will be easier because the person has created a structure from the experience he / she has from the learning of other languages.

Reflection paradigm emerges with the purpose of reducing the space left between theory and practice and use both adequately. McDrury et al. (2003) mention “The significance and value of reflection in raising awareness of tacit knowledge<sup>1</sup> and transforming knowing in action to knowledge in action” (p.20). It means learning to keep the knowledge for the rest of life and

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<sup>1</sup> It is the kind of knowledge that is difficult to transfer to another person by means of writing it down or verbalizing it.

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not just knowing it at a definite moment and then forget it. According to Reason and Hawkins (as cited in McDrury et al., 2003) “There are two ways to reflect on and process experience” (p.21). First, *Explanation*, related to observation or action not to theory. In other words, it is the way of creating theories from experience. And second, *Expression*, related to interpretation which means creating meaning of experience to have a more clear idea of the learning.

Haigh (as cited in McDrury, 2003) explains that reflection is, not only a procedure carried out by just one person, but it is also a process where other people can participate as a whole to develop a more productive task. Reflection is compared to language because both are social processes in which the participation of other people is necessary in order to get better results, and both reflection and language cannot be fully developed without actions or context (p.23-24).

## 2.2 The Learning Process

In order to develop a productive process from reflection successfully professors have to understand what learning and its process is. Boud, Keogh, and Walker (as cited in McDrury, 2003) mention five propositions of that process (p.26) that will be mentioned below. “First, experience is the foundation of, and stimulus for learning. Second, learners actively construct their experience. Third, learning is a holistic<sup>2</sup> process. Fourth, learning is socially and culturally constructed. Fifth, learning is influenced by the socio-emotional context in which it occurs.”

Feelings are an essential part of learning where Boud et al. (as cited in McDrury, 2003) emphasize that, “The most significant learning frequently takes place during or after powerfully emotional events” (p.26). In regards to this investigation, the storytelling technique will put into

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<sup>2</sup> Dealing with or treating the whole of something or someone and not just a part.

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practice the expression of feelings through the narration of varied stories and it will help to create notable learning in students.

It is relevant to know that McDrury et al. (2003) highlight that learning does not happen in isolation (p.27), and for that reason, it has to be adjusted to people taking into account the culture, values, and knowledge of learners. In other words, do not leave behind any aspect that can be taken into account in the process of learning. This argument is supported by the Russian psychologist Vygotsky (as cited in McDrury, 2003) where he emphasizes the social context of thinking when he mentions that “The contexts in which individuals operate or with which they connect significantly impact on their learning potential” (p.27).

### **2.2.1 The Constructivist Theory**

The theory where Lev Semyonovich Vygotsky’s greatest contribution is the one named Theory of constructivism, here he stated that “Learning is an active process where learners construct their knowledge”. In other words, the learner is an information constructor (2019,pp.1). An important affirmation that is declared on this theory is that “new information is linked to prior knowledge.” Another relevant statement is that “Knowledge is constructed based on personal experiences and hypotheses of the environment” (pp.2).

It is fundamental to know that in this research the theory of learning that best fits is this one because storytelling provides people who are learning a language or just telling stories as a hobby to work with others, and in that way they are constructing a solid base to be able to respond to different experiences accurately. Also, storytelling is very close to constructivism because stories have to keep a good sequence in order to be understood by listeners, and students and people in general learn how to build ideas, concepts, events due to storytelling is a very

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active technique in which not only telling stories is important, but the way they are told and the body language used are very important as well.

## **2.3 The Power of Learning through the Storytelling Technique**

### **2.3.1 History of Storytelling**

Storytelling has been present since ancient time because it was the only way to communicate with each other. It was put into practice before the cuneiform (first system of writing). As a proof of it, Garmston (2018) mentions that “Listening to stories has been a sacred rite of communication since the sun first rose over human existence” (p.10). It means that people have been taking advantage of such a wonderful tool given to most of people the voice. Telling stories has been a very important activity carried out with different purposes, such as, sharing good time, getting experience of diverse events, acquiring knowledge, among others.

Sawyer (as cited in Eck, 2006) highlights that the earliest record of storytelling is 4000 B.C. (p.19). That affirmation can be found in the book *Tales of the Magicians*. As it has been mentioned before, storytelling has been a very important source. As a result, it has had a strong influence around the world and it is known that indigenous people were one of the most important practitioners of it because they have maintained their culture, beliefs even as a way to protect themselves from others.

### **2.3.2 Storytelling Impact**

Storytelling has been a topic studied by many people from different professions, for example, psychologists, philosophers, historians, anthropologists, psychoanalysts, health professionals, therapists, and educators. According to McDrury et al. (2003) all these people

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have the knowledge to mention that the art of telling stories helps to create sense of experience in students (p.7). In other words, students can learn through previous knowledge they have been acquiring throughout time because each time a story is told some pieces of information are stored in the students' brain.

#### **2.3.3 Why Storytelling is a Powerful Tool to Teach English**

According to Rinvoluceri (n.d.) "Storytelling is a uniquely powerful linguistic and psychological technique in the hands of a language teacher which she/he can use with people of any culture and with people of any age" (pp.8). In other words, students can acquire a higher level of English while they are having fun listening to the stories told by the professor or other students. Rinvoluceri states that it can be used with people of any culture; this means that most stories are universal, people around the world know them, and this helps to interpret them better.

Also, Caine et al. (as cited in Eck, 2006) declare that "Storytelling is the primary way that people access, express and retain information and knowledge". It means that people imagine all the time, and organize their ideas following a narrative structure because the brain is organized following a narrative pattern (p. 22). Moreover, according to Haven (2007), "Lives are like stories because we think in story terms, make sense out of experiences in story terms, and plan our lives in story terms" (p.vii). It means that people process information in story form, and this helps to assimilate the information easily.

Actually, good stories can be stored in the brain for years even decades. However, it is necessary to know that not all the stories have that power of being stored because it depends on several factors. For example, the way they are told, the topic that is being covered, involvement

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of feelings because when people are touched deeply, it is easier for them to remember the events described in any story.

### **2.3.4 Benefits of Teaching through the Storytelling Technique**

Professors from all fields who wish to succeed at the moment of sharing their knowledge with students have to take into account the use of stories in the classroom because it helps, not only to improve the speaking skill, but also people to face the different requirements life request in order to be successful. Haven (2007) mentions some benefits of using this technique which will be described below.

First, stories are wonderful to improve comprehension which is a basic skill people must have, but that some have not developed yet. It is important to highlight that comprehension may occur through listening or reading and both can be developed with the use of stories because it increases vocabulary which is essential to be fluent in a language. In addition, the best way of fighting against lack of comprehension is teaching children the habit of listening and reading to stories because as Haven (2007) highlights, children's brain has the property of plasticity, and thanks to it; they are able to analyze and acquire knowledge much easier than adults. That property is present in the brain when kids are seven or eight years old, and is gone by twelve or thirteen years old. For that reason, people must take advantage and stimulate children to learn. However, it does not mean that adults are not able to acquire knowledge because adults' brain has plasticity as well, but in a less proportion (p.26, 90).

As mentioned before, professionals from all fields can apply the storytelling technique due to stories are universal. It means that people know what a story is, most people have at least, listened or read a couple of them, and it contributes to the development of logical thinking.

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O'Neill, Pearce, and Pick (as cited in Haven, 2007) indicate that "There is a good correlation between early storytelling activity and later math abilities" (p.98).

Another advantage found in the use of stories is that listeners and readers whatever the way the story is shared awakens the desire to learn, but it is essential to know that the instructor must know how to teach using stories in order to make the class interesting and dynamic. One recommendation teachers may follow is that every time he or she is going to introduce a new topic it will be wonderful if they start it under the story format.

One more benefit from teaching using story structure is the improvement of literacy and language mastery which in this investigation project is considered one of the pillars to help students at Marco Tulio Salazar High School to improve their speaking skill in order to master English the best way as possible. Before continuing with the explanation is fundamental to know what literacy is? According to Cooper (as cited in Haven, 2007), "Literacy is the ability to communicate in real – world situations, which involves the abilities of individuals to read, write, speak, listen, view, and think" (p.113 - 114). Being empathic is part of literacy, and storytelling creates that feeling in the audience towards the storyteller and for the story's main character (p.114).

To conclude describing the varied benefits storytelling provides; it is very important to mention that story structure enhances memory because stories contribute to recall prior knowledge. Another way of calling prior knowledge is using the bank of information. When background knowledge is activated, comprehension is gotten successfully. Caine and Caine (as cited in Haven, 2007), make reference to two kinds of memory: *Taxon* (short term), and the locale (long – term). Stories send the information thoroughly to the long-term memory (p.119).

### 2.3.5 Storytelling Paradigms

Storytelling is also known as narrative, this technique is influenced by diverse paradigms<sup>3</sup> between them, the constructivist and hermeneutics. McDrury (2003) states that professors who apply storytelling through the constructivist paradigm believe that learning is accomplished by building new information from the existing knowledge structures. Arlidge (as cited in McDrury, 2003) (p.44). On the other hand, hermeneutics refers to the way people interpret whatever topic they are exposed to, and those topics can be expressed in different ways such as, documents, presentations, paintings, music, and so on. In this specific investigation work, those two paradigms will be taken into account and students will construct learning from their background and also, they will interpret the diverse stories shared with them.

### 2.3.6 Learning and Storytelling Connections

There are several theories related to the learning process, but the model mentioned by McDrury et al. (2003, p.45-46), and that is going to be used on this investigation is the one named Map of Learning which was established by Jennifer Ann Moon (Associate Professor at Bournemouth University) where she outlines five stages regarding learning. Those stages are the following. The first stage is *noticing*, that is, when students realize what is around them. There are four elements that could take place on this part of the process, those elements are: students' previous knowledge, their learning purpose, the feelings produced on that context, and the way information is shared with them. This stage does not warranty learning is successfully gotten, because this occurs at a superficial level.

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<sup>3</sup>Models of something, or very clear and typical examples of something.

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Then, *making sense* is the stage in which students are focus in understanding and organizing their ideas in regards to the material given to them. They are not thinking about the experience they have gotten about the topic they are covering at that moment. *Making meaning* is the third stage, and at this part students understand the new information cognitively, and their brain organizes that information in such a way that it creates a link between the new and what the student already know. Here is when important learning and understanding occur.

*Working with meaning* is the stage when students associate the information provided with other ideas and events. They could look for content related to what they are studying, and it is in this part of the learning process when reflection takes place.

The last section of the process is the *transformative learning* stage. At this part, students can construct new ideas and share their understanding critically of what they and others have acquired. As it was mentioned before, knowledge is constructed by learners, and it is here that the constructivist paradigm is evident.

McDrury et al. (2003, p. 47-50) mention that those five stages proposed by Moon reflect the way they work with students and their stories, and they were inspired to create a Reflective Learning through Storytelling Model which is composed by five stages as well. Those stages are,

First, *story finding*. At this stage, tellers choose stories to tell with emotional content for them, but they do it without thinking about it. When people ask why they choose that story, the common answer is: I do not know, it just found me.

Second, *storytelling* where tellers and listeners organize the story content. Tellers' objective is to provide the necessary information for listeners to understand. In other words, tellers and listeners are focus on making sense of stories.

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*Story expanding* is the third stage. In this one, tellers and listeners process the new information cognitively, and their brain organizes it with the purpose of creating a link between the new and what they have lived; in other words, past experiences. Past experiences means how frequently the teller has experienced the events in the story, as well as if they are conscious of the existence of any connection. This also includes the listeners' experiences and the way they react to. It is essential to know that deep learning occurs in this stage.

Another important part of this model is *story processing*. It is fundamental to know that reflective process occurs when deep learning is present. At this stage, tellers and listeners are involved in events that they have experienced, and it makes tellers and listeners to be aware of them (previous knowledge). It can be said that it influences the way people act in their professional contexts. McDrury et al. (2003) mention that "The ways listeners engage tellers in reflective questioning influences what they themselves learn" (p.49).

The final stage is *story reconstructing*. At this point, tellers and listeners show they are able to question stories critically from diverse points of view. Likewise, they analyze and offer resolutions and solutions. Dialogue is present and according to McDrury et al (2003) "It is reasoned, thoughtful, and constructive" (p.49).

## **2.4 The Way Stories are Told**

### **2.4.1 Relevant Factors**

Everybody including students can tell stories without presenting a huge barrier, but it is fundamental to know that the way stories are told reflect the final result achieved by him/her.

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According to McDrury et al. (2003) there is a model that can be applied in order to achieve different learning outcomes mixing three different factors which are: setting, listeners, and story.

As it was mentioned before, the setting is a very important factor at the moment people are telling stories, and it determines the learning outcome achieved by tellers and listeners. First of all, it is important to define what a setting is. Setting is the place where an event or action takes place. There are two types of settings. First, *the happening setting* where the action occurs, and the second one *the telling setting* which is the place stories are shared about those actions. In addition, *the telling setting* is divided into two, the *informal* and *formal* setting. The informal means sharing stories with people without any kind of preparation. On the other hand, the formal means sharing stories preparing them adequately. In other words, they are planned and organized.

Listeners are another important factor at the moment of sharing stories because they acquire learning from tellers and both can get knowledge from each other. Listeners can be present individually or in group. Dialogues may occur in two different ways. First, *the response discourse that* happens when tellers get listeners' attention, when the conversation and activities are related to the story told by the teller. Second, *the response story*; this type of dialogue happens when listeners respond sharing an experience or point of view taken from the shared story. When this occurs the original message is interrupted. McDrury et al. (2003) mention the term *story hijacking* that occurs when the story, in certain way, is taken to share another story or experience. This type of dialogue happens frequently in informal settings.

The last element corresponds to the term story. A definition provided by Collins English dictionary states that it is a description of imaginary people and events which is written or told in

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order to entertain. There are two types of stories; *the spontaneous storytelling*, this type of storytelling is developed when the purpose is motivating the audience. The other type is named *predetermined storytelling*; this is put into practice when the teller wishes to create a dialogue in the form of response discourse.

### 2.4.2 Storytelling Pathways

Taking into account the elements mentioned before when a story is told McDrury et al. (2003, p. 56-59) describe eight different pathways tellers can choose to re-tell particular stories with the purpose of getting different learning results. Each of them will be mentioned and described briefly. The first two pathways share the same type of setting and single listeners. One of them is composed by the *informal setting, single listener, spontaneous story*, this is put into practice when people wish to release any emotion and to get the whole listener's attention. The other pathway is the *informal setting, single listener, predetermined story*; this is used when tellers wish to share a very strong emotion, on this pathway the teller is focused on the experience. Also, tellers may ask questions related to the story told.

The next two pathways are pretty much the same as the previous ones, but the difference is found in their multiple listeners. One of them is the *informal setting, multiple listeners, spontaneous story*; this pathway can be dominated by the listeners who share stories and events related to the story told by the teller. The other one is the *informal setting, multiple listeners, predetermined story*. This type of pathway creates dialogue more than story hijacking in which the dialogue is mainly focused on the practical.

In this two following pathways, what changes is the type of setting. The *formal setting, single listener, spontaneous story* can be found. In this pathway a formal dialogue is created and

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both the teller and the listener have responsibilities. The teller's responsibility is sharing the story, and the listener's is asking questions. Another type of pathway is the *formal setting, single listener, predetermined story*; it is pretty much the same as the pathway mentioned previously, but the difference is found in the initial reflective phase when the teller decides what story wants to tell, and judgments can be involved.

The last two pathways have the characteristics of formal setting and multiple listeners, the difference is found in the type of story, for example, the *formal setting, multiple listeners, spontaneous story*. In this pathway, the story is told, a situation is analyzed and different approaches are taken into account. The last type of pathway is the *formal setting, multiple listeners, predetermined story*; this offers significant learning because the narrator takes into account the situation prior to the storytelling process.

## 2.5 Different Storytelling Techniques

When somebody mentions the word storytelling, people think of it as a fairy tale, but it is important to know that storytelling is not just reading a story and giving an opinion about it. For that reason, it is fundamental to mention that there are different types of stories which can be used to improve, not only the students' English level, but also their creativity. Rinvoluceri (n.d.) explains four different types of storytelling techniques to teach a foreign language; the four types are the following:

### 2.5.1 Mixed Language Telling

It means that the story is written the most in the native language, and there are some words written in the target language. Rinvoluceri (n.d., pp.16) mentions, "When the story has

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been told half a dozen times with more and more target language words being used in each telling the whole story is told in the target language and the learners have the giddy sensation that they have understood everything.”

### **2.5.2 Multi-voice Storytelling**

This type of storytelling is the one in which someone, generally the professor reads the story and some helpers enrich the story with their ideas. Almost at the end of the story, the professor asks the students to write what they think the end of the story can be. Then, they read their endings to each other.

### **2.5.3 Sandwich Story Creative Writing Technique**

This technique is carried out in the following way; the professor will dictate the first lines of a story. After that, he or she asks the students to describe an important aspect mentioned in that part. The instructor will give them time to write about it. Then, the professor continues reading some more lines, and students have to write about the specific idea read by the professor. They advance doing the same with several parts of the story. At the end, students will read aloud the parts dictated by the professor and the parts created by them. In other words, the full story.

### **2.5.4 Two Histories, One Fiction**

In this type of storytelling, the professor will tell the students three different events that have happened to him/her. Students work in groups and will find out the imaginary story, they have to justify their answer and share it with the whole class.

## **2.6.McDrury Storytelling Activities**

McDrury et al. (2003, p.62-63, 65-79) mention other activities that can be used in order to take advantage of storytelling as a wonderful technique to learn a language and put the reflective learning in practice. In nowadays classrooms, it is essential to create a storytelling culture where students value storytelling as a learning tool. Storytelling can be applied both orally and written, but in this investigation the emphasis will be in the oral part with the purpose of improving the speaking skill. However, it is important to know that in most of the activities that will be mentioned; there is a part where students have to read or write some information in order to develop it.

### **2.6.1 Stories and Places**

In this activity, students must think about actions or events that have happened in the previous 24 hours. It could be at the moment of watching television, listening to the radio, reading the newspaper, in a family or friends meeting, and so on. Learners will put into practice learning through the experience because they will remember something that has happened to them and they will explain it orally.

### **2.6.2 Making Connections**

The professor will explain the topic about different story forms. After that, an index card will be handed in to each student. Then, each student must choose at least five of these story forms and discuss the story form chosen with their classmates (Myth, legend, biography, fairytale...) they will write the provided information on the card, and the student who gives the information will sign on it. At the end, each student will explain what their classmates have

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provided to him/her. Once again, reflective learning will be evident in this activity where the professor will find out about the previous knowledge students have on that topic.

### **2.6.3 Add – ons**

The professor will prepare a statement about a topic or theme to which each student will provide an add – on. After this step, the professor will ask what they have learnt about the topic. Once the students have answered the question and provided their points of view, the professor will explain a little more about that theme and he or she will finish with a story about it. The students will be organized in pairs and they will retell the professor’s story. Previous knowledge is evaluated whenever each student provides his/her add – on.

### **2.6.4 No, that’s not what happened.**

In this activity, the professor and a volunteer will teach the way a ‘No, that’s not what happened’ story should be told. Students are organized in pairs in which there is a teller and an interjector who will tell about a situation or event where both are part of. While the teller is sharing the story, the interjector will interrupt his/her classmate with the sentence: “No, that’s not what happened,” and the teller should say: “You’re right, that’s not what happened, what really happened was,” and continue with the story. During the development of this activity students will remember some details about an event, and at the same time they will improve their creativity.

## **2.7 Story Sources**

There are people, who create their own stories, but there are many people who do not have that skill, and they have to look for sources to obtain information to help listeners enjoy

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their time listening to good stories. In the case of education, professors who do not have the skill to create stories for their students must look for information within the variety of existing sources. Those sources will be found below; they were mentioned by Garmston (2018, p. 43- 44, 46).

### **2.7.1 Biographies**

This is a very helpful way of creating stories within students, mainly in high school because they are fans of famous singers, actors, athletes, and so on. Using this source, the educator has the goal won because students feel excited to speak about that person, and they will improve their English level easily.

### **2.7.2 Films and Television**

This is another source that can be used without thinking twice because a high percentage of stories are expressed in movies, and people from all ages enjoy television more than anything else. If the professor knows how to take advantage of this, he or she will obtain great results in regarding the students' English level.

### **2.7.3 Literature**

There are interesting stories which are only available in books and are an excellent way of improving the different language skills. This is a more complicated source because there are people who do not like to read. Also, it takes more time to improve the speaking skill because students do not listen to the pronunciation as in films and television.

## 2.8 Types of Tales

When most of the people listen to the word *story*, they automatically imagine fairy tales, maybe because that is the most know one. Even though people watch movies from different categories some of them do not analyze the type of movie and its story. For that reason, a variety of stories will be mentioned with the purpose of helping people to know there are so many types of interesting and wonderful stories, such as, horror tales, supernatural, young adult, romance, local histories, myths, legends, tall tales, twists and turns among others. Knowing that there are many types of tales people can choose, the process of learning English will be easier because students learn while discovering the magnificent world of stories.

## 2.9 From the Traditional World of Storytelling to Digital Storytelling

Along the elaboration of this project, the traditional way of telling stories has been mentioned, but it is important to take into account that people are living in a technological era where powerful tools can be used to create stories and make them more interesting to the human eye. When people use technological resources to create stories, the term that must be used is *digital storytelling* or *new media narrative*. According to Ohler (2013), some of these resources are: video, image development, audio production, that is everything that involves the multimedia world.

As many professors do not know what digital storytelling is, the issue must be solved all over the world. Storytelling is a wonderful tool to help students to develop their knowledge and improve their speaking skill; therefore, professors should take advantage of it.

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According to Ohler (2013), Digital storytelling is linked to art and known as the fourth R. In other words, art is one of the basic subjects taught in primary and high schools in the United States, as well as writing, reading and arithmetic. This was a decision made because nowadays education is different from what it was fifty years ago when many people did not know even how to use a computer. Now, professors assign multimedia homework such as, power point presentations, recordings and videos in which students should speak English, exercises that have to be resolved accessing to websites, among others (p.5).

Ohler (2013) is a speaker, writer, teacher, researcher, and digital humanist who has a vast experience regarding Digital Storytelling. He said that the first time he used a computer as a professor was in 1981. He made a very important observation during his career regarding technology. He said that as technology gets more powerful many of their students' stories has developed a lot nowadays, some students' stories are weaker because some of them do not know how to use technology adequately, and this can be a difficulty and a weakness. Ohler mentions that he remembers one of his professors saying that "Technology is an amplifier" (p.5). It means that if people do a good job, it will help to highlight it, and the other way around, as well.

In order to avoid that inconvenient, Ohler (2013) recommends that professors have to start applying the traditional storytelling with the purpose of teaching students the real value of storytelling without technological distractions. Then, when they have understood that the most important thing is the story itself; the way it is told and how it is developed, the instructor can help them to move to the next step which is using technology as an additional tool and not the main.

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On the other hand, it would be wonderful if professors agreed in learning new things, and left the information and techniques out of date behind; they have to open their minds to the new term known as *lifelong learning* where Ohler (2013) provides the following definition: “Never stop learning” and he makes reference to “The attitude has become the aptitude” and in this case this phrase fits perfectly to digital storytelling, a topic that has caused controversy within some educators because they feel afraid of using technology, and also to be replaced by it (p.7-8). Professors main role is teaching, but also nourishing their knowledge with new information and skills in order to share it with their students in the best way.

The truth is that professors will not be replaced by technology because even though students are experts in using technological devices they need professors’ help to use resources wisely while making the best decisions, and learning to tell the stories in the best way. In addition, students will always need to have a leader to follow with the purpose of doing tasks effectively and efficiently (p.15).

### **2.9.1 Digital Storytelling Advantages**

According to Prensky (as cited in Ohler, 2013) ,“Students are digital natives” (p.11).Nowadays, most of the students are born having technological devices around them. This implies that they learn how to use them since they are little kids; and that if professors adapt their curricula to technology, the result will be great because students will be able to communicate their ideas in the ways they are used to.

Digital storytelling benefits students in different ways, for example, developing creatical thinking skills; in other words, being creative and analytical and be able to identify circumstances and find a solution using all their potential to proceed in a creative way. Also,

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digital storytelling awakens in students the desire of being understood by the others because they are able to see what they have created and it motivates them to be better each day (p.13).

Another advantage is that when students are able to present their stories successfully and they have a complete domain of it including its art and design, they have what is known as *Performance literacy*. Ohler (2013) also mentions that digital storytelling offers the opportunity to learn the DAOW, an acronym that makes reference to digital, art, oral, and writing.

In addition, a short explanation of each element of that acronym will be provided on this section of the project. First, D stands for digital; it means that students will be able to use technology in such a way that his/her story will be successfully developed. Then, A stands for art; it implies seeing digital storytelling as an artistic work more than as a technological work. Third, O stands for oral which means being able to speak and understand the spoken language. Finally, W stands for writing where students will develop the skill of writing because digital storytelling is created on it (p.73).

One more benefit that digital storytelling offers is that it is open to multiple intelligences, which in this case is observed in the acronym DAOW because it is evident that it takes into account four different skills students can have, and provides the opportunity to help them to create a good job with its strengths and weaknesses (p.81).

### **2.9.2 Creation of Digital Stories**

According to Ohler (2013), “There are no formulas but there are guidelines” to create stories. The first guideline he recommends to use is the story core, that emphasizes the approach proposed by Joseph Campbell in 1973, the hero’s journey. Ohler (2013) follows this approach because it is the one that better fits to the world of Western Storytelling and it is the one that

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students find in stories that call their attention. The story core is composed by three elements. First, the central challenge where the tension of the story takes place; it can be a question, a problem, an obstacle, an opportunity, or a goal. Second, character transformation that facilitates the response to the challenge. Third, the response to and resolution of the challenge that resolves the tension and leads to story closure. In this part the character returns to the beginning of the story, but as a changed person (p.96-97).

There are two points to take into account during the process of the creation and presentation of stories. When students present a story, it is relevant to know that the audience gets a transformation because they are part of the process. The other point is that stories must have challenges or transformations because without those elements, they would not be stories, but reports (p.99).

Professors can compare their students with heroes during the process of learning applying the hero's journey approach. As an example, when the hero's problem or challenge is present, students may have inquiries related to practices, tasks, and so forth which are academic challenges as well. Also, when the hero's transformation takes place, students can improve their learning through analysis and creatial thinking. Finally, when the hero resolves the situation, the student discovers and applies what he/she has learnt.

### **2.9.2.1 From Story Core to Story Map**

Ohler (2013) highlights that in a class where students are been taught to develop stories they learn to go from story idea to storyboarding. However, he recommends to go from story core to story map which is like the story core but with more detailed information. Both of them are diagrams that can be drawn on a piece of paper (p.102-103).

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In order to teach students to create stories in the best possible way, professors must know the function of storyboards and story maps. Storyboards should have a structure of how the story will be developed in order to have a good sequence, while story map's purpose is to create a story which calls the audience's attention. In other words, it helps the story to be interesting. This explanation is supported by the following statement made by Ohler (2013) "Storyboards show the flow of motion, while story maps show the flow of story emotion" (p.103). As it was mentioned before, story mapping is developed from the story core where it provides more information about the storyline making it more extensive and taking into account the elements of the story in a more complete way. Those elements are: problem, transformation, and resolution.

### **2.9.2.2 Types of Story Mapping**

It is relevant to take into account that according to Ohler (2013), there exist many maps that can be used, but he emphasizes on two specific approaches to elaborate story mappings. Those are the Annotated Visual Portrait of a Story (VPS) and the Basic Story Arc. (See appendixes C and D) In both types, the elements of the story core are present, they describe the same, but each of them is represented by a different shape. What students add in these story mappings correspond to details regarding the story (p.104-106).

### **2.9.3 Impact of Story Mapping on Digital Storytelling**

Ohler (2013) makes reference to good results accomplished when elaborating a story mapping. For example, students pay more attention to the story than to technology. In order to achieve this, it is recommendable to create the story mapping using a pencil and a piece of paper instead of doing it in a computer or with a technological tool.

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Also, story maps give professors the opportunity to see students' vision on the story, and check if they can talk about it. It provides the instructor the opportunity to have contact with his / her students and know their strengths and weaknesses in order to help them improve. Finally, story maps help to reduce the probability of making modifications during or after the presentation of the story because there is a process to review the events, and avoid doing unnecessary work (p.112-113).

### **2.9.4 Devices Used to Create Digital Stories**

People may think that elaborating a digital story is extremely expensive, but the truth is that the technology used to create stories in education is cheap and most people have access to it. First, it is recommendable to know the concepts of hardware (physical devices) and software (programs) that are required to achieve the goal of creating stories successfully. These tools will be mentioned in this section. First, regarding the physical devices, people can use recent computers, digital cameras, scanners, headsets, wireless or conventional microphones, video cameras, among others.

On the other hand, some software recommended are, movie or media – editing software like iMovie and movie maker. In the case of audio – editing software, iMovie and movie makers include this function. Also, image manipulation software like iPhoto and PhotoPlus in the case of PCs, music software between others. To conclude, there are many of researches that have been carried out related to the storytelling technique. Even though storytelling was based on education during the elaboration of this project; it is necessary to mention that it can be applied in other fields such as business (advertisements), psychology (therapies), religion (teachings), among others.

## **Chapter III**

### **Methodological Framework**

The searcher will present an explanation of several points such as: method, sources, categories, and instruments that will be applied with the purpose of obtaining information to determine the way data should be stored and analyzed. In other words, the process the searcher will follow in order to get the final result. The main objective is to demonstrate that students from eighth level at Marco Tulio Salazar High School will obtain an improvement in oral skills through the use of storytelling activities.

#### **3.1 Research Approach**

There are three different approaches that can be followed in an investigation. They are: the qualitative, quantitative and mixed approaches. The approach that will be used in this investigation will be defined in this chapter. The approach chosen for this work is the qualitative one because the objective is to explore throughout the whole process. In other words, as Hernández, Fernández, Baptista (2014) mention “to ask questions and hypothesis, before, during and after analyzing and collecting the information” (p.7). It means that the investigator may modify some procedures during the application of the storytelling method with the purpose of obtaining the information. Another fundamental characteristic for the selection of this approach in the development of this investigation is that the result is not an absolute truth like in the quantitative data because results can change at any moment the investigation is being fulfilled.

The qualitative method is used when the research is applied to a small amount of people, and where numerical data do not have to be analyzed. This is the case of this investigation in

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which the sample is about 40 people and not to hundreds like in the case of the quantitative approach.

According to Sparkes and Smith (2014) and Savin-Baden and Major (2013), “This approach is based in logic and it is an inductive process (Explore and describe; then, to form theoretical perspectives). This type of approach is also known as naturalist because a variety of visions, techniques are used instead of quantitative data” (p.7). Also, it is naturalist because it studies phenomena and living beings in their everydayness (p.9).

Another of the characteristics of this approach is that it goes from specific to general because the researcher analyzes the information individually; and then, makes conclusions in a general way, doing it as a whole without going over the different parts. This is the characteristic of the holistic approach. Also, it is interpretative because the searcher tries to find any sense to the phenomena in study using the information that people provided her / him.

This investigation will be carried out through the use of some instruments in order to get to a final conclusion about the problem stated in this work. On the other hand, the paradigm that better fits to this investigation is the naturalist because the interest is towards society. Its logic is to let the searcher understand what is happening. In this case, what the searcher will look at and analyze is the way students of eighth grade at Marco Tulio Salazar High School improve their English level through the use of a technique named storytelling.

### **3.2 Research Design**

The design used to elaborate this work is the phenomenological design. Hernández et al. (2014) state that “This type of design is the essence of shared experience where it obtains the

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perspective of the participants where it is explored, described and it understands what individuals have in common according to their experiences with the determined phenomenon” (p.493). In this investigation, the phenomenon found is that most of the students in Costa Rica are not able to speak English. The purpose of this study is to help students of the eighth grade at Marco Tulio Salazar High School to improve their speaking skill.

In order to achieve this goal, it is necessary to get information about students’ and professors’ experiences because the phenomenological design is composed by the participants’ experiences, and they will be fundamental in order to get information that nourishes the proposed investigation. This will be carried out through observations with the purpose of verifying if the speaking skill in students has been improved throughout the use of the storytelling technique. Also, the researcher will prepare a pre test to measure students’ knowledge before starting with the storytelling technique. Other instruments will be activities in between, a post test, and the use of a questionnaire to know about their experience getting knowledge through storytelling and see if they feel they have improved the way to express their ideas.

### **3.3 Information Sources**

According to Silvestrini and Vargas (2008) “Information sources are everything where people can get formal and informal information in a written, oral, or multimedia way.” (pp.2) In other words, it is a tool where people can sustain their works theoretically. There are three types of sources which are: primary, secondary, and tertiary. Those sources will be defined on this chapter.

### 3.3.1 Primary Sources

Silvestrini et al. (2008) define it in the following way “Primary sources contain original information which has been published by the first time, and it has not been filtered, interpret, or evaluated by nobody else” (pp.3) Examples of primary sources are books, photographs, dissertations, among others. This type of source gives support to this investigation because the information is provided by professionals on the field. For example, Robert J. Garmston is an Emeritus professor of Educational Administration at California State University. In the case of Janice McDrury, she has a vast experience in telling stories since she was a child, and she has decided to live her life doing what she more loves, telling stories. On the other hand, Maxine Alterio is a novelist, a short story writer and academic mentor. In addition, Kendall Haven is a professional storyteller with thirty years of experience on that field; he has published thirty five books related to classroom story/ activity, one children’s novel among others. To conclude, Jason Ohler is a speaker, writer, teacher, researcher, and lifelong digital humanist.

In all investigations, it is necessary to have information from primary sources in order to assure the searcher has found first hand data. Also, these primary sources will contribute with the study of some theories related to the storytelling technique. For example, some of the primary sources used in this investigation are, *The Astonishing Power of Storytelling* (Garmston, 2018) also, *Digital Storytelling in the Classroom* (Ohler, 2013)

### 3.3.2 Secondary Sources

According to Hernández et al. (2014) “Secondary sources are compilations, summaries and reference lists published in a particular knowledge field.” Some examples of these sources are newspaper articles, biographies, edited works, websites, and information provided by people,

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experts as well. This type of sources will be fundamental for the investigator because the information will be taken from people who are part of the practical procedure and not only of the theoretical part. It is relevant because in that way the panorama is seen the way it is. The secondary sources used in the elaboration of this project will be, first of all, an observation where the investigator will measure the students' knowledge through a tool named observation checklist. Then, a pre test will be elaborated where students will demonstrate how much they master the English language before applying the storytelling techniques. After the pre test application, the researcher will be working during several lessons putting some storytelling techniques into practice with the purpose of improving the students' speaking skill. In addition, the investigator will prepare a questionnaire where students will answer the questions in order to get information directly from people who are going to be part of the investigation. Another secondary source will be a post test in order to know if students' have achieved the researcher's goal.

#### **3.3.3 Tertiary Sources**

Silvestrini et al. (2008) mention that “those are physical or virtual guides which contain information about the secondary sources. It forms part of library reference like bibliographies, theses” (pp.7)The tertiary sources will benefit this project because there are so many international theses related to the topic in study where information will provide support to the theoretical part in order to demonstrate the importance of storytelling in education. The tertiary sources used in this work are The Constructivist Learning Theory (David, 2015), also, *Enhancing Language Learning through Creation: the Effect of Digital Storytelling on Student Learning Motivation and Performance in a School English Course* (Liu, 2018)

### 3.4 Analysis Categories

According to Sampieri (2003) “Analysis categories are the subjects that are going to be measured.” They are taken from specific objectives in order to have a better understanding of the topic in study. The specific objectives will be analyzed in order to get the analysis categories in this investigation where the keywords in each objective will be taken and defined to establish the basis to carry out the research.

The category analyzed in the first objective will be *advantages* which means “A condition or circumstance that puts one in a favourable or superior position” (Oxford Living Dictionary, 2019). Regarding this work, the benefits of stories in class will be enjoyed by the students because they will help them to have an improvement in their language knowledge and educational results. On the other hand, they will have more opportunities to have a better future because they will be able to find a job easier than people who do not master the English language. Also, the professor will be benefited because she / he will be achieving her/ his role successfully.

The second category corresponds to *storytelling technique* where *storytelling* definition is the activity of telling or writing stories. (Oxford Living Dictionary, 2019), and *technique* stands for a way of carrying out a particular task, especially the execution or performance of an artistic work or a scientific procedure. (Oxford Living Dictionary) During the development of the research, several storytelling techniques will be analyzed, but the searcher will choose a couple of them to put them into practice, the ones where the students show a better understanding of stories and the content on the classes can be developed easily.

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The last category is to *evaluate the improvement of the speaking skill* where *evaluate* means forming an idea of the amount, number or value of something (Oxford Living Dictionary, 2019) Other terms that must be analyzed are: speaking, skill, and improvement where *speaking* means the action of conveying information or expressing one's feelings in speech. (Oxford Living Dictionary) Additionally, the definition of *skill* is the ability to do something well. (Oxford Living Dictionary) As a last concept, *improvement* means, a thing that makes something better. (Oxford Living Dictionary)

All the categories that have been listed are important, but the last part is the way of finding out that this study produced positive results to the professor, students, and researcher in general. Professor and researcher must work like a team trying to help students to improve their speaking skill because, as it has been mentioned before, it is really necessary to be able of expressing ideas in order to have a high English level.

### **3.5 Data Collection Instruments**

Instruments are the tools or means by which investigators attempt to measure variables or items of interest in the data collection process. Examples of instruments are observations, interviews, surveys, focus groups, and others. According to Cuevas (2009), "At the moment of choosing the instruments it is necessary to think about advantages and disadvantages the researcher can find at the moment of applying them" (p.417). The information will be collected using different instruments whose processes will be described in this section of the investigation. The instruments application will take place at Marco Tulio Salazar High School located in Tres Ríos.

### **3.5.1 Observation Checklist**

During this work, several instruments will be put into practice among them, there are two observations. The first one will be done at the beginning of the investigation. In other words, before the application of the storytelling technique. There are some aspects should be analyzed such as the use of English throughout the lesson, students' understanding on what the professor speaks and explains, students' motivation during the development of the English lesson, students' availability to learn with different techniques, peers' collaboration, and students' ability to resolve practices without the professor's help. It is also important to take into account if they are not stressed when participating in class because of possible negative comments made by their classmates, as well as their fluency when speaking the language.

All those aspects will be analyzed through an observation checklist elaborated with the objective of identifying students' weaknesses and strengths and help them to overcome the weaknesses and improve the strengths. On the other hand, the second observation will be done almost at the end of the investigation work, when the professor is developing the different storytelling techniques, this part will be put into practice with the purpose of comparing the first observation with the second one, and determine if there has been any improvement of the aspects mentioned before. Both observations will be developed using the same rubric which can be found on the annexes' section. Hernández et al. (2014) mention that investigative observations are not limited to view, but to all senses (p.399).

### **3.5.2 Pre-test**

Another instrument that will be applied once the first observation is done is a pretest, where students will have to tell a story made up by them putting into practice the simple present

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tense. They will use different puppets and vocabulary provided by the professor. The puppets will be made of color pictures taken from the internet, the images will be pasted to color sticks. They will have some time to prepare the activity but they have to present it the same day. They will work in groups of five and as soon as the preparation time is up they will have to go to the front of the class and share their stories with their classmates and professor. The researcher will take into account all the aspects mentioned in the observation rubric in order to know if they have improved or not when telling a story in comparison to the normal lesson when the investigator made the observation. This will be done with the purpose of measuring the capacity they have to use English within the storytelling context without planning it beforehand.

#### **3.5.3 Activities**

Also, some activities in between will be developed in order to provide them with the necessary strategies to tell stories adequately while they improve their English level with such a practice. Some of those activities will be providing them with stories written mostly in the native language which is Spanish, but with some words in the target language which is English. This activity will help them to acquire vocabulary little by little without feeling confused because each time more and more words in the target language will be added, and they will feel motivated because they will have the sensation they have learnt so much because having enough vocabulary will help them to feel more comfortable at the moment of participating in the activities.

Another activity that will be developed is named add – ons which consists of adding sentences related to the sentence provided by the professor at the beginning of the activity. All the students have to provide a very good built sentence and in that way, it will be transformed in

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a story because it will be composed of almost forty sentences. The searcher's purpose with this activity will be helping students to think fast without premeditation, and in that way they will be able to improve their speaking skill, as well as to establish a conversation with anyone.

#### **3.5.4 Post-test**

At the end, students will be measured through a post test in order to know how much they have improved their speaking skill. The post test will be pretty similar to the pre test because students will have to tell a story made up by them using the simple past tense. Also, some puppets made by the professor will be used; the difference with the pre test is that the professor will not provide vocabulary in this occasion. The puppets will be made of color pictures taken from the internet and will be pasted to color sticks. As in the pretest, they will have some time to prepare it, but they have to present it the same day.

They will work in groups of five where once the preparation time is up, they will have to go to the front of the class and share their stories with their classmates and professor. The researcher will take into account all the aspects mentioned in the observation rubric in order to know if they have had an improvement, or not or remain with the same level before applying the storytelling activities. This will be done with the purpose of proving that storytelling techniques are very useful to improve the speaking skill.

#### **3.5.5 Questionnaire**

In addition, a questionnaire will be applied at the end of the investigation in order to get information from students in order to know if they consider they have improved their speaking skill, as well as if they consider they have developed interest in the storytelling technique. Also, if they have enjoyed learning in that way, and if they have felt greater towards learning the

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language. According to Chasteauneuf (2009) “A questionnaire consists of a group of questions regarding to one or more variables to measure” (p.217) There are two types of questions that can be used during the elaboration of questionnaires. There are the closed – ended questions where the answers are already established, and participants have to select the answers from the options shown in the document, that is, they do not have to provide any additional information. On the other hand, there are the open – ended questions where participants are free of giving their own answer. It is important to mention that participants will find both types of questions on the questionnaire that will be applied in this investigation.

Regarding the elaboration of the questionnaire, it was written in Spanish because of the English level, and it is necessary to obtain the correct answers. In other words, what the students felt during the process and after it. In addition, the questionnaire contains twelve questions, two of them are location questions, eight are open – ended questions, and two are closed – ended questions. Through the answers, it will be found out what they consider has been the result either negative or positive during the development of the activities mentioned previously.

### **3.6 Collection Data Process and Data Analysis**

First of all, the collection data process will start with the application of one observation which will be registered using an observation checklist where students will be observed before applying other instruments with the purpose of getting some information about the students’ English speaking skill level, and other aspects highlighted previously.

After the first observation has taken place, a pre - test will be applied in order to collect more information, it will help the searcher to know about the students’ English level before having applied the different activities and other instruments in order to be able of comparing the

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differences obtained in the development of the speaking skill when analyzing the rest of the process.

Then, some activities in between will be used as an instrument, those activities will be put into practice in order to increase the students' speaking skill. Some of them are reading the diverse stories loudly, act as story characters, and make up their own stories. Once the activities have been put into practice and the information from them has been analyzed, a post - test will be applied to the students with the purpose of comparing the way students told stories during the pre test and during the post test, and if there has been any improvement in their speaking skill in order to prove storytelling technique effectiveness in the group of students mentioned before.

To conclude, a questionnaire will also be applied at the end of the investigation. It will be composed of general questions the students must answer them in order to know if the storytelling techniques were a powerful tool to increase the English level in the speaking skill and other aspects related to it.

## **Chapter IV**

### **Data Analysis**

In this section of the paper, the researcher will carry out a deep analysis of the selected categories taken from the established objectives; those categories have been mentioned in the previous chapter with the purpose of taking into account their importance in order to accomplish the objectives successfully. Those pieces of information are based on what has been done during the application of instruments and the activities which are extremely related to the objectives of this investigation in order to find a solution to the problem statement formulated of the investigation.

As Hernández et al. (2014) highlighted: “The essential process of data analysis consists on receiving unstructured data and the researcher structures it and interprets it” (p.460). In other words, the main function of data analysis is making sense to the information that was collected in order to demonstrate if the problem statement was resolved or if, on the other hand, was not possible to find a solution to it which in this case would be improving the English speaking skill through storytelling technique.

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

##### **4.1.1 Observation Checklist 1**

It is very important for the researcher to know the level of English students have before applying any activity related to the storytelling technique in order to be objective when analyzing results of this investigation that includes various instruments which help to follow a well-structured work. Nonetheless, it is fundamental to know that the researcher required help from

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the professor to teach the class while she was observing the group carefully and paying attention to important details that sustained the work of helping students improve their speaking skill by putting into practice the storytelling technique.

The first instrument that was applied by the researcher was an observation where several aspects were measured using a checklist with the purpose of not leaving any important point behind and help the selected group of students to improve their speaking skill.

This first observation checklist was applied on June 18<sup>th</sup>, 2019. The rubric to evaluate students' knowledge and performance is composed by ten criteria. The results are explained below. The first point to analyze was if students spoke in English during the whole class, but it was found out that only five of thirty-nine students spoke English while the professor was developing the activity, and only two of them spoke fluently. Another important aspect was to check if the students had understood the instructions given by the professor. The results were that most of them did not understand them and asked the professor to explain them in Spanish; as a result, only a few students followed the instructions correctly, those who were able to understand and speak were the ones who showed interest in learning the language with the exception of two students who showed many difficulties in language learning, but who did not give up and tried to participate in the activities.

In addition, professor had to guide and help most of students to resolve the practices because they were not able to develop them without the professor's help. On the other hand, the students with which this project was being carried out were very young and they did not show availability to learn using traditional techniques, instead, they preferred activities where they can be in movement and create something wonderful because storytelling activities are dynamic and

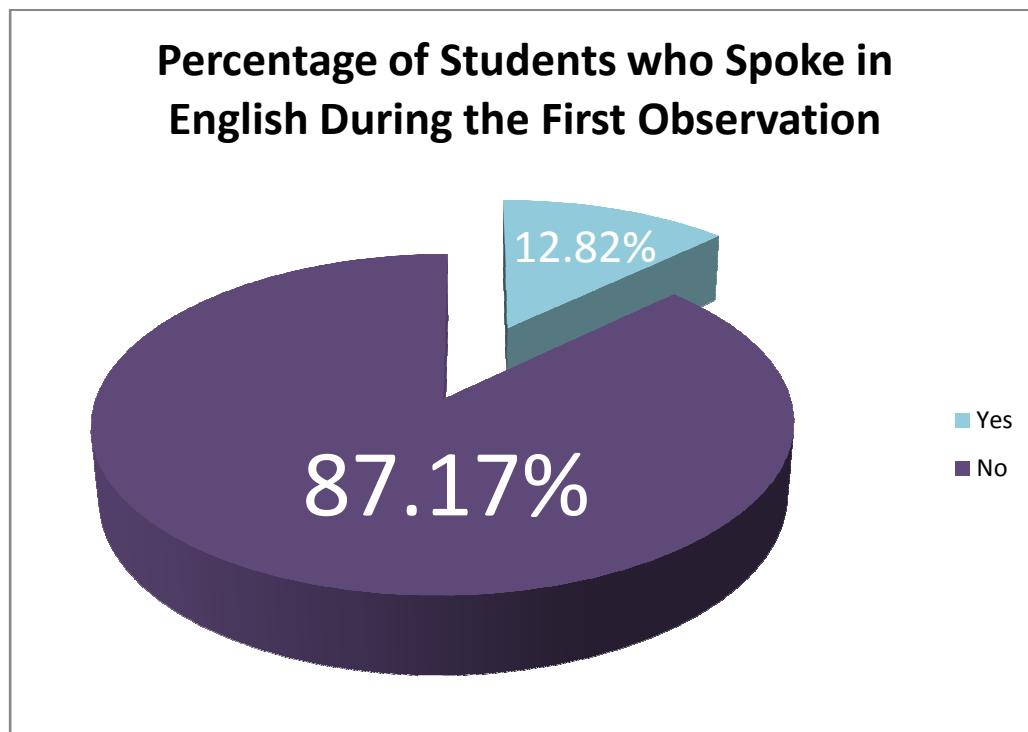
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useful to improve the speaking skill. At the moment the observation was being carried out only a couple of students showed previous knowledge in some of the phrasal verbs.

Now, it is relevant to describe the way that class was developed when the researcher was doing the observation. First, the topic was explained using the textbook. In other words, reading the theory in the book, the information was read by one student. Once the student finished reading it, the professor asked if somebody had any question about the topic. Then, some examples were written on the board, and only the students who had some knowledge provided them. This is understandable because the use of phrasal verbs is not an easy topic, and if people do not have enough vocabulary and practice they are not able to manage those terms. After that, the professor pasted some flashcards on the board that contained divided phrasal verbs and students had to match the first part with its corresponding second part. To finish with the analysis of the evaluated criteria, most of the students asked the professor if it could be possible to work in pairs with the purpose of helping each other to resolve the exercises.

Summarizing, it can be said that that group of students did not show any mastery of the language, but they behaved appropriately which is ideal to help them improve their speaking skill through the use of the storytelling technique. The key is to look up for stories that call students' attention because as they are young people; the stories should be related to current topics, such as, famous movies, videogames, among others.

It is extremely important to know the percentage of students who were able to speak in English during this first observation in order to represent the percentage found out by the researcher in the figure that will be shown next.

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

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

During the first observation, the researcher could notice that most of students did not master the English language, as only 12.82% of them spoke in English during the topic explanation and the development of the activity prepared by the professor. On the other hand, 87.17% were not able to pronounce even a single word; that could be happening due to several factors, for example, maybe they felt afraid of participating using a foreign language in class. It was really simple to know it because of their faces and also when the professor asked questions, and they started looking at each other or somewhere else to avoid answering the questions. Another factor that was found out was that students did not feel enthusiasm for learning the foreign language which could be caused due to the traditional way of teaching English some

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professors still use nowadays. It can be said that reading and writing are the skills which are more put into practice in most of public institutions because of the high amount of students each group has.

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

As mentioned previously, the researcher had to be aware of how much the students knew about the language and measure if they were able to develop one of the most basic forms of telling stories and perform the activities that had to be carried out. Therefore, in order to measure if students were able of telling a basic story, the researcher prepared some puppets made of pictures pasted on color craft sticks representing famous people such as, singers, actors, actresses, and writers. The students had to work in groups of four to five people to perform the different activities. It is important to take into account that nine students were absent that day, so, only 30 students participated in the pre test.

In order to develop the activity, the students were given one puppet per person; that is, five puppets per group; then, they had to prepare a short story using those puppets. Also, the students received vocabulary related to the field of the famous people, afterwards, they were suppose to prepare stories about them. However, only one group did it successfully, as the students who knew English gathered together and for that reason, they performed a very good story made up by them about Shakira and Brad Pitt. They created a story where Shakira left her boyfriend Piqué because she had fallen in love with Brad Pitt; also in the story, Shakira and Piqué had had a daughter named Emma Watson, the actress who interpreted Harry Potter's movies. The saddest part of this story was that they made the decision of leaving her at the door of a church where a nun found her and decided to be her mother. That was a very interesting

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story where the researcher could discover that those students were really good creating stories. They did not use the remaining two puppets which were Rihanna and Kate Winslet.

On the other hand, the other groups made various mistakes that did not allow them present good stories. For example, the members of one group were really nervous and they were not able to remember that the name of Dracula's writer was in the back part of the puppet causing them to forget what they had prepared. In addition, another group confused the simple present using the verb to be. As a result, what they said which was rather short was also misunderstood because it did not have any sense at all. Another group decided not to participate because they expressed to the researcher that they were not able to say even *hello* in English. The researcher could not force the students to participate, but that situation was worked during the remaining time of the investigation where activities in between were developed with the purpose of getting better results at the moment students had to tell stories. All this helped the students improve their speaking skill which is the purpose of this work.

One of the remaining groups wrote a very short story on their notebooks, but they were not able of presenting it in front of their classmates because they felt afraid people made fun of them received jokes from their classmates, even though the researcher had told them this type of situation would not have been allowed. Group number six formed sentences and used the simple present correctly, but they combined the vocabulary in ways that did not make sense. One example of what the students said was, "Robin Williams works as a waiter because he likes movies".

### 4.1.3 Activities in Between

As it was mentioned in the previous chapter, the researcher thought about different activities that could help students to improve their speaking skill. However, in this investigation project only two activities devised by the researcher were going to be developed. It is important to know that some information about the activities' functionality was expressed in Chapter II of this investigation. The two types of dynamics put into practice with the students are named Mixed Language Telling and Add – ons, where the first activity corresponds to Mixed Language Telling and it will be described below.

The researcher found out that the English level of those students was very low. For that reason, she prepared a very basic story which was The Ugly Duckling. She decided to use that story because it was brief, and in that way, students could read it with the researcher several times the same day. In this type of activity, the researcher combined English and Spanish and prepared several versions of the story. This was done adding more and more English words until the moment most of the story was in English and students could understand it without visualizing so many Spanish words in comparison to the story handed in at the beginning of the activity. The researcher's purpose was to help students to build vocabulary, something that is extremely necessary in order to develop the speaking skill.

In order to have a more clear idea of the activity, a description of it will be provided right now. First, the researcher read the story and the students listened to her in order to learn the correct pronunciation of the words. Once the researcher finished reading the story, she asked different students to read different paragraphs. At the moment they finished reading the story, the researcher provided them with another document where more English words had been added.

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This procedure was applied two more times, but each time, more and more English words were added until the moment a full English story was given to them. Then, the researcher asked the students to provide their point of view and underline the adjectives found in that short story.

The researcher noticed the positive reaction students had at the moment of developing the activity because young people enjoyed listening to stories people used to tell when they were kids. Also, the way the activity was prepared was wonderful because in that way students did not feel they had to read the entire story in English and felt burned out. As it was mentioned before, they read the whole story in English at the end. The researcher detected good results because each time she asked different students to explain what the story was about, the amount of students who showed more confidence and mastery in the use of vocabulary and in the way of sharing ideas orally increased in comparison to the amount of students who participated during the pre test activity. In this activity, around twenty two students were able to read the story and provide points of view. The best is telling stories without reading, but in order to start and get good results, it was fundamental to help students providing them vocabulary, grammar structure, and some other elements, all of them essential to improve the speaking skill.

The second activity carried out was the one named add – ons in which the researcher explained the infinitives and gerunds. Once she explained the topic, she gave an example of the activity that would be developed at that moment. The activity started with the researchers' contribution because she had to provide a statement putting into practice the topic discussed previously. Once the statement was established, each of the students had to provide an add – on, it means 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 in this occasion the researcher did not provide vocabulary to the students or

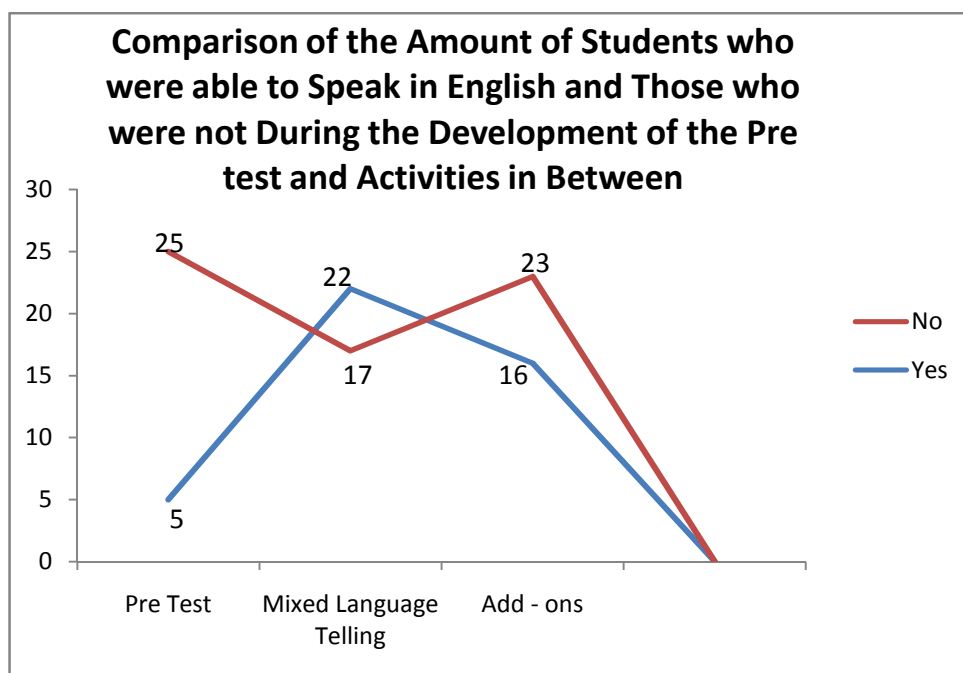
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any type of help because the researcher's purpose was to know if students were able to provide a sentence using the correct structure and vocabulary, and with everybody's ideas to build a very good story. However, twenty-three students were not able to provide a good sentence. It is in that point where the researcher realized that most of the students did not have enough vocabulary and grammar to create stories only by reading them and explaining the content slowly but only once. The researcher preferred to use body language than using some Spanish words because she considered it was good to prevent the brain get used to it.

On the other hand, the researcher noticed that there was an improvement of the English-speaking skill in approximately eleven students. At the beginning, the students had to tell a story about famous people; nonetheless, eleven students were not able to express their ideas even in short sentences. It has to be stated, that as it was mentioned before, the group was integrated by thirty nine students, but the day in which the pre test was applied, only thirty students attended the class, and only five students were able to tell the story, which was very original and interesting. This time during the development of the add – ons activity, sixteen students, instead of five, participated in this activity.

At this moment of the investigation, the researcher carried out an observation, a pretest, and two activities in between. The pretest and those two activities have been compared and reflected in figure 2 which is shown and explained next.

**Figure 2. Comparison of the Amount of Students who were able to Speak in English and Those who were not During the Development of the Pre Test and Activities in Between**



*Figure 2 illustrates the amount of students who were able to speak in English and those who were not during the development of the pre test and activities in between.*

*Source: Researcher's own creation*

When an investigation is almost finished, the researcher needs to compare the performance that the object of study has had throughout its development. In the case of this comparison, it was only carried out among the number of students who had been able to demonstrate an improvement in their speaking skill and those who had not during the different activities prepared by the researcher. Through this figure, it can be interpreted that during the pretest, only five students were able to speak in English, while twenty-five were not. This could have happened because it was the first activity where the storytelling technique had been put into practice. Then, during the Mixed Language Telling activity there was an excellent result, as the number of students who spoke in English was greater than the number of students who did not

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participate. In summary, twenty two students were able to speak in English while seventeen were not. This improvement was produced because they had read the story several times, and at the end they were able to understand it and provide points of view. Unfortunately, during the additions activity, only sixteen students spoke in English, while twenty-three were not able. This occurred because they were not supposed to read the sentences, but to produce them, and the vocabulary was not provided to them either.

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

The researcher had to find out if her goal of helping students to improve their speaking skill was achieved successfully through the application of a post test in order to reaffirm the results gotten on the previous one. This post test consisted on telling short stories, and just as in the development of the pre test, students worked in groups of five. The students who had a more advanced level of English did not work together this time, but they were spread in different groups in order to keep a balance regarding knowledge for the presentation of each group's story.

In order to develop the activity, the researcher made some puppets of different characters from Disney. Those puppets were similar to the ones used in the pre test in which the researcher printed out some pictures that were pasted on color craft sticks and each student received one puppet. The researcher made the decision of using puppets to tell the stories because it helped students to imagine, create easily, and it is funnier. On the other hand, it is important to know that only thirty four students were present on this activity; five of them did not attend the English class that day.

In this opportunity, students had to try telling an original story, the way Disney presents them. The students had to use the puppets that were given to them and had to organize and tell

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the stories using the simple past tense. There were seven groups of students; six of them were integrated by five students and the other one was formed by four students. Some of the stories that were told appear below.

Snow White and the Seven Dwarfs, but only using three Dwarfs, the witch and Snow White; The Little Mermaid in which the characters who were represented were the Villain Ursula, Sebastian, Flounder, Prince Eric, and the little Mermaid. Also, in the case of Lilo and Stitch the characters that were performed were Captain Gantu, Jumba, Pleakley, Lilo, and Stitch. In addition, Toy Story was also told and the characters represented were Sheriff Woody, Buzz Lightyear, Andy, Sid, and Andy's Mom. On the other hand, other group chose the Monster Inc story, the characters they dramatized were Boo, James P. Sullivan, Mike Wazowski, Randall Boggs, and Roz. Another story of princesses was chosen by the students; this one was The Beauty and the Beast, the characters represented were Belle, Beast, Mrs. Potts, Chip, and Gaston. The last group formed by four students chose Phineas and Ferb story and the main characters were Candace Flynn, Perry the Platypus, Phineas and Ferb.

During the development of this activity, there was a notorious improvement. It has to be stated that the amount of students who were able to speak in English remained similar to the information provided on the figure about the amount of students who spoke in English during the pretest and activities in between, since the improvement was found in the way students performed the story because they were less shy in comparison to the pretest activity, as some of them never had told a story neither acted one. It seemed that they felt less fear of making any mistake because, as the phrase says practice makes perfect, and they knew that the activities would be pretty similar to some of the ones performed before.

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To conclude with the analysis of the post test activity, stories were told satisfactorily; students demonstrated that they knew so much about television, and that helped the researcher to come to the conclusion that storytelling with the use of television programs can make wonders, not only in the improvement of the students' speaking skill, but also in the development of English learning in general.

### **4.1.5 Observation Checklist 2**

Once the activities were carried out in order to help the students to improve their speaking skill, the researcher scheduled a second observation with the purpose of finding out and analyzing if the students had enhanced their speaking skill, which is the main goal of this research. The researcher used the same observation checklist in order to compare the first observation with the second one, and thus, to realize if the results were really good because during the first observation, only five students were able to speak English during the class, but in the second one; eight students were able to work and speak English taking into account that during the first observation students received a class without putting storytelling into practice, and in this opportunity, they read a story provided by the professor, and then; they created one. Those eight students were able of speaking English not perfectly, but they made an effort of participating during the activity without speaking in their native language.

Also, there is an important detail that has to be mentioned, which is that there was not an improvement in the amount of students who spoke fluently during the second observation because fluency is developed with time and practice and the period where the instruments were applied was really short. For that reason, only two of 39 students were able to speak fluently. During the second observation, the researcher could notice that at the time the professor

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explained instructions in English, everything was clearer for the students because during the first observation, students seemed confused and they asked other students what they had to do, but in Spanish. In this observation, there were some students who 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 because they could simply ask, “Can you please repeat it?” It was not simple, but 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 at the end they understood what they had to do.

The information previously described, helped students to feel motivated because they were able to understand it. The researcher highlighted, since the pretest was applied, that it did not matter how fast people got results, but what really mattered was achieving good results, and they were doing that. At the moment, the researcher said that, students’ motivation and interest changed incredibly.

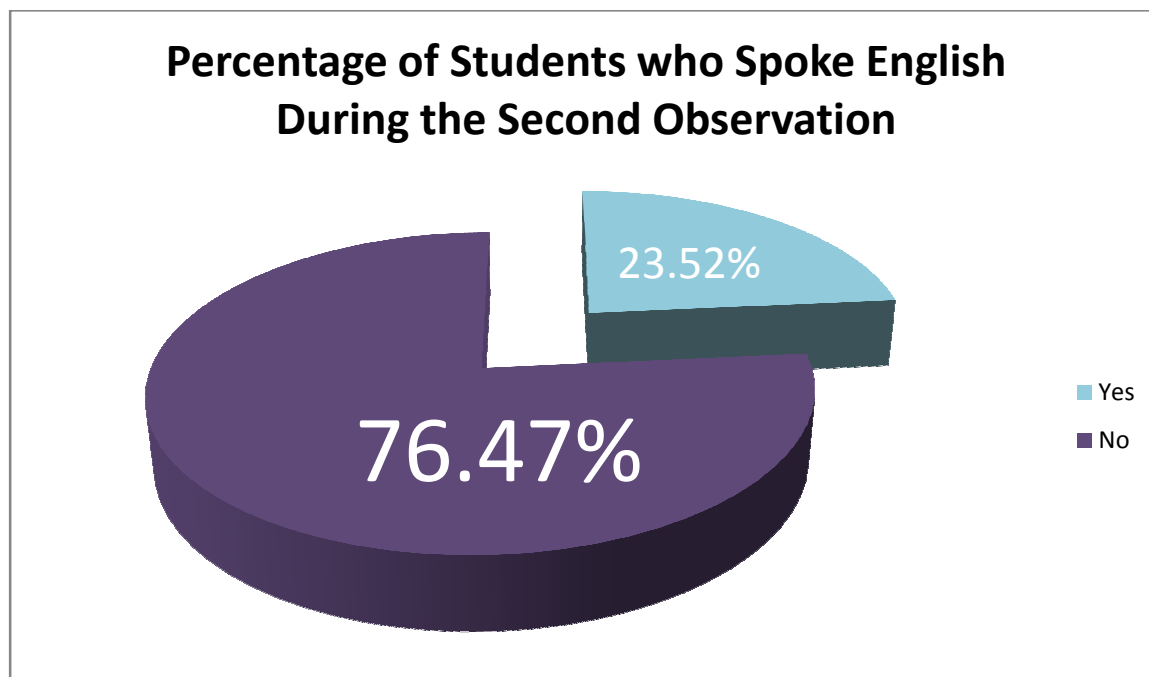
It is relevant to mention that during the second observation the topic that was discussed was Comparatives and Superlatives and none of the students seemed to have previous knowledge about it, but they showed more capacity working individually without the professor’s help. The story prepared by the researcher was the one entitled, All for Julie, the prettiest girl. That story was taken from the Internet, and it was chosen because it consisted of only a few paragraphs which were really short; therefore, 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 professor’s help in order to carry out the second

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observation, and pay attention to important details students presented during the class in order to know how many of them had improved their speaking skill throughout the investigation process.

The researcher prepared two observations because they were fundamental when analyzing each detail presented during all the research process. Both observations played a very important role in the investigation work because they were the instruments that measured the students' speaking skill level before applying the storytelling technique, and also if they had had any improvement in such a skill at the end. To conclude with the observation analysis, two figures about the number of students who spoke English are shown below.

**Figure 3. Percentage of Students who Spoke English During the Second Observation**



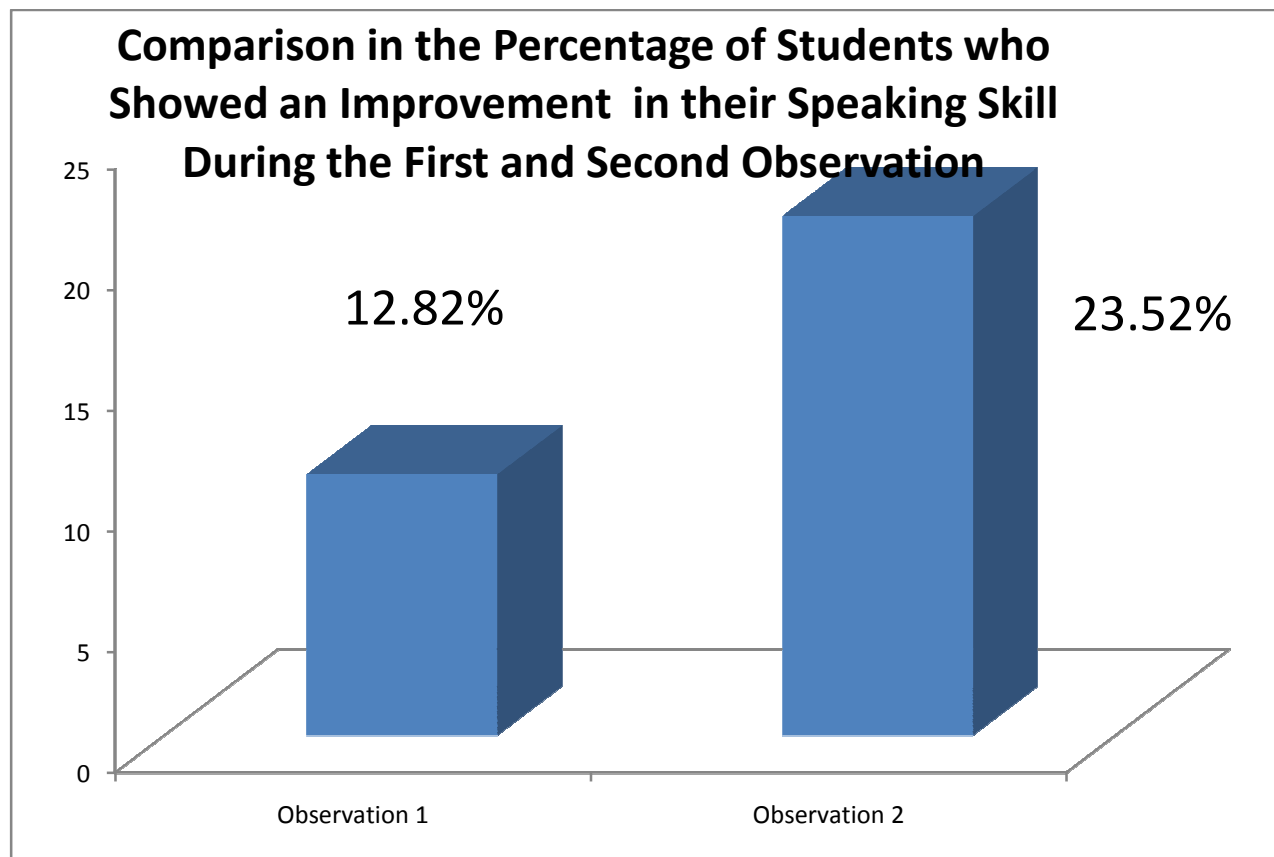
*Figure 3 illustrates the percentage of students who spoke English during the second observation.  
Source: Researcher's own creation*

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The researcher could notice good results during the second observation in comparison to the first one, in which the number of students who spoke English increased to three. This is really good because it is not easy to make students participate, especially when some of them have not studied the language for years and do not have someone to practice it with. Numerically speaking, those eight students who were able of speaking using the English language that day represented 23.52% of the total students and the remaining percentage, 76.47% also showed an improvement in their speaking skill, but that improvement was not significant if compared to the one of those eight students.

In addition to the data previously described, it is necessary to show one more figure where the percentage of students who improved their speaking skill can be compared during the first and second observation. That figure will be shown in the next page.

**Figure 4. Comparison in the Percentage of Students who Showed an Improvement in their Speaking Skill During the First and Second Observation**



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

In this figure, the following can be interpreted. At the beginning of the investigation and before applying the storytelling technique only 12.82% of students (5 students) were able to speak English, but after putting into practice the storytelling technique 23.52% of students (8 students) participated in class and expressed by themselves orally. It means that 10.70% of 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

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activities where storytelling was developed. To conclude, the researcher was able of demonstrating that not all the students improved their speaking skill, but that there was a percentage of them who were able to develop their speaking skill through the use of the storytelling technique.

#### **4.1.6 Questionnaire**

At the end of the investigation, a questionnaire was elaborated with the purpose of obtaining information about the students' opinion in regards to the application of the storytelling technique as a way of teaching. As it was previously mentioned, this instrument included twelve criteria, where the most relevant points would be taken into account and the obtained results would be briefly explained with the use of figures. The total amount of students was 39, but the day the questionnaire was applied, five of them were absent. It meant that only 34 students were present, 32 students completed the questionnaire, and two did not answer it. For that reason, the results will be calculated under 32 students.

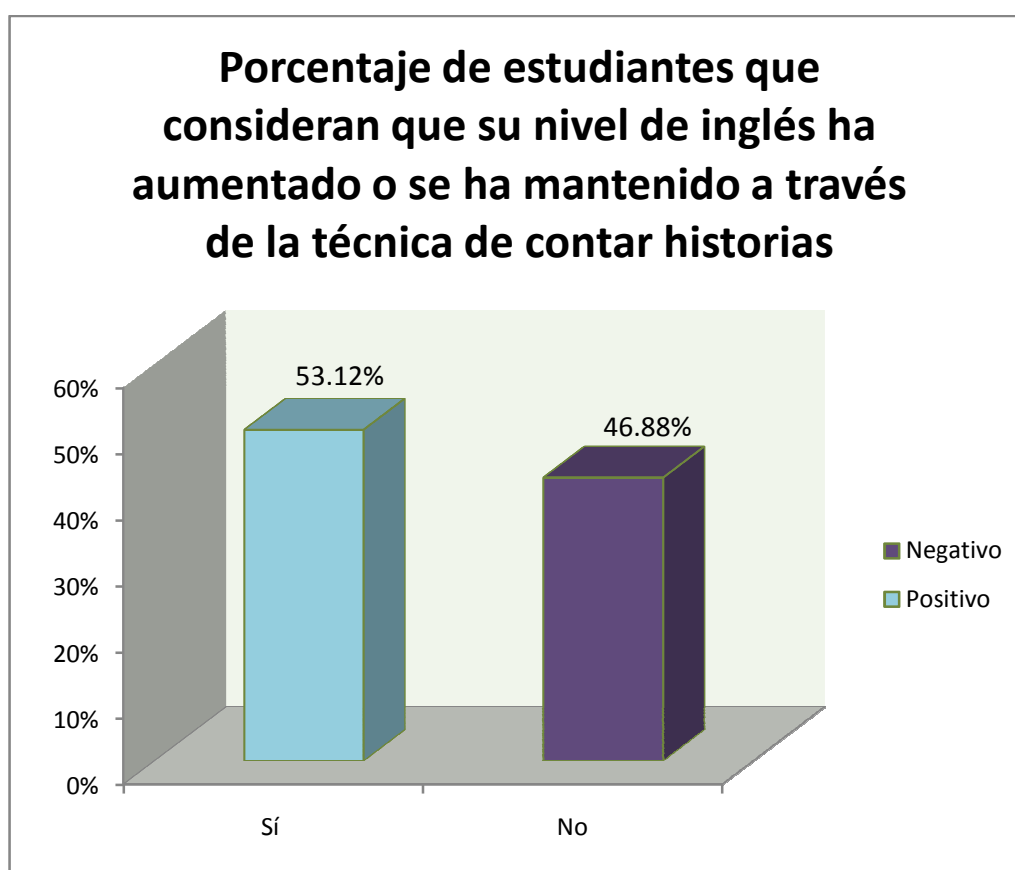
The questionnaire could be answered of four different ways depending on the students' response. For example, if the student considered that his/her English level had improved by putting the storytelling technique into practice and his/her interest in learning English was improved, they had to answer five questions. On the other hand, if they answered that his/her English level had improved by putting the storytelling technique into practice, but it did not arise the interest in learning English, they had to answer six questions. Another way of answering the questionnaire was if the student considered that his/her English level had not been improved by using the storytelling technique, but he/she thought that by modifying some factors it could make it an effective technique; they had to answer three questions. If the student believed that

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storytelling was not effective at all, they had to answer three questions as well. Also, it is relevant to know that the questionnaire was elaborated in Spanish due to the low level of English students had because it was fundamental to know that students answered what they really felt.

Now that the researcher has explained the questionnaire's structure and types of answers the students may provide, she will proceed to analyze the gotten results through the use of figures.

**Figure 5. Porcentaje de estudiantes que consideran que su nivel de inglés ha aumentado o se ha mantenido a través de la técnica de contar historias.**

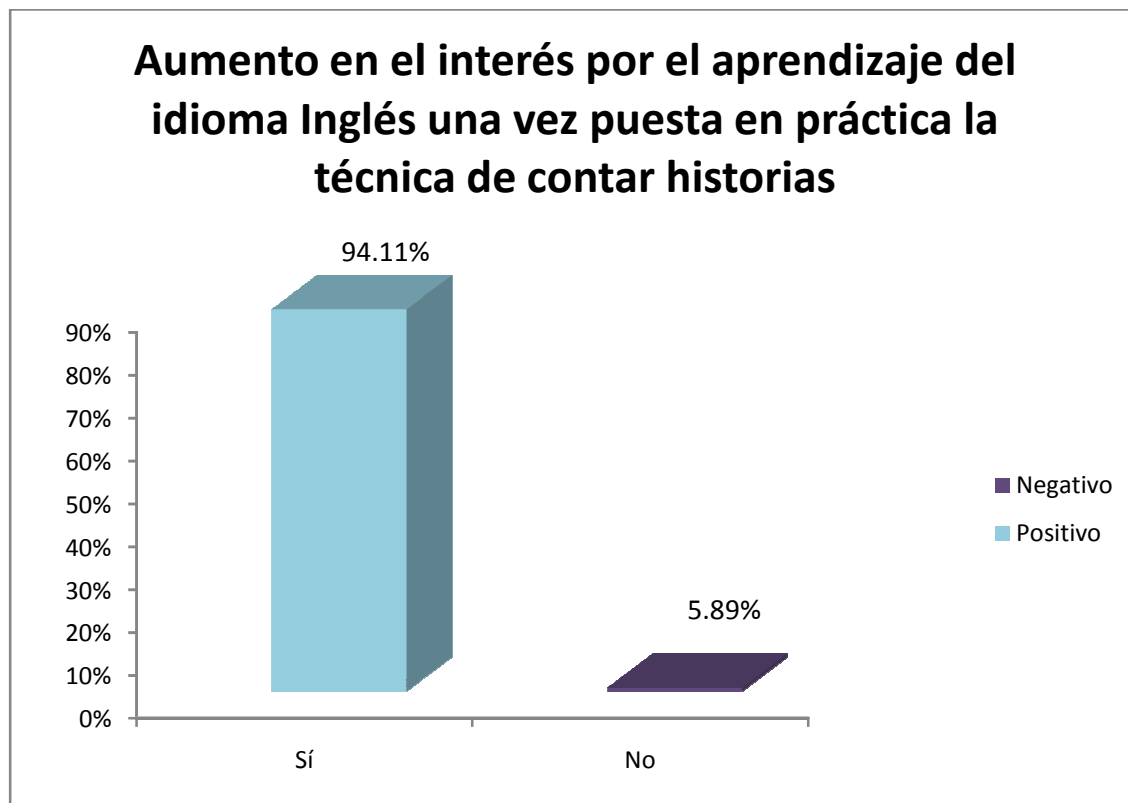


*Figure 5 illustrates the percentage of students who considered their English level has improved or it is the same before applying the storytelling technique.  
Source: Researcher's own creation*

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Question number three analyzes if students considered they have noticed an improvement in their level of English or if they considered their level in such a language has not improved. 53.12% of them (17 students) indicated they have got good results during the application of that technique because they have acquired vocabulary; they have learnt how to organize ideas, they have left behind the fear of speaking English in public. Also they have practiced pronunciation and improved their creativity. On the other hand, 46.88% of students (15 students) considered that their English level has not improved because at the moment of telling stories they have to think of different situations and put into practice the different skills. As it is known, not everybody is able to carry out different activities at the same time or put more than one skill into practice. That was one of the reasons why some students did not get enough knowledge through the use of that technique.

**Figure 6. Aumento en el interés por el aprendizaje del idioma inglés una vez puesta en práctica la técnica de contar historias.**



*Figure 6 illustrates the increase of students in learning the English language once the storytelling technique was put into practice.*

*Source: Researcher's own creation*

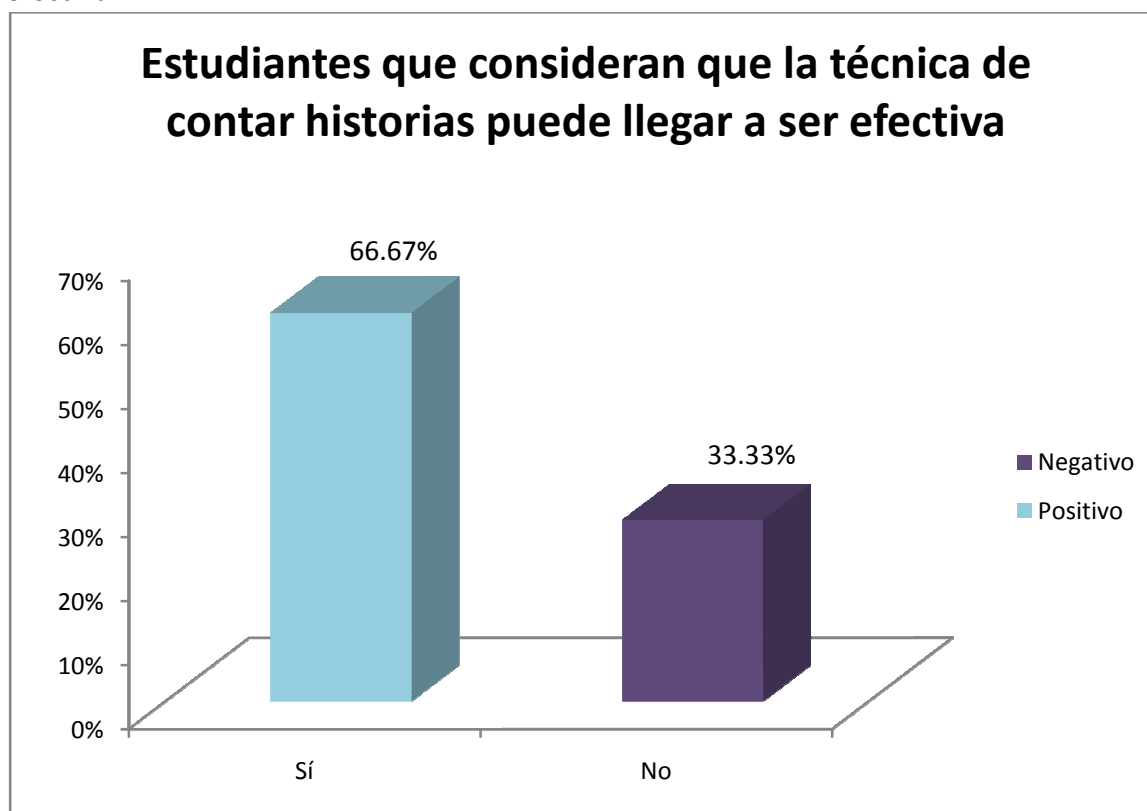
Question number six was answered by students who considered their English level had increased. This was highlighted in the previous information related to figure 5, 17 students answered positively to the question that their English level had increased while working on activities where the storytelling technique was involved, but question number six makes reference to those 17 students who have to determine if their interest for learning the language increased. 94.11% of those students (16 students) answered positively; while 5.89% (1 student) answered that he/she was not interested in learning English at all. Those students who answered

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positively indicated that they felt interested in learning the language because telling stories orally is not as difficult as preparing essays or other type of written work where grammar is difficult.

Also because they feel they have learnt how to develop the activities easier. In other words, they felt more confidence at the moment of participating in class.

**Figure 7. Estudiantes que consideran que la técnica de contar historias puede llegar a ser efectiva.**



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

Question number nine was answered by students who affirmed that their English level had not improved using storytelling as a technique. This was highlighted in the information related to figure 5, in which 15 students answered that their English level had not improved while working on activities where the storytelling technique was put into practice. The researcher

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wrote question number nine with the purpose of knowing if students considered that storytelling could or could not be effective doing some modifications. 66.67% of students (10 students) agreed that it could be possible using more technology, and not only telling stories traditionally. Also, they mentioned that materials had to call their attention because reading the same story several times the same day was boring, even though the researcher explained to them that it was done in that way with the purpose of adding vocabulary little by little and to avoid feeling lost if they did not manage several terms. On the other hand, 33.33% of students (5 students) mentioned that storytelling is not useful to improve the students' English level even though the professor tried to modify some aspects because it is a boring technique that does not call their attention because they do not like to act. They preferred learning in a more passive way.

## Chapter V

### Conclusions and Recommendations

#### 5.1 Purpose of the Conclusion

This section of the investigation is really important because it is the part where the researcher provides an explanation of the collected data through the application of instruments and the experience lived through the elaboration of the whole work where the established objectives play a very important place at the moment of elaborating this chapter. In addition, conclusions are used to explain, not only the data, but also the final results in a very simple way.

#### 5.2 Conclusions

##### *5.2.1 To identify the advantages of using stories to develop the eighth grade students' speaking skill at Marco Tulio Salazar High School*

The researcher made the decision of investigating a topic which can powerfully help students, not only to improve their production during classes, but also to provide them with the necessary speaking skill to be able of finding excellent opportunities regarding jobs, and in that way contributing to increase the instructional level of professionals in the country, and fight against some barriers found because of lack of bilingualism. On the other hand, as it was mentioned at the beginning of this investigation, education is the most important tool people can have to overcome the chains of ignorance. In addition, learning another language opens people's mind because they are able to live experiences about different cultures more natural because they do not depend on translations or interpretations. People who know how to speak English are able

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to share time with people from countries where English is the native language without any difficulty at the moment of having contact.

During the elaboration of the investigation, the researcher found many advantages for using stories which were experienced during the development of activities in which stories were the main ingredient. Those benefits were to increase students' vocabulary, develop creativity, improve pronunciation, ideas structure, and comprehension, decrease of the fear at the moment of speaking because the social skill was also improved, awake the desire to learn, memory enhancing, and improvement of literacy, among others. For all those reasons, stories are wonderful for teaching a foreign language. They help students to improve not only the speaking skill, but also other skills and sub skills.

All those advantages were experienced by the students and the researcher during the application of the instruments. The researcher could notice the huge difference students presented at the beginning and at the end of the investigation regarding their English knowledge and social skills as well, since at the beginning of the research, they were not able to leave the fear of speaking behind, and it was wonderful to be witness of how they performed very good stories during the post test. It is relevant to know that some of the benefits lived throughout the investigation have been previously mentioned in Chapter II where a very important professional is mentioned for his great contributions to storytelling. That person is Kendall Haven (2007, p.26, 90), an international recognized expert in science of story structure who recommends teaching children the habit of listening to stories and reading them because their brains have the property of plasticity in higher degree than in adults. However, the researcher could find out that it was true when she noticed that teenagers and adults could absorb so much information when storytelling was applied. Even though her students were not kids, she could experience the

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plasticity property in adults' brain, and once adults learned how to use that plasticity they could do incredible things including learning the English language. In other words, ideas improvement and a better comprehension were developed during this project.

Another factor experienced during the research was the awaken of interest in learning the English language thanks to stories, and it could be proved when students completed the questionnaire in which only one student out of 17, answered providing a negative response regarding the interest. The researcher concluded that all those benefits were experienced during the application of the instruments. Some of those advantages have been improved more than others, and it can be said that pronunciation and fluency have been the less improved.

#### ***5.2.2 To apply storytelling as a technique to develop the speaking skill of eighth grade students at Marco Tulio Salazar High School***

According to what has been mentioned in this project, the theory of learning that fits more at the moment of acquiring knowledge is the constructivist one because as Semyonovich Vygotsky (2019) stated, "Learning is an active process where learners construct their knowledge". (pp.1) Also, it is the theory that best fits to storytelling technique because at the moment professors or students tell a story, they are constructing knowledge because they are creating ideas and concepts, that will be expressed when putting the speaking skill into practice. Learning how to build ideas is fundamental because ideas have to be expressed clearly in order to communicate with others successfully.

It is relevant to know that the storytelling technique is extremely related to the reflective paradigm which is a synonym of experience because almost everyone has been exposed to stories since childhood. As it has been mentioned in Chapter II of this research, "It is learning through and from experience towards gaining new insights of self and practice" (Finlay, 2008).

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In other words, with this technique students can associate *theory* and *practice*. *Theory* is present because they have to know grammar, syntactic rules and vocabulary as well, and *practice* because the students have to use all that knowledge and important factors and apply them when telling the stories.

The researcher applied a variety of activities regarding storytelling throughout three weeks and found out that some of them were more effective than others, but the final result was wonderful because the number of students who improved their speaking skill increased even though the storytelling technique was applied for a very short period. Some of the activities where the effectiveness was not present so much were the pretest and add ons activity. The researcher considers that this happened because the pre test was the first time students participated in an activity related to storytelling and they did not know how to do it. Also, they were used to write and read but not to speak; so, at the moment they had to speak, they almost got paralyzed. In addition, add ons activity was not very productive because they did not have a high English level, and during that activity the researcher neither provided them with enough vocabulary, nor helped them very much because the purpose was to find out until what point they were able to work by themselves.

For that reason, the researcher concluded that storytelling is a powerful tool to teach students, and there will always be activities in which the results will be much better than in other ones, but at the end, what is really important is to help students improve their speaking skill and their English level, independently of how long it takes them to acquire the language.

***5.2.3 To evaluate the improvement of the speaking skill of eighth grade students after using storytelling as a technique***

As it was previously mentioned, the researcher applied several instruments, and among them, was a post test. For doing it, they had to tell a story using the same dynamic they had used in the pre test. This was done with the purpose of evaluating objectively if any improvement had taken place. Also, the researcher prepared a questionnaire in order to determine if students perceived that their knowledge had improved. The researcher's opinion is important when analyzing this fact, but it is also fundamental to know the participants' opinion when a research is being carried out. As a result of the elaboration of the questionnaire, the students who expressed that they considered their English level had improved through the use of storytelling technique was pretty similar to those who expressed their level had not improved. However, there were more students who expressed that storytelling has helped them to improve the speaking skill a lot.

The researcher considers it would have been great to evaluate students using technology, but it was not possible because of two factors; first, there was not enough time to apply technology. Second, the institution does not have computers available to work with students during the night shift. It was a disadvantage at the moment of carrying out the project because young people are used to technology and it is a way of learning easier and motivate them to work because sometimes they do not like to learn using traditional materials. Nowadays, technology is an advantage in everybody's lives as Prensky mentions (as cited in Ohler, 2013) "Students are digital natives" Ohler (2013) mentions so many benefits about technology such as, development of creatial thinking skills to help learners become creative and analytical. Another advantage of using technology together with the storytelling technique is that students learn the DAOW an

### Storytelling to Improve Speaking

acronym that makes reference to digital, art, oral, and writing. It means they are developing multiple skills where not only the speaking skill is successfully achieved. (p.73)

Due to the information previously mentioned, the researcher concluded that the storytelling technique produces powerful results, both in students' learning and in the researcher's experience. The results obtained in this investigation were successful, but there is no doubt that they would have been better if technology had been applied during the process.

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

At the beginning of the investigation, the researcher formulated a question in order to give a direction to the research and that question is totally related to the proposed objectives and the problem statement which were established at the beginning as well. That query is the following: "What is the effect of using storytelling as a technique to improve the speaking skill of eighth graders at Marco Tulio Salazar High School?" Therefore, the researcher considered that there was no need to modify it because the goal of improving the speaking skill in that group of students had been achieved successfully to a 10.70%. The answer to that question was that there had been a positive result that helped students improve not only the speaking skill, but also other important skills which are really important to face the competitive world in which they lived. Those skills are, the social fact where people who develop the different activities better and without any shyness are hired easily, as people who know diverse languages, and especially English. The researcher concluded that the effect was wonderful and students were benefit from such an important project.

#### **5.4 Unexpected Results**

The final result was positive and this made possible to demonstrate that storytelling is an effective technique to improve the English level, anyway, there were some aspects not expected by the researcher at the beginning of the investigation when choosing the topic the researcher wished to improve the English level in all their 8-2 students. Unfortunately, this was not possible because at the beginning around 12.82% of students (5 students) were able of expressing themselves orally. Once the researcher applied the activities and tests, the results changed and 23.52% of all the students (8 students) were able to speak in English. It means that only 10.70% of students (3 students) got a benefit from this technique.

On the other hand, it is fundamental to know that the low percentage was obtained because there was not enough time to apply the instruments and develop so many activities because the instruments were applied only during three weeks. They received English classes on Tuesdays. It means that it was applied during three Tuesdays, two hours per day and a Thursday in which they received some tutoring for three hours and a half during that time two activities were carried out because both researcher and students had more time available.

Another factor that did not help the students improve their speaking skill was the amount of students in the group. There were 39 students in the class and it was very difficult to clear all the integrants' doubts, also taking into account that they only receive English once a week and they are not part of a speaking English environment. Even though, there were some factors that affected the students' improvement a 100%, the researcher considered that the investigation work had been successful. The researcher is pretty sure that applying the storytelling technique during a longer period, most of students may improve their speaking skill.

#### **5.4 Recommendations**

This study's main purpose was demonstrating that storytelling is an effective technique to improve the students' speaking skill and the benefits have been shown throughout the process. However, there are various recommendations for future researchers, professors, and people in general that should be taken into account. Those recommendations are the following.

As the researcher found out that storytelling is a magnificent way to teach students a foreign language, it would be wonderful if professors took advantage of such a useful technique and dedicated more time to apply it during their English classes. Also, it would be excellent to motivate students to watch TV programs and listen to radio programs in order to improve the listening and speaking skills which are areas in which students show a lower level of performance if they are compared to other skills. Nowadays, thanks to technological advances; many people have the advantage of learning stories through various channels. The recommendation in this case is to consider storytelling, not as a support, but as the main tool to prepare helpful, easy and funny class contents.

Another recommendation for professors is to take advantage of available technology because it is not necessary to use very expensive devices to create wonderful stories that can be recorded using the cameras from their cell phones. Also, the scenario can be prepared using a piece of cloth, and people prepare puppets made of pictures and paste them on color craft sticks. The researcher worked in this way throughout the research project.

In addition, professors should prepare different things involving storytelling because if the same activities are applied all the time, memorization will take place. Also, if the professor is

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not open minded to modifications in the activities related to the storytelling technique, it may be boring for the students, and interest will be lost.

Another recommendation to make the storytelling technique effective is to adequate stories and activities according to the students' English level and then to get ready to increase the level of difficulty little by little. The researcher is pretty sure that if people follow this piece of advice, storytelling will be of great help for students and professors because learning is a process that has to be taken calmly. It is not recommendable to cover the most in a short time if students do not understand; it is much better to teach less, but to make the content clear to the students.

As a last recommendation, the researcher suggests to use storytelling to improve, not only the speaking skill as in this research, but also to improve listening, reading and writing because storytelling is one of the most powerful techniques to teach a language. It means that if future researchers and professors have enough time to apply this technique, the four language skills will be improved incredibly.

## Appendixes Section

Appendix means adding extra relevant information for the reader which is attached at the end of a book or document, and it may be represented by tables, images, texts, references, glossary, among others.

### Appendix A: Data Collection Instruments

<b>Instrument</b>	<b>Person or people to whom it will be applied</b>	<b>Place where it will be applied</b>	<b>Date and time of application</b>
Observation Checklist 1	Students of eighth grade	At Marco Tulio Salazar High School (Tres Ríos)	June 18 <sup>th</sup>
Pre Test	Students of eighth grade	At Marco Tulio Salazar High School (Tres Ríos)	June 25 <sup>th</sup>
Activities	Students of eighth grade	At Marco Tulio Salazar High School (Tres Ríos)	June 27 <sup>th</sup>
Post Test	Students of eighth grade	At Marco Tulio Salazar High School (Tres Ríos)	July 16 <sup>th</sup>
Observation Checklist 2	Students of eighth grade	At Marco Tulio Salazar High School (Tres Ríos)	July 16 <sup>th</sup>
Questionnaire	Students of eighth grade	At Marco Tulio Salazar High School (Tres Ríos)	July 16 <sup>th</sup>

**Appendix B: Tasks and Tests Developed to Collect Information**

<b>Activity</b>	<b>Participants</b>	<b>Place</b>	<b>Date and time of development</b>
Phrasal Verbs	Students of eighth grade	At Marco Tulio Salazar High School (Tres Ríos)	June 18 <sup>th</sup>
Telling Stories about famous people	Students of eighth grade	At Marco Tulio Salazar High School (Tres Ríos)	June 25 <sup>th</sup>
Mixed Language Telling (The Ugly Duckling)	Students of eighth grade	At Marco Tulio Salazar High School (Tres Ríos)	June 27 <sup>th</sup>
Add – ons (Gerunds and Infinitives)	Students of eighth grade	At Marco Tulio Salazar High School (Tres Ríos)	June 27 <sup>th</sup>
Telling Stories about Disney Characters	Students of Eighth grade	At Marco Tulio Salazar High School (Tres Ríos)	July 16 <sup>th</sup>
All for Julie, the prettiest girl (Comparatives and Superlatives)	Students of eighth grade	At Marco Tulio Salazar High School (Tres Ríos)	July 16 <sup>th</sup>

**Appendix C: Observation Checklist****Marco Tulio Salazar High School****Observation Checklist in Teaching English****Group of Students 8 – 2****Name of Searcher:** \_\_\_\_\_**Date:** \_\_\_\_\_**Time:** \_\_\_\_\_

<b>CRITERIA</b>	<b>EXCELLENT</b>	<b>VERY GOOD</b>	<b>SATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>
1. Students speak in English during the whole class.				
2. Students understand the instructions given by the professor.				
3. Students follow the instructions.				
4. Students show interest in learning English.				
5. Students resolve practices without the professor's help.				
6. Students show interest towards the activities developed in class.				
7. Students are fluent in English.				
8. Students show availability to learn using different teaching techniques.				
9. Students show previous knowledge at the moment of teaching a new topic.				
10. Students are collaborative with their peers.				

**Appendix D: Questionnaire**

**Cuestionario Acerca de las Actividades Relacionadas al Desarrollo de Historias en el Colegio Marco Tulio Salazar en Estudiantes de Octavo Año de la Sección 8-2 en la Asignatura de Inglés**

Esta información es confidencial. No es necesario escribir su nombre.

Seleccione con una X su respuesta.

1. Indique su género.

**Masculino**

**Femenino**

2. Rango de edad.

**Menor de 18 años**

**18 a 25 años**

**26 a 40 años**

3. ¿Considera usted que el uso de técnicas para contar historias ha aumentado su nivel de inglés?

**Sí**

**No**

Si su respuesta es positiva responda las preguntas 4, 5 y 6 sino continúe con las pregunta 9 y 10

4. Según su punto de vista ¿Cuál era el principal motivo por el cual se le dificultaba expresarse en inglés antes de iniciar con las técnicas de contar historias?

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5. ¿A través de cual actividad o medio descubrió que el nivel de su idioma inglés ha aumentado?

**Televisión**  **Radio**  **Conversaciones**  **Otros**

Si su respuesta es otros, mencione la forma en la que lo descubrió

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6. ¿Así como ha aumentado su nivel de inglés cree que su interés por el aprendizaje del idioma inglés se incrementó debido al uso de las diferentes historias? ¿Considera que disfrutó de dicha técnica?

**Sí**  **No**

Si su respuesta es negativa, responda las preguntas 7 y 8 si no continúe con la pregunta #11



10. ¿Cuáles factores han influido para que dicha técnica no haya brindado los resultados esperados

**Docente**       **Tiempo**       **Materiales**       **Otros**

Si su respuesta es otros, por favor completar las siguientes líneas con los factores que considera que fueron un obstáculo para la mejora del idioma inglés. Una vez que ha respondido esta pregunta, usted ha finalizado con el completado del cuestionario

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11. Según su punto de vista, considera que el interés por el idioma inglés además de aumentar debido a la aplicación de la técnica de contar historias aumentó por otros factores

**Sí**                                       **No**

Si su respuesta es positiva, mencione dichos factores. De lo contrario, usted ha finalizado con el completado del cuestionario.

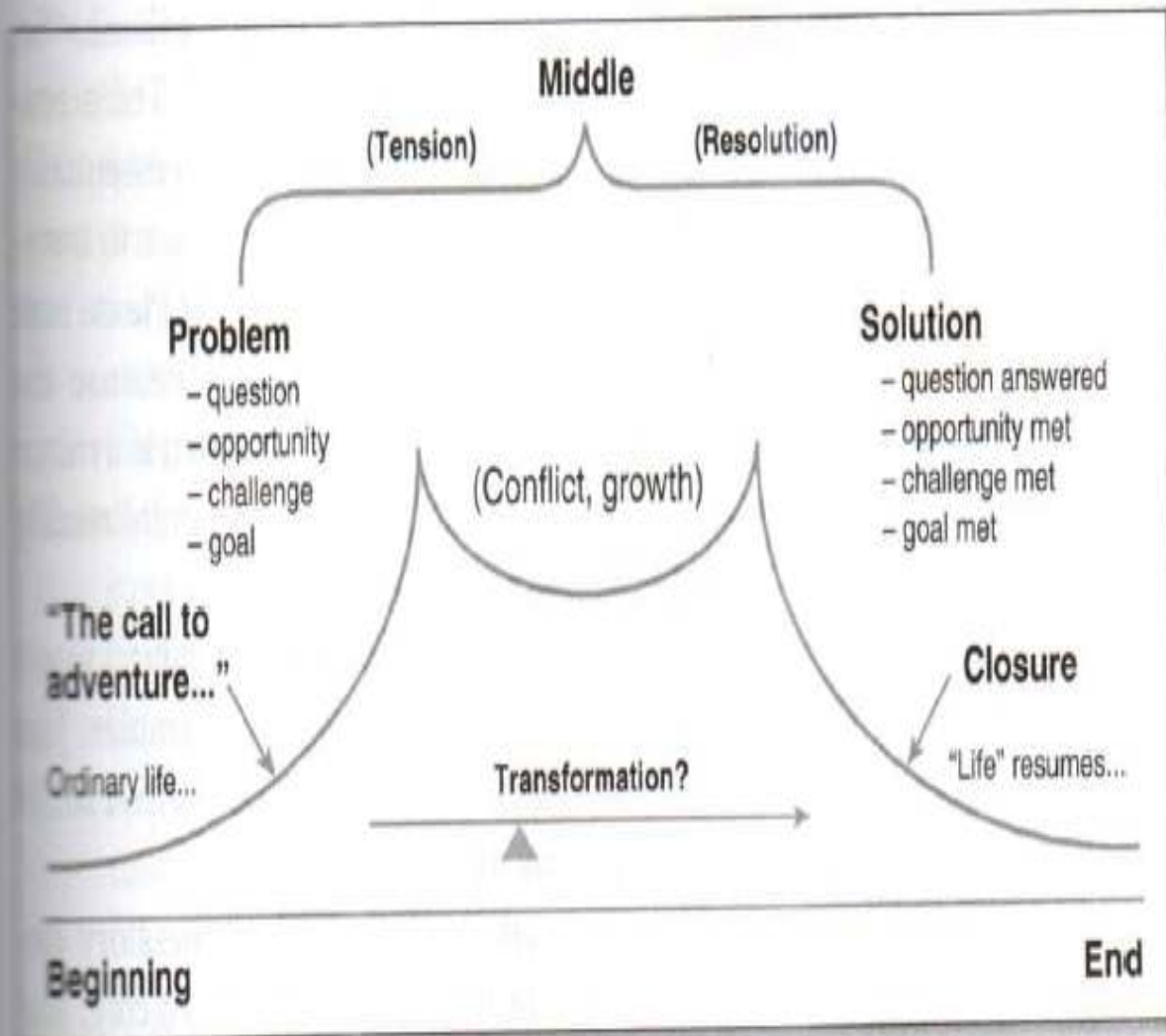
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12. ¿Cuáles serían las características que poseen las técnicas de contar historias que del todo le hacen pensar que no son efectivas ni aún realizando modificaciones? Justifique la respuesta a la pregunta 9 en las siguientes líneas. Una vez que ha respondido esta pregunta, usted ha finalizado con el completado del cuestionario.

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**Appendix E: Annotated Visual Portrait of a Story Model**

Figure 5.3 Annotated Visual Portrait of a Story (VPS)



Source: Adapted by Ohler (2001) from Dillingham, B. (2001). *Visual portrait of a story: Teaching storytelling* [School handout]. Juneau, AK.

**Appendix F: Basic Story Arc Model**

**Figure 5.4 Basic Story Arc**



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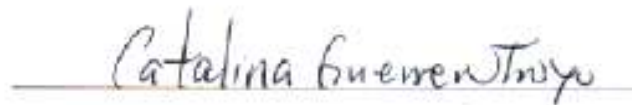
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## **Tribunal Examinador**

Esta Tesina fue aprobada por el Tribunal Examinador de las Carreras de Inglés de la Universidad Internacional de las Américas, como requisito para optar por el grado de Bachiller en Inglés con énfasis en Enseñanza.



M.Sc. Catalina Guerrero Troyo



Lic. Leslie Elizondo Mora



M.Sc. Dinier Amador Serrano  
Director de las Carreras de Inglés

## Carta del Director de Carrera

San José, 12 de agosto de 2019

Señores  
Universidad Internacional de las Américas  
Estimados señores:

El suscrito M.Sc. Dinier Amador Serrano, Director de las Carreras de Inglés, hace constar que ha revisado la Tesina del estudiante, Kattia Jiménez Abarca, portador(a) de la cédula de identidad no. 1-1472-0856, que ha titulado: *Storytelling as an Effective Technique to Improve the Speaking Skill of Eight Level Students at Marco Tulio Salazar High School During the Second Quarter of 2019.*

La mencionada Tesina, responde a los requisitos exigidos en la Guía que nuestra carrera tiene para estos casos. Por tanto, se autoriza al autor para que lo presente ante el tribunal examinador nombrado para esta ocasión.

Atentamente,



M.Sc. Dinier Amador Serrano  
Director de las Carreras de Inglés

## Carta del Lector

San José, 12 de agosto de 2019

Máster  
Dinier Amador Serrano  
Director de las Carreras de Inglés  
Universidad Internacional de las Américas

Estimado señor:

La estudiante Kattia Jiménez Abarca, portadora de la cédula de identidad no. 1-1472-0856, ha presentado para su lectura y corrección de estilo la tesina denominada *Storytelling as an Effective Technique to Improve the Speaking Skill of Eight Level Students at Marco Tulio Salazar High School During the Second Quarter of 2019*. He revisado y corregido la coherencia de los objetivos con el marco teórico, instrumentos y resultados, la calidad del trabajo y la relevancia del trabajo. Por lo tanto, hago constar que este se encuentra listo para ser presentado a la Universidad como trabajo de graduación.

Atentamente,



Lic. Leslie Elizondo Mora  
Lector (a) de Tesis

## Carta del Revisor

Lunes, 12 de agosto del 2019

Máster  
Dinier Amador Serrano  
Director de las Carreras de Inglés  
Universidad Internacional de las Américas

Estimado señor:

La estudiante Kattia Jiménez Abarca, portadora de la cédula de identidad no 1-1472-0856, ha presentado para la respectiva revisión la tesina denominada *Storytelling as an Effective Technique to Improve the Speaking Skill of Eight Level Students at Marco Tullo Salazar High School During the Second Quarter of 2019*. Por lo tanto, se hace constar que el documento fue revisado en lo relativo a la estructura gramatical, ortografía, puntuación, cohesión y terminología. Asimismo, se comprobó que las correcciones sugeridas se incorporaran al documento. Por ende, una vez incorporadas las recomendaciones efectuadas en el documento, el mismo se considera listo para su presentación la Universidad como trabajo de graduación.

Atentamente,



Licda. Margarita Pérez Roig  
8-0116-0069



## Universidad Internacional de las Américas Código de Ética

La suscrita Kattia Jiménez Abarca, número de carné: 1-1472-0856 graduada del grado de bachiller en inglés con énfasis en la enseñanza de la Universidad Internacional de las Américas, se compromete a cumplir, durante el ejercicio profesional, con el Código de Ética de la Institución, que se rige por los siguientes principios:

**PROBIDAD:** actuar siempre con rectitud y honradez.

**PRUDENCIA:** actuar con pleno conocimiento de la materia sometida a su consideración.

**JUSTICIA:** permanente disposición hacia las funciones de la profesión, bajo los lineamientos legales que debe respetar todo profesional.

**RESPONSABILIDAD:** cumplir con los deberes, tanto en calidad como en oportunidad.

**DISCRECIÓN:** guardar respeto sobre los hechos o informaciones de los que tenga conocimiento con motivo del ejercicio profesional, sin que esto perjudique las funciones y responsabilidades.

**INDEPENDENCIA DE CRITERIO:** no involucrarse o comprometerse con situaciones, intereses o actividades contrarias a la moral, a la sana crítica y que, por ley, sean incompatibles con las funciones profesionales correspondientes.

**DIGNIDAD Y DECORO:** actuar con sobriedad y moderación.

**TOLERANCIA:** evidenciar una actitud paciente y de comprensión ante las opiniones divergentes que puedan expresar otras personas.

**EQUILIBRIO:** desempeñar las funciones profesionales con sentido práctico, buen juicio y equidad.

**ACTUALIZACIÓN:** comprometer parte del tiempo en actualizar los conocimientos y adaptarlos en el desarrollo de la actividad profesional.

**VOCACIÓN:** mostrar siempre apego al trabajo y a la educación recibida, como fundamentos para el desempeño laboral.

**BUENA FE:** toda conducta o comportamiento, criterio emitido y labor desempeñada debe basarse en los más altos principios éticos y tendrá como fundamento la buena fe.

**Kattia Jiménez Abarca**  
1-1472-0856