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The usage of storytelling technique when teaching speaking skill

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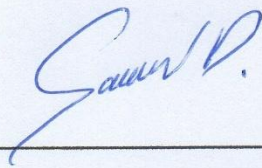
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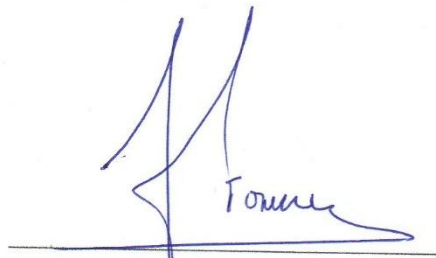
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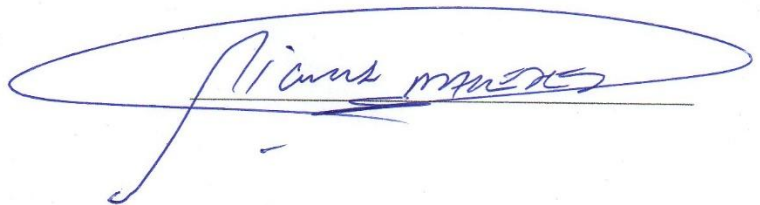
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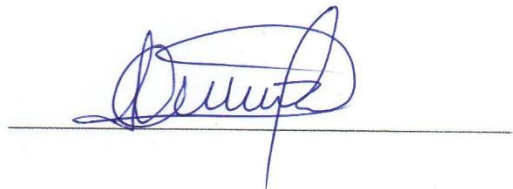
We, the undersigned, professors appointed as members of the Degree Tribunal for the evaluation of the research work “**The usage of storytelling technique when teaching speaking skill**”, presented by Adrian Samuel Diaz Barrezueta, with ID number 0401703020, under the tutorship of Mgs, Mónica Janeth Torres Cajas; we certify that we recommend the APPROVAL of this for degree purposes. The research work has been previously evaluated and the author has been previously evaluated and the author has been heard; having no further observations to make.

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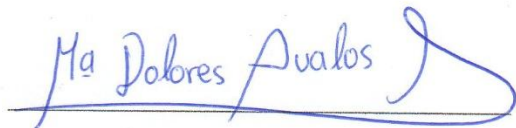
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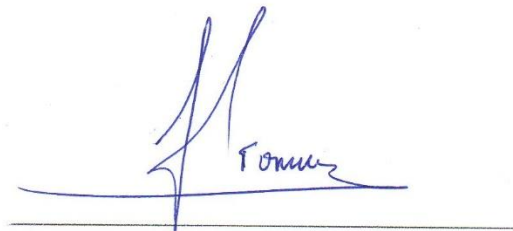
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Riobamba, 30 de enero de 2025



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DEDICATORY

To my grandmother who with her love and unconditional support encouraged me not to giving up even though the circumstances were bad. To my boyfriend who was always there for me, to advise me and motivate me every day of this journey. And to all those who have been there in good and bad moments.

Adrian Diaz

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Adrian Diaz

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RESUMEN

El presente estudio, titulado “The usage of storytelling technique when teaching speaking skill”, tiene como objetivo analizar la influencia de la narración de cuentos en la enseñanza de la habilidad de hablar en los estudiantes del Séptimo Año de Educación General Básica paralelo “A” de la Unidad Educativa Liceo Policial, de la ciudad de Riobamba, durante el año lectivo 2024-2025. Esta investigación tiene un enfoque cualitativo de tipo exploratorio, ya que se evidencia cómo el storytelling se aplica en el aula y la manera como se puede optimizar su uso para ayudar a los estudiantes a mejorar su habilidad para hablar. La población de este estudio fueron los estudiantes de séptimo año de Educación General Básica párelo “A”. Se utilizaron las siguientes técnicas de recolección de datos: una guía de observación aplicada en clase y una entrevista al docente. El resultado de esta investigación mostró que a pesar de que el storytelling es percibido como una herramienta útil en el proceso de aprendizaje de los estudiantes, sin embargo, el no seguir el proceso metodológico adecuado puede impedir la obtención del objetivo final que es el desarrollo de la destreza del speaking.

Palabras claves: Storytelling, speaking, técnica, estrategias, actividades.

ABSTRACT

The present study, entitled "The usage of storytelling technique when teaching speaking skill", aims to analyze the influence of storytelling on the teaching of speaking skill to students of Séptimo Año de Educación General Básica parallel "A" at Unidad Educativa Liceo Policial, in Riobamba City, during the academic year 2024-2025. This research has an exploratory qualitative approach, since it details how storytelling is applied in the classroom and how its use can be optimized to help students improve their speaking skill. The population of this study was the students of the seventh year of General Basic Education "A". The following data collection techniques were used, an observation guide applied in class and a teacher's interview. The result of this research showed that although storytelling is perceived as a useful tool in the learning process of students. However, not following the proper methodological process may hinder students from developing the speaking skill.

Key words: Storytelling, speaking, technique, strategies, activities.

Reviewed by:



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CHAPTER I

INTRODUCTION

In recent years, the need for innovative and engaging teaching strategies has become increasingly evident in the English classroom. Traditional language teaching methods, such as grammar and repetitive exercises, often fail to really engage learners, especially when it comes to developing oral expression. As the demand for effective communication in English grows, teachers need to find new ways to improve learners' fluency, self-confidence, and vocabulary (Muñoz, 2013). One such promising approach is the use of storytelling, which has been recognized as an effective tool for teaching speaking in a dynamic and engaging way.

The use of storytelling has important advantages in the classroom. Students can practice speaking in contexts that are meaningful to them and are motivated to use the language in an active and didactic way. Through practice, learners can improve certain aspects such as vocabulary, pronunciation and fluency. In addition, the implementation of storytelling in the classroom helps the development of critical thinking. Johansson (2021) emphasizes that through this practice, learners become aware of culture and important aspects of the learning process. This technique also fosters students' ability to communicate effectively in the target language.

The main purpose of this study is to analyze how storytelling contributes significantly to the development of students' speaking skills, while increasing their confidence and communication development when using the target language. Through the experiences of the students and their teacher when implementing this technique in the classroom, we intend to provide a reflection on the potential that storytelling has in educational classrooms. Different instruments will be implemented for the appropriate collection of data that will help to achieve an understanding of both the benefits and the challenges that could be achieved in its application.

This research work is organized in five chapters, which are detailed below:

Chapter I: Reference Framework. This chapter presents the study, stating the research problem, the justification and the specific objectives.

Chapter II: Theoretical Framework. This section reviews the theoretical foundations of the study, referring to the relevant literature to support the research variables.

Chapter III: Methodological Framework. This chapter describes the research design, including the approach, type and level, along with information regarding the population, sample, data collection methods and instruments used in the study.

Chapter IV: Analysis and interpretation of the results. This section presents the analysis and conclusions of the research.

Chapter V: Conclusions and recommendations. Finally, this chapter summarizes the main conclusions drawn from the results and offers practical recommendations for educators.

1.2 PROBLEM STATEMENT

English has become a vital tool in a globalized society because it is now spoken all over the world; so it is considered a key element of communication between very diverse cultures that have little or nothing in common. However, Graddol (2019) notes that English usage varies widely around the world, with some regions having much stronger English usage than others. This highlights the inconsistent use of English across countries. The reason for this may be due to several factors, such as lack of practice, lack of proximity, or even lack of methodologies to aid learning.

In teaching, speaking is one of the most complex skills to teach. Brown (2016) states that many teachers, despite their best efforts, find it difficult to teach speaking due to unfamiliarity with effective methodologies. For this reason, learners are not attracted to learning it. In addition, learners only have the opportunity to practice in class which can result in a lack

of meaningful opportunities to develop their oral skills. Therefore, the teacher must be prepared to encourage learners to practice speaking and thus know what tools to use when teaching this skill.

Bala (2018) emphasizes that storytelling is the oldest method of teaching that human beings possess and through it cultural values are transmitted from generation to generation. Storytelling is perceived as a valuable tool for promoting skills such as listening and speaking. Within the teaching experience, children really enjoy hearing stories that are told by the teacher that are funny, creative, or relatable to them. So, through this technique students can learn vocabulary that will help them tell their own stories.

Wright (2008) argues that although storytelling can be a powerful tool in language teaching, its effectiveness depends largely on the correct application of appropriate methodologies. If teachers do not follow a consistent process when using this technique, they will not achieve the expected results.

Therefore, through the pre-professional practices carried out at the Unidad Educativa Liceo Policial, it became evident that the methodological process applied by the teacher would not be adequate for the students at Séptimo Año de Educación General Básica paralelo “A” of this institution to develop the skill of Speaking with the use of storytelling in an effective way.

1.3 PROBLEM FORMULATION

How does storytelling influence the teaching of speaking skill in students of Séptimo Año de Educación General Básica parallel “A” at Unidad Educativa Liceo Policial, in Riobamba City, during the academic year 2024-2025?

1.4 JUSTIFICATION

Storytelling, considered an innovative pedagogical tool, has gained global recognition as an effective method for developing communication skills, especially in speaking. The importance

of storytelling lies in the fact that students can use their experiences by sharing them in class, thus fostering meaningful and sustainable learning. In a globalized world in which the proficiency of English has become a basic need, storytelling offers a dynamic and motivating approach that transforms learning into an active and participatory experience.

One of the biggest challenges faced in the educational system in Ecuador, the biggest and most important is the learning of English. Many, if not most educational institutions in the country are looking for and trying to implement strategies that are effective enough to improve the rate of learning in this area. That is why, based on this context, storytelling is reflected as a technique that could not only improve instruction in this area, but also promote students' creativity and critical thinking.

The Unidad Educativa Liceo Policial was selected for the development of this research because it responds to the need to apply innovative methodologies to improve the process of teaching English to students. The teaching and learning process by implementing storytelling creates a much more creative and attractive environment for students, which motivates them to want to learn and therefore their participation is active.

For teachers, storytelling is a flexible and effective methodological tool that facilitates the English language teaching. It allows teaching strategies to be diversified, adapting them to the level and needs of the students, while improving classroom dynamics, encouraging interaction and collaboration. It also encourages teachers to develop innovative and learner-centered teaching practices.

Finally, for the researcher, this research is an opportunity to contribute to scientific knowledge about the impact of storytelling on the development of speaking skill. This study will also enrich the existing literature and open new lines of research that will further explore the potential of storytelling as a pedagogical tool, thus improving our understanding of its impact in the pedagogical setting.

OBJECTIVES

GENERAL OBJECTIVE

To analyze the influence of storytelling on the teaching of speaking skill to students of Séptimo Año de Educación General Básica parallel “A” at Unidad Educativa Liceo Policial, in Riobamba City, during the academic year 2024-2025.

SPECIFIC OBJECTIVES

To establish epistemologically the usefulness of storytelling in the development of speaking skill.

To identify the strategies, activities and resources used when working on speaking skills through storytelling.

To describe from the teacher's perspective how useful the storytelling is in the development of speaking skill

CHAPTER II

THEORETICAL FRAMEWORK

2.1 THEORETICAL BACKGROUND

The use of storytelling as a teaching strategy has been shown to be an important means of improving a range of language skills, particularly vocabulary and oral expression. Several studies have explored the effectiveness of storytelling in the classroom.

“THE STORYTELLING INFLUENCE AS A TEACHING STRATEGY TO INCREASE THE ENGLISH VOCABULARY, IN STUDENTS OF QUINTO AÑO DE EDUCACIÓN GENERAL BASICA AT ESCUELA DE EDUCACIÓN BASICA “11 DE NOVIEMBRE” OF RIOBAMBA CITY DURING THE ACADEMIC PERIOD 2013-2014”. This research was developed by Denis Javier Daqui Llerena and Angelica Maria Cujano Guambo. The study showed that there was a significant increase in students' English vocabulary after the adoption of the storytelling technique. The study showed that the students were able to increase their vocabulary, especially in spelling, pronunciation and comprehension of meaning. For example, with the story “Carlos the Car”, the students' spelling, correct word and sentence formation, as well as their understanding of grammar and spelling improved. In addition, the story “The Brave Little Kangaroo” helped the students improve their pronunciation by using the correct accent and intonation for clearer pronunciation. Finally, the story “The Hidden Treasure” gave students the opportunity to understand and compare words and phrases in context, which allowed them to better understand their meaning. The research results show that storytelling is an effective way to improve language skills, especially in vocabulary learning (Daqui & Cujano, 2014).

“ANALYSIS OF THE USAGE OF STORYTELLING AS A METHODOLOGICAL STRATEGY TO INCREASE ENGLISH VOCABULARY AT FIFTH GRADE OF BASIC

EDUCATION “C” AT “UNIDAD EDUCATIVA COMBATIENTES DE TAPI” DURING THE ACADEMIC YEAR 2018-2019”. This research was developed by Lizeth Jomaira Guapulema Calo. This paper investigated the use of storytelling to increase English vocabulary in the classroom. The study found that although storytelling is a valuable strategy, it can affect the learning process if factors such as learners' age, interest, and knowledge level are not considered when selecting stories. The effectiveness of storytelling can be compromised if learners are not provided with meaningful, level-appropriate linguistic information. In addition, the study found that although activities such as prediction and labeling help learners practice and master vocabulary, overuse of these methods can lead to boredom and monotony in the classroom, which can reduce learner engagement. Despite these challenges, the study concluded that narration remains a highly effective vocabulary learning tool when used correctly and balanced with other methods (Guapuilima, 2019).

2.2 THEORETICAL FOUNDATION BASIS

2.2.1 STORYTELLING

2.2.1.1 DEFINITION OF STORYTELLING

Storytelling has been a means of communication since ancient times. Stories create magic and awaken curiosity about the world in which we live. They teach us things about life in an interesting way, about ourselves and about others around us. Storytelling is a unique way in which students can increase their understanding, respect and appreciation for another culture without the need to be directly involved.

Heath (2018) defines storytelling as a "powerful social practice that allows us to share experiences, shape identities, and make sense of the world around us" (p. 12). They tell others about their feelings, opinions, ideas, or even everything that happens to them in life. Telling a story is as simple as expressing oneself. As Wilson explains in his book, storytelling is

considered to belong to the pre-industrial or mythological era, thanks to the fact that people like to share their stories or experiences. Stories are shared interculturally for entertainment, education, cultural preservation and transmission of moral values. The basic elements of storytelling are plot, characters and narrative perspective.

Coconi (2000) defines narration as the communication of events through the use of words and sounds. It is an art of expression and improvisation that revolves around a narrative plot or perspective. There are several types of storytelling that are common in many different cultures around the world, with the aim of spreading moral values, entertainment, inspiration and advice.

2.2.1.2 GOALS OF STORYTELLING

According to Wajnryb (2019), storytelling can promote learners' positive attitudes towards foreign languages and their learning. Each story contains a moral message, which can be negative or positive. If it is negative, teachers should tell learners not to imitate it; if it is positive, teachers should tell learners to imitate it. In addition, through storytelling, students can learn to listen, to use oral language well, plot, sequence and characterization. Moreover, the importance of storytelling lies in its visualization. Thus, storytelling stimulates the minds of the students, who begin to imagine and understand the story naturally as they listen to it.

Furthermore, storytelling is not only an excellent pedagogical tool that contributes significantly to the growth of students' communication skills, but one of its main tasks is to increase the level of speaking skills in a context that is relevant to the students. Harmer (2020) points out that with storytelling students are able to relate to the language in a natural way and at the same time acquire fluency.

Another important goal of storytelling is to promote active participation and engagement in the classroom. By encouraging students to interpret and retell stories,

storytelling supports the development of critical thinking and collaborative skills. Littlewood (2019) highlights that these interactive activities create opportunities for students to practice language in a dynamic way, which increases their confidence and reduces their anxiety in speaking the target language. In addition, incorporating stories that match students' interests and language levels, as suggested by Krashen (2018), ensures that students remain motivated and actively engaged in the learning process.

Finally, creativity and imagination are strongly encouraged through storytelling, thus facilitating the generation of new ideas and points of view by students. Mourão (2019) points out that storytelling helps students to connect emotionally with the content of the class and thus promotes problem solving. All of these components are fundamental to the process of linguistic development but also to significant growth in linguistic development.

2.2.1.3 TYPES OF STORYTELLING

Storytelling can be categorized into two types: oral storytelling and written storytelling. Although the advantages and approaches may vary according to the context and learning objectives, both are essential tools to improve speaking.

Basically, written storytelling consists specifically in portraying stories in a written form. The result can be presented in various formats such as short stories, essays or even creative writing assignments. This technique helps students to analyze more deeply. Narrative writing encourages students to express themselves clearly by using appropriate vocabulary and implementing grammatical structures correctly. Harmer (2020) mentions that students reflect on the language they use and that this process provides opportunities for revision and correction.

Oral narration, on the other hand, is characterized by the verbal expression of stories, often accompanied by gestures, facial expressions, and voice inflection. In oral storytelling, the emphasis is on the development of oral and listening skills, as students practice pronunciation,

intonation and fluency in storytelling. This form of storytelling also encourages spontaneous use of language, as learners adapt their stories in real time based on audience reactions or context. Storytelling has been shown to encourage learners to use language for a variety of purposes and functions and to speak about a wide range of topics and issues (Heninger in Fitria, 2000). In addition, oral storytelling often integrates cultural and social elements, allowing learners to relate to different perspectives and traditions.

Written storytelling and oral storytelling have the same objective, that students have a clear and effective communication. Richards and Renandia (2021) state that it is possible to combine both techniques and that results can be achieved through them that are superior to those that would be obtained with the use of one of them. It is very important that students know how to tell stories.

2.2.1.4 STRATEGIES USED WHEN WORKING WITH STORYTELLING

In terms of strategies, the use of narration in the classroom includes a variety of techniques that help develop students' oral skills, providing authentic communicative experiences. Mourão (2019) points out that a key strategy is the use of audiovisual resources that reinforce the content of the narration, which not only facilitates comprehension, but also provides students with clear patterns of pronunciation and intonation through these audiovisual resources.

Active participation is another important strategy since through activities such as discussion or group storytelling, communication and interaction prevail during class. According to Littlewood (2019), all those interactive dynamics motivate students to actively participate and along with that, work with the target language continues. Through these activities it is worth mentioning that critical thinking and creativity are further developed.

In addition, Harmer (2020) highlights the usefulness of guided repetition and practical exercises that help learners acquire fundamental linguistic structures while improving their pronunciation and rhythm. This strategy is complemented by the inclusion of role-playing activities, such as dramatizations, which allow learners to experience language use in different contexts, fostering greater naturalness and spontaneity in their oral expression.

In this way, the approach proposed by Smith and Lee (2020) is shown to be a method by which storytelling can be taught. The teacher provides initial support by providing linguistic guidance that is gradually withdrawn until the learner becomes much more independent in the use of the target language.

Finally, there is feedback which could be mentioned as one of the most important strategies in storytelling. Richards and Renandia (2021) propose that positive and constructive feedback provided by the teacher during and after activities not only helps to correct mistakes made but also helps to significantly increase students' confidence.

2.2.1.5 ACTIVITIES USED WHEN WORKING WITH STORYTELLING

Activities based on storytelling offer many opportunities to develop language skills, stimulate creativity, encourage interaction among students and increase their confidence. Role-playing is a widely used activity that links storytelling to real life. Richards and Schmidt (2021) argue that this dynamic helps students acquire vocabulary and linguistic structures by recreating scenarios related to the stories they discuss in class, such as cultural situations. In this way, they can exercise their ability to adapt their discourse to different contexts.

Another remarkable activity is collaborative storytelling, in which students work in groups to create a shared narrative from their individual ideas. According to Brown and Davis (2023), this approach not only reinforces active listening skills, but also fosters collaboration and co-construction of the story. Students learn to negotiate meaning, integrate vocabulary, and

adapt to changes in the group narrative, which greatly enhances their ability to interact in real conversations.

In addition, retelling a story provides a valuable perspective to reinforce learning. As Cameron (2021) points out, when students retell a story, they are practicing linguistic structures, incorporating new vocabulary, and developing creativity. By doing this activity, students can connect the content of the story to their own experiences and thus provide a deep understanding.

Activities such as story discussion are good enough for students to develop critical thinking and generate complex ideas, so it is essential to implement the following activities during storytelling, ask open-ended questions or even interpret hidden messages in the story. According to Littlewood (2019) these types of discussions not only promote critical thinking but also allow students to express their thoughts and opinions.

2.2.1.6 RESOURCES USED WHEN WORKING WITH STORYTELLING

The use of narrative resources not only helps to learn the target language but also contributes to make the process much more dynamic, attractive and practical. Visual resources such as photos, videos or even illustrations are fundamentally useful for this purpose as they facilitate the understanding of perhaps those ideas that are a little complex. These elements function as a bridge that helps to connect abstract concepts with a more realistic context. In this way, students can visualize what they are learning. Harmer (2020) emphasizes that all these visual aids help to remember concepts or words and at the same time awaken creativity. For example, a map can guide someone through the story and along with it, images can make key words or phrases stick in the mind. Similarly, Brown et al. (2021) state that these tools can greatly help students to organize their thoughts when telling stories and help their narratives to be clear and well-structured.

Apart from visual resources, kinesthetic tools are really important when telling a story because body language is involved. Things like gestures, body movements or even staging not only make telling a story more fun but also help students to remember vocabulary or even grammatical patterns. Mourão (2019) points out that all these elements work perfectly for students to learn better since they are physically involved with the material. For example, when telling a story, learners can use their gestures or body movements. Not only will this help them understand the story better, but they will also be able to express their ideas more naturally. Ghosn (2020) adds that these activities allow students to connect with the target language on an emotional level which makes the content meaningful

Another very effective resource to apply are practical materials such as physical objects, puppets or even cards. These materials not only make the story much more interactive but also help to transform complex ideas into something clearer to understand. Smith and Lee (2020) state that these tools are especially useful when teaching vocabulary or grammar as they allow students to learn by doing. Ellis and Brewster (2014) also mention that the use of these types of materials encourages students to work together and maintain interest, which is key to really strengthen their language skills.

On the other hand, technological tools have greatly expanded the possibilities of storytelling in the classroom. Tools such as mobile applications, interactive platforms and video editing software allow students to create and share their own narratives, thus fostering creativity and independent learning. Richards and Renandia (2021) point out that the use of technology in storytelling not only updates language learning, but also offers a personalized approach that is tailored to individual learner needs. For example, a storytelling app can include visual models, audio recording options, and editing tools that allow learners to practice oral and written production in an interactive and motivating environment. According to Hernandez and

Perez (2022), the integration of technology in storytelling also promotes collaborative learning, as students can work in groups to develop multimedia storytelling projects.

Finally, adding auditory resources such as music, sound effects or even recorded narrations can potentially increase students' experience and learning, creating a fun and creative atmosphere. These resources bring another understanding of “the ear”. Thornbury (2020) points out that auditory resources help develop key aspects such as listening where students must understand what is being heard, the appropriate rhythm and intonation. For example, sound effects make a story much more exciting, help to capture students' attention and give them clues about what is happening. On the other hand, recorded narrations provide a clear example of how certain words should be pronounced and how to use the right tone. Matthews and Carter (2019) also point out that audio resources help create a more realistic narration environment, which immerses learners in the language.

2.2.1.7 METHODOLOGICAL PROCESS WHEN WORKING WITH STORYTELLING

When storytelling is used in the classroom, a clear methodological procedure should be followed to ensure that the activity is aligned with the teaching and learning objectives. According to Hu (2017), storytelling is a process in which learners must actively participate and be involved with the content presented, thus creating meaning both emotionally and cognitively. To make the process much simpler, storytelling can be divided into three stages: before storytelling, during storytelling, and after storytelling.

In the pre-storytelling phase, teachers should establish a link between the story and the students' personal experiences. This contextualization can be achieved through discussion questions or activities that make the story relevant to students' lives. By introducing essential vocabulary, terms, and cultural information prior to reading, the teacher prepares students to better understand the narrative (Cameron, 2020). Visual elements, such as images, realia, or

even digital tools, can support comprehension by providing clear references and engaging students with the content at a deeper level (Goh & Burns, 2021).

When telling a story, it is very important for teachers to read slowly and clearly, giving students time to understand the information being shared, and to ask questions during the story (Vandergrift and Goh, 2020). Breaking the story into small scenes is most appropriate as this allows for interactive activities after each scene. These types of activities not only reinforce comprehension, but also have the opportunity to practice the language. Teachers can also encourage students to use the language by emphasizing that they should apply new vocabulary (Harmer, 2020). Barton and Lee (2020) point out that nonverbal communication such as gestures, facial expressions, and changes in tone are important. These resources help to convey the story with a lot of dynamism and also to keep the student's interest and to highlight the key parts of the story.

Finally, once the story has been told, the teacher should review it and reinforce what has been learned. This point is very important because it helps the teacher to review key vocabulary and grammar, to summarize the essential points of the story, and to encourage students to reflect on the story. Activities such as group discussions, re-enacting scenes or creating their own stories help students practice their speaking (Liu and Zhang, 2021). For this point, teachers can also suggest certain activities that students can do at home such as exploring story topics. This helps to keep learning outside the classroom. According to Chik (2021), this final phase ensures that the language skills learners acquire through storytelling are maintained and can be used in different situations.

2.2.2 SPEAKING

2.2.2.1 DEFINITION OF SPEAKING

The definition of spoken language differs from expert to expert. According to Brown (2019), speaking is defined as the ability to express oneself in a given situation, to report a situational action or activity in precise language, to speak fluently and to express a range of ideas. (Markee, 2020) highlights the importance of co-construction, in which speaker and listener work together to develop shared meaning and build relationships through conversation.

According to Ladouse (2019), speaking is described as an activity, such as the ability to express oneself in a situation, or the activity of reporting actions or situations with precise words, or the ability to converse or express a sequence of ideas fluently. Wilson also defines speaking as the development of the relationship between speaker and listener.

Another definition is provided by Cameron (2020), who states that speaking is making the speaker's feelings and ideas understandable through an act of communication in which language is used. In expressing themselves, people convey their sentences, feelings, ideas and desires. Brown and Yule (2019) argue that poorly organized syntax, the use of nonspecific words and phrases, and the use of filler words such as “well,” “oh,” and “uhuh” make spoken language seem less conceptually dense than other types of language.

Harmer (2018) also states that speaking is the process of constructing and exchanging meaning through the use of verbal and nonverbal means in various contexts.

From the definitions given it can be concluded that speaking is an activity in which the speaker produces utterances to express ideas and exchange information so that the listener understands what the speaker means.

2.2.2.2 ELEMENTS OF SPEAKING

Speaking is a multifaceted skill that involves several key components, each of which contributes to effective speaking. These elements include pronunciation, grammar, vocabulary,

fluency, and comprehension, which work together to strengthen the learner's ability to communicate clearly and confidently.

a. Pronunciation

Pronunciation plays a crucial role in oral communication, as it focuses on the accurate production and recognition of sounds, accentual patterns, and intonation in English language.

According to Jenkins (2015), pronunciation is very important to ensure that people understand what is being said. If pronunciation is incorrect, it can hinder communication and create confusion. Pronunciation involves the use of body parts such as the vocal cords, mouth, and nose to make the correct sounds.

b. Grammar

Grammar is another essential part of speaking. It refers to how to form sentences correctly, including such things as word order and verb forms. Thornbury (2019) says that understanding grammar rules is crucial to composing clear and accurate sentences. For language learners, mastering things like modal verbs, adverbs, and clauses is essential for effective communication. When you know grammar, you can express yourself clearly and avoid mistakes that can confuse your interlocutor.

c. Vocabulary

Vocabulary is equally important because it helps you choose the right words for each situation. Nation (2013) explains that having a wide range of words allows you to express yourself more accurately and avoid misunderstandings. Learners need to understand how words are formed, what they mean in different contexts, and how to use them flexibly to adapt to different grammatical rules.

d. Fluency

Fluency is about being able to speak fluently in a fair manner, without too many pauses, and keeping up with the pace of a conversation. According to MacIntyre (2017), fluency is not only about the speed at which you speak, but also about connecting ideas naturally and using the right tone.

e. Comprehension

Comprehension is the last key part of speaking and consists of understanding and making sense of what others are saying. As Celce-Murcia (2014) points out, comprehension is crucial for good communication because it allows students to process and respond to oral messages in the right way.

2.2.2.3 FUNCTIONS OF SPEAKING

Speaking is very important, especially in everyday communication. People realize that the way to be polite is through the way they speak and what they say. When speaking, it is important to know what to say and to understand what others are saying.

Liu & Littlewood (2018) Speaking not only enables students to express their ideas and opinions, but also develops their ability to understand information and the opinions of others. Richards (2017) also distinguishes between the interactional function of speaking, which is concerned with establishing and maintaining social relationships, and the transactional function, which focuses on the exchange of information. In addition, Richards (2017) proposes the following types of speech activities, which have very different functions and require different pedagogical approaches:

Talk As Interaction

Talk as interactions refers to what people usually understand as conversations, and that plays a primarily social function. When people meet, they greet each other, engage in small talk

and talk about recent experiences. The focus of the conversation is not on the information, but on the interlocutors and how they want to present themselves to others.

Talk As Transaction

Talk as a transaction occurs when the main element is the message being shared. The goal is to be sure that the information being shared is of sufficient class and is being conveyed accurately. Two categories can be said to be involved, the first is when people are exchanging information, giving information or explaining something. The second is when the objective is to obtain some service or goods such as checking into a hotel or ordering your favorite meal at a restaurant.

Talk As Performance

The third type of talk is known as the talk of performance. This is a public dialogue in which information is transmitted in front of an audience, such as a classroom demonstration, an announcement, or a speech. Talk functions include interaction, transaction, and presentation.

2.2.2.4 PROBLEMS IN SPEAKING

Learners face problems when participating in oral activities in the classroom; Learners often have difficulty accurately self-assessing their language skills and may avoid speaking situations due to anxiety or lack of confidence (McIntyre, 2019). This can be a disadvantage for some learners for whom the ability to use the language and speak is important, as Byram (2021) stresses that Exposure to a wide range of topics is crucial for second language learners to develop the skills necessary to carry on conversations. Initially, learners tend to rely on familiar topics, but to move beyond this stage they need to practice including new topics in their conversations.

Another critical problem is pronunciation problems, which can affect intelligibility and confidence. Many learners have difficulty pronouncing sounds that do not occur in their native

language, or reproducing the rhythm, stress and intonation patterns of the target language. Thornbury (2020) points out that mispronouncing a word can lead to misunderstandings and frustration in both the speaker and the listener, making communication unsatisfactory.

Anxiety and lack of confidence are some of the biggest challenges for language learners. Many learners are afraid of making mistakes and being judged for what they get for not participating which causes their learning process to stop.

Finally, the lack of opportunities to practice in real contexts or situations can greatly hinder the learner's fluency and spontaneity. Typically, in classrooms, speaking activities are often limited to repetition drills or structured exercises that do not reflect the spontaneity of real conversation. Littlewood (2019) argues that learners need meaningful real practice to gain confidence and learn to adapt their language to different situations.

2.2.2.5 CHARACTERISTICS OF A SUCCESSFUL SPEAKING ACTIVITY

The success of a speaking activity depends on several factors that contribute to a productive and effective learning environment. For speaking activities to achieve their goal of improving learners' speaking skills, it is necessary to maximize opportunities for active learner participation, maintain an appropriate level of motivation, ensure that all learners participate equally, and ensure that language use is appropriate and understandable to others.

a. Students talk as much as possible.

Students speaking as much as possible is one of the most important characteristics for success in speaking skills. According to Nation (2019), the majority of class time should be spent getting students to speak. This in turn allows them to practice their fluency, pronunciation and also gain confidence.

b. The participation is fair.

A good speaking activity should give everyone the opportunity to speak, not just extroverted students. Liu and Jackson (2020) point out that it is important to avoid having one group dominate the conversation as this can slow down the learning process of the rest of the classmates. It is important for the teacher to use appropriate strategies such as taking turns or working in pairs or small groups to ensure the participation of the whole class.

c. Motivation is high.

Student motivation is also critical to the success of the activity. When learners are interested in the topic and feel involved, they are more likely to participate actively. According to Dörnyei (2019), speaking activities should be interesting and relevant to learners' interests, allowing them not only to develop their language skills, but also to enjoy the learning process. This can be achieved through meaningful tasks such as debates, role play, or discussions.

d. Language is understandable and appropriate.

The success of a speaking activity must also ensure that the language used by learners is comprehensible and appropriate to the participants' proficiency level. According to Ura (2012), it is essential that learners are able to express themselves clearly and that interactions are understandable to others, which promotes effective communication.

2.2.2.6 THE IMPORTANCE OF TEACHING SPEAKING

Speaking is a key part of the second language learning process as it directly influences the student's ability to communicate. The main objective of teaching speaking is to help and motivate students to develop their ability to communicate effectively and clearly.

According to Langlotz et al (2020), language is an essential tool for the exchange of ideas and information, without which communication would not be possible. In this context,

speaking goes beyond grammar and vocabulary; it requires the ability to process information and respond spontaneously (Harmer, 2007).

Richards (2006) points out that fluency is important for many language learners and is often considered a sign of success. Thornbury (2005) stresses that fluency is not only about knowing the target language, but also about being able to carry on a conversation in real time in a real context. It is therefore very important for teachers to know how to teach this aspect in the classroom.

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1 RESEARCH APPROACH

The study had a qualitative approach, since it was intended to describe and analyze the real events that occurred at the Unidad Educativa Liceo Policial in order to derive results. In order to reach effective conclusions, information was collected through observation guides applied in the classroom and a teacher's interview.

3.2 RESEARCH MODALITY

It can be qualified as educational ethnographic research, since it was intended to observe and interact with the research participants in their natural environment to collect useful information for the study (Ratcliff, 2018). Similarly, this research also had a bibliographic nature, since information was obtained from digital sources and publications that served as support for the development of the theoretical foundation (Ayala, 2020).

3.3 LEVEL OR TYPE OF RESEARCH

This research was exploratory because it increases knowledge about a topic that is not yet widely known or studied. In addition, exploratory research defines concepts, prioritizes people's opinions, and focuses on what is known about a topic (George, 2021). This exploratory study helped to collect the necessary data relevant to discuss how storytelling helps students improve their speaking skills and to describe techniques, activities, and resources for using storytelling to improve speaking skills.

3.4 STUDY POPULATION

The population chosen for the study were the students of Séptimo Año de Educación General Básica parallel "A" at Unidad Educativa Liceo Policial. This population was selected

because the research phenomenon has been confirmed in the institution. Likewise, the selected population provided the relevant data necessary for the study.

3.5 SAMPLE SIZE

The small population implies that a sample was not required.

3.6 DATA COLLECTION TECHNIQUES AND INSTRUMENTS

To carry out the development of this project, two techniques were used and along with them the corresponding instruments that served for the collection of data on the phenomenon under study.

In this study, observation was used to study how storytelling is used to teach speaking in an English class. The observation method was based on research on effective ways of using storytelling to teach speaking. The researcher carefully observed and recorded how narration activities were included in the classes, how the students engaged with the material, and the extent to which these activities helped improve their speaking skills. Key factors such as student participation, fluency, and comprehension were analyzed to obtain useful information about how narration worked as a teaching tool.

To carry out the observation, an observation guide was created inspired by previous research findings. This tool helped the observer to focus on the main points of the study and to collect reliable data. By using findings from previous studies, the researcher was able to better understand and interpret the results, giving him a clearer picture of what was happening in the classroom (Creswell, 2012).

The interview technique employed in this study was designed to gain an in-depth understanding of the teacher's perspective on the use of storytelling as a tool for teaching speaking. Through guided conversations, the researcher invited the teacher to explore his or her experiences, beliefs, and teaching practices regarding the integration of narration in language

teaching. This approach allowed the researcher to capture the teacher's views on the effectiveness of narration in improving students' oral proficiency, as well as their views on its impact on motivation and classroom dynamics.

Yin (2018) points out that interviews are very useful when obtaining qualitative data because there is a flexibility in which interviewees can express themselves while addressing the questions posed for the development of the research.

In this study, the interview guide functioned as a flexible but organized structure that helped keep the course of the conversation focused on the research objectives, allowing the teacher the freedom to share his or her opinions and personal experiences. All the information gathered allowed for a better understanding of how storytelling can be used in the classroom to teach speaking skills.

CHAPTER IV

4. RESULTS AND DISCUSSION

4.1. OBSERVATION GUIDE RESULTS.

a. The teacher uses narration as the main strategy to improve oral expression.

Analysis:

The teacher sometimes uses storytelling in classes, which allows students to actively participate in the learning process. However, he does not always use this strategy, which limits its potential use in the classroom, since this technique helps to engage students' attention and provides an attractive context for practicing oral expression.

Harmer (2020) argues that storytelling allows learners to actively participate in language activities, which not only improves their speaking skills, but also increases their confidence in expressing ideas in a more natural and dynamic environment.

b. The teacher chooses stories appropriate to the language level of the learners and their speaking needs.

Analysis:

It has been found that the teacher always chooses stories that correspond to the learners' level of understanding and language needs. This allows learners to work with vocabulary that is both accessible and challenging.

Krashen (2018) emphasizes the importance of providing comprehensible material, as students develop their language skills better when they are exposed to content that is appropriate

to their language level and that allows them to expand their vocabulary and understanding without feeling overwhelmed.

c. The teacher uses narrative techniques (voice modulation, facial expressions) to model effective speaking skills and capture students' attention.

Analysis:

In the observed classes, the teacher sometimes used expressive resources such as voice modulation and facial expressions to capture students' attention. These techniques contribute to dynamize the narrative and allow students to observe how they can be used in a real context.

Mourão (2019) points out that the use of expressive techniques in narration not only improves comprehension of the content, but also helps learners improve their pronunciation, speaking rhythm and intonation, allowing them to internalize more natural speaking patterns.

d. The teacher designs speaking activities related to narration (narratives, summaries, role plays) that encourage practice and fluency development.

Analysis:

The teacher never designs specific activities related to narration, such as summaries or role plays, that encourage speaking practice. The lack of specific activities prevents students from developing fluency in a practical and creative way.

Ellis (2021) stresses that interactive storytelling-based activities provide opportunities for meaningful communication and are critical to developing fluency in a second language.

e. The teacher creates an inclusive and supportive environment that promotes confident speaking.

Analysis:

The teacher always creates an inclusive and supportive environment for students to feel comfortable telling their stories. A supportive environment is reflected in the way the teacher encourages all learners to participate without judging their mistakes, which helps learners to express themselves freely.

Dörnyei (2020) stresses that a supportive environment is key to reducing learners' anxiety and promoting positive attitudes toward learning and speaking. This is crucial for the development of communicative competence in a foreign language.

f. The teacher promotes consistent use of English during narration activities and encourages students to orally express their ideas and responses.

Analysis:

The teacher sometimes encourages students to speak in English during storytelling activities, although full expression in English is not always guaranteed. Sometimes students resort to Spanish, which limits their use of the target language.

Richards and Renandya (2021) argue that consistent exposure to the target language in meaningful contexts, such as storytelling, is critical to improving oral expression. Consistent use of English in these activities contributes significantly to fluency and confidence in speaking.

g. The teacher encourages students to actively participate and interact to promote speaking practice during storytelling.

Analysis:

The teacher sometimes encourages student participation. The lack of constant interaction reduces opportunities to practice orality in a collaborative context.

Littlewood (2019) argues that peer interaction is essential in the language classroom because it allows learners to negotiate meanings and practice communicative skills in real-life situations.

h. Learners are encouraged to repeat and practice key words or phrases from the story to improve their pronunciation and fluency.

Analysis:

Learners sometimes actively participate in repeating key words from the stories, which allows them to practice pronunciation and improve fluency.

Thornbury (2020) stresses that repetition is an effective way to improve pronunciation and increase confidence in speaking. Focused practice is essential for developing effective speaking skills.

i. Students are comfortable sharing personal interpretations, expressing opinions, and discussing story content aloud.

Analysis:

Although students have the opportunity to express their opinions, sometimes they feel comfortable doing it in English. Students' shyness in expressing their personal interpretations limits their ability to actively participate in oral discussions.

Nation (2021) argues that if students feel comfortable personally expressing their reactions to stories, greater participation and spontaneous expression is encouraged, which contributes to the development of their communication skills.

4.2. TEACHER'S INTERVIEW RESULTS

According to the third specific objective, "To describe from the teacher's perspective how useful the storytelling is in the development of speaking skill" a semi-structured interview consisting of 10 questions was conducted to explore teachers' experiences in using storytelling as an oral language teaching. The questions focused on motivations for storytelling, strategies, challenges benefits, and effects on students' oral skills.

Question 1

Can you describe your experience of using storytelling as an oral skills development strategy in your classroom?

The teacher's answer: When I worked with my children from second grade a few years ago, I had the opportunity to use the storytelling technique. For example, we started by working with simple words, and I created a story where they had to stick the words in the text to complete it, like filling in the blanks. Later, I started working with seventh-grade students using storytelling because I consider it a good strategy to apply in English class.

Analysis: Although the teacher described storytelling as an effective technique, the success of its application may depend on several factors. Wright (2008) suggests that storytelling is effective in contexts where learners tend to be actively engaged. If students do not actively participate in the activities proposed by the teacher, the expected results would be very low. As evidenced in the theory presented, as much as lack of confidence or lack of vocabulary could prevent students from feeling encouraged to participate.

Question 2

What motivated you to incorporate storytelling into your approach to teaching oral skills?

The teacher's answer: First of all, it was the idea of combining students' personal experiences with the storytelling approach. For example, I would ask students about their activities, like 'What did you do yesterday with your family?' If a student said, 'I went to the park and saw a dog,' we would create a story from that. It's all about using real experiences.

Analysis: Integrating students' personal experiences is a strategy that, according to Vygotsky (1978), links learning to the sociocultural context and encourages greater participation. However, learners' ability to express these experiences in English may be limited, especially if they do not have a rich vocabulary. This suggests that, before using this strategy, the necessary linguistic foundations must be established.

Question 3:

How do you select or adapt stories to support oral language instruction and practice?

The teacher's answer: For example, if students like superheroes, you as a teacher should integrate elements that appeal to the students. The key is to integrate things that motivate the students.

Analysis: Adapting stories to students' interests increases student motivation and engagement, as Ellis and Brewster (2014) found. However, although the teacher mentions that it is important to select topics of interest to students, it was evident that this does not happen since only material provided by the institution was used as it was observed.

Question 4:

What strategies do you use to effectively integrate storytelling activities into speaking language classes?

The teacher's answer: For example, students can bring in pictures from Facebook, such as pictures of their pets, and paste them on the board. Then we create a story based on the pictures. This visual approach is very useful.

Analysis: Although the use of visual materials, such as photographs, can be very helpful in engaging students in storytelling, it was evident that the teacher does not follow a methodological process to integrate these elements. Cameron (2020) points out that it is important to follow steps that will help the student prepare to better understand a narrative such as contextualization, vocabulary introduction among others. Without the methodological process, the activities that are planned by the teacher will not be satisfactory.

Question 5:

Can you share any observations or ideas about students' storytelling activities in oral language instruction?

The teacher's answer: One observation is that vocabulary can be challenging for learners. To avoid this, I suggest creating a list of words that students can refer to and play with. This can help them develop their stories more easily.

Analysis: As Thornbury (2005) points out, vocabulary difficulties are a common challenge in speaking activities. While vocabulary lists can be helpful, it is important to be aware that some students may need more time and practice to become familiar with new vocabulary, which can slow down the storytelling process.

Question 6:

What difficulties have you encountered in using storytelling to teach oral language, and how have you reacted?

The teacher's answer: One difficulty is pronunciation. It's not just about reading the story but also understanding it. Students often struggle if they don't know the vocabulary. To address this, I use flashcards to introduce key vocabulary and reinforce it through warm-up activities and daily practice.

Analysis: Problems with pronunciation and vocabulary are recurring challenges in narration, as noted by Celce-Murcia et al. (2010). Although the use of flashcards can be an effective solution, their success depends on the time available for regular practice and the willingness of learners to actively participate in these activities.

Question 7:

What advantages do you see in storytelling as a tool for developing oral expression?

The teacher's answer: Storytelling has more advantages than telling stories. Because they are children, they like to imagine things and express their ideas freely. It is a way to develop the four language skills in a dynamic and interesting way.

Analysis: Although Ellis and Brewster (2014) emphasize that storytelling can develop cognitive and linguistic skills, it should be noted that the level of creativity and critical thinking developed depends on the initial level of the students and the adequate preparation of the teacher leading the process.

Question 8:

How would you rate the effectiveness of storytelling in improving students' oral expression?

The teacher's answer: It is very effective if we focus on the process. I use rubrics to assess progress. For example, if a student makes pronunciation mistakes at the beginning but improves over time, I give him a higher grade. It is also important to adapt strategies to different learning styles, for example, role-playing for kinesthetic learners.

Analysis: Formative assessment, as Black and Wiliam (1998) point out, is essential for monitoring student progress. Using rubrics and adapting strategies takes time, which can be challenging in classrooms with many students or limited resources.

Question 9:

Have you noticed any changes in learners' motivation or attitude towards oral language teaching since you introduced storytelling activities?

The teacher's answer: "Students, especially children, like storytelling because it stimulates their imagination. It excites them and they participate actively."

Analysis: According to Dörnyei (2001), activities that stimulate learners' imagination can significantly increase their motivation. However, the level of enthusiasm may vary depending on the learners' interest in the topics and their confidence in their ability to participate orally.

Question 10:

Do you have any suggestions or best practices that you can share with other teachers who want to use narration to improve speaking?

The teacher's answer: Teachers should be like actors: they need to act, be expressive and not take themselves too seriously. The key is to make the narration fun and interesting for the students, to keep them energetic and creative.

Analysis: Wright (2008) notes that teachers who use a theatrical and energetic approach are better able to capture students' attention. Although the teacher mentioned all these elements that should be incorporated when telling stories, she does not always apply each of the strategies mentioned, since it can be said that she has the theory, but it is hardly applied in class.

4.3. DISCUSSION

The practice of using storytelling as a strategy for developing oral language skills is deeply rooted in constructivist learning theory, which emphasizes interaction and meaningful learning experiences. According to Vygotsky's (1978) sociocultural theory, learning occurs best when it takes place in a social and collaborative framework in which learners can actively interact with the material and with each other. Storytelling fosters this dynamic by encouraging learners to participate, listen and respond, and by creating opportunities for authentic communication. This agrees with the interview conducted with the teacher who thinks that storytelling is a technique that can help and motivate students, thus fostering creativity in the classroom. However, it is important to mention that although the teacher believes that storytelling can be positive, it was observed that he lacks knowledge about the application of this technique, which can affect the learning process of students.

The results highlight that, epistemologically, it was evidenced that the use of storytelling increases students' self-confidence and their motivation to express themselves orally. Nation and Newton (2009) state that meaningful environments contribute to language acquisition. When students are immersed in familiar stories, they are more likely to acquire vocabulary and sentence structure.

A key element of successful storytelling is the careful selection of stories that match learners' interests and language abilities. As Cameron (2001) emphasizes, using materials that are at the learner's level ensures comprehension and maintains motivation. The use of gestures, visual elements and interactive tasks helps teachers to create immersive stories that improve comprehension, although, through the interview and the observation it was evident that the teacher does not know about materials or elements that should be integrated when working with storytelling to teach speaking to students. All these multimodal strategies that should be integrated in a class manage to adapt to different learning styles, making storytelling an

integrated practice that benefits all students. Thornbury (2005) stresses that speaking tasks should be designed gradually to build learners' confidence, and suggests that students who are not good speakers be made more comfortable through group interactions and role-playing. With these adaptations, students can contribute without having to face a large audience, making storytelling an activity for everyone.

In addition, storytelling integrates multiple language skills (e.g., listening, comprehension, and speaking) into one activity. By listening to stories, students are exposed to the use of natural language, which improves pronunciation, intonation, and vocabulary. Nation (2011) emphasizes that activities that combine listening and speaking reinforce language patterns and allow learners to apply their knowledge to communication tasks. Retelling and reviewing stories provide learners with an organized framework in which they can creatively practice speaking to improve fluency and accuracy, but the teacher does not integrate these types of activities that would help students improve their language proficiency.

The teacher's experiences underscore the value of storytelling as an engaging and flexible teaching method. Storytelling not only improves students' oral skills, but also fosters enjoyment and curiosity for learning. This is in line with Ellis and Brewster's (2014) argument that storytelling promotes intrinsic motivation by making learning fun and accessible. Students who are motivated to learn are more focused on language development, which contributes to long-term success.

In conclusion, integrating narratives into oral skills instruction has multiple benefits, such as increased motivation to learn, increased confidence, and improved oral skills. Although there are still challenges to be overcome, such as the main one that the teacher knows all the methodological processes due to carry out the application of storytelling or what elements to include in doing so, but on the other hand are how to meet the needs of shy students to actively participate in class. As an educational tool, storytelling not only contributes to language

development, but also fosters students' imagination and critical thinking, which makes it an effective strategy for developing oral skills in language classes.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

- Through the bibliographic research of several authors, it has been identified that the use of narration for the development of oral skills is very effective with students, since through activities such as role-playing or cooperative storytelling, which allow students to use the target language in a safe environment with the teacher's guidance.
- It was evident that the most important activities such as role play, retelling the story or summarizing the story were not used in the learning process, so students did not have enough opportunity to practice speaking skills.
- It was concluded that although the teacher had a positive perspective in relation to the usage of storytelling in the teaching of speaking, the teacher did not know the methodological process to be able to apply it successfully.

5.2 RECOMMENDATIONS

- It is recommended to consistently integrate storytelling into lessons, ensuring its use in most lessons to create a dynamic and engaging learning environment that also incorporates related activities that motivate students to practice speaking.
- It is suggested that the teacher add activities such as role play, retelling the story or summarizing the story for students to develop speaking skills but also cognitive skills such as critical thinking.
- It is recommended that professional development workshops for teachers based on storytelling, and techniques for its practical application should be organized for supporting teachers so that they can refine their storytelling practices and improve the

effectiveness of teaching practices as well as the effectiveness in the speaking skill development.

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ANEXES

OBSERVATION GUIDE



UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

OBSERVATION GUIDE

Objective: To identify the strategies, activities, and resources used when working on speaking skills through storytelling.

Author: Adrian Samuel Diaz Barrezueta

Date:

INDICATORS	ALWAYS	SOMETIMES	NEVER
The teacher uses storytelling as the main strategy to improve oral expression.			
The teacher selects stories that match the language level and speaking needs of the students.			
Teacher applies storytelling techniques (e.g., voice modulation, facial expressions) to model effective speaking skills and engage students.			
Teacher designs speaking activities related to narration (e.g., retellings, summaries, role plays) that encourage students to practice and develop fluency.			
Teacher creates an inclusive and supportive environment that fosters confidence in speaking.			
Teacher promotes consistent use of English during narration activities, encouraging students to express their ideas and responses verbally.			
The teacher encourages active participation and interaction among students to stimulate oral practice during narration sessions.			

Students are encouraged to repeat and practice key phrases or sentences from the story to improve pronunciation and fluency.			
Students are comfortable sharing personal interpretations, expressing opinions, and discussing story content aloud.			

INTERVIEW GUIDE



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INTERVIEW GUIDE

Objective: To describe from the teacher's perspective how useful the storytelling is in the development of speaking skill.

Author: Adrian Samuel Diaz Barrezueta

Date:

1. Can you describe your experience of using storytelling as an oral skills development strategy in your classroom?
2. What motivated you to incorporate storytelling into your approach to teaching oral skills?
3. How do you select or adapt stories to support oral language instruction and practice?
4. What strategies do you use to effectively integrate storytelling activities into oral language instruction?
5. Can you share any observations or ideas about students' storytelling activities in oral language instruction?

6. What difficulties have you encountered in using storytelling to teach oral language and how have you reacted?
7. What advantages do you see in storytelling as a tool for developing oral expression?
8. How would you rate the effectiveness of storytelling in improving students' speaking?
9. Have you noticed any changes in learners' motivation or attitude towards oral language teaching since you introduced storytelling activities?
10. Do you have any suggestions or best practices to share with other teachers who want to use narration to improve speaking?